

MAEL 204 - Educational Leaders and Peer Collaboration

ECTS Value: 5 ECTS
Self-Study Hours: 70

Contact Hours: 25
Assessment Hours: 30

Overall Objectives and Outcomes

The scope of this module is to introduce and help the participants understand the robust meanings of educational leadership, collaboration and collegiality. The module would delve into the different models and styles of Educational leadership, Collaboration and Networking and how these models and styles would sustain peer collaboration among college and Educational leaders in the Maltese Islands.

By the end of this module, the learner will be able to:

Competences

- a. lead college and school-based networks;
- b. evaluate and critique the models of educational leadership, such as: instructional, managerial, transformational, participative, distributed, managerial, moral leadership, etc;
- c. have a comprehensive understanding of the organisational structures, arrangement of leadership and management teams, the advantages and disadvantages of teamwork, developing effective teams, collaboration and collegiality;
- d. design, sustain and develop effective intra- and inter-Educational Institution collaborative strategies;

Knowledge

- a. successful leadership in the twenty-first century;
- b. leadership skills and abilities;
- c. ethical and moral leadership;
- d. the daily challenges for Educational leaders;
- e. related collaborative theories and the nature of collaboration;
- f. central features and limitations of collegial models;
- g. the dimensions of collaborative leadership;
- h. the notions of building a collaborative capacity: challenges and opportunities;
- i. working in a team: the dynamics of work groups;
- j. contrived collegiality: the micro politics of intra- and inter-Educational Institutions collaboration;
- k. the role of leaders in professional learning communities.

Skills

- a. direct and develop individuals and educational teams;
- b. sustain a culture that supports a collaborative approach towards a shared commitment to common values, ideals and standards;
- c. sustain strategic and collaborative leadership;
- d. facilitate creativity and teamwork;
- e. promote collegiality;
- f. establish professional learning communities underlined by collaborative activities;

- g. promote a culture of trust and respect;
- h. critically understand issues related to identity within an educational institution

Assessment Methods

This module will be assessed through: Task and Presentation

Suggested Readings

Core Reading List

1. Armstrong, P. (2015); *Effective school partnerships and collaboration for school improvement: A review of the evidence*. DfE, London
2. Bush, T. & Middlewood, D. (2013); *Leading and managing people in education* (3rd ed), Sage, London
3. Desforges, C. *Collaboration for transformation: Why bother?* National College for School Leadership, Nottingham.
4. Lumby, J. & Foskett N., (Eds). (1999); *Managing External Relations in Schools and Colleges*. Sage, London
5. Stoll, L. & Fink, D., (2003). *Changing our Schools*. Maidenhead: Open University Press

Supplementary Reading List

1. Bennett, N., Crawford, M. & Riches, C., (Eds). (1992); *Managing Change in Education*. Paul Chapman, London
2. Gillinson, S., Hannon, C., and Gallagher, N. (2007). "Learning together". In S. Parker and N. Gallagher (eds). *The collaborative state*; DEMOS; London
3. West-Burnham, J. (2011) *Building sustainable school improvement through systems leadership and collaboration*; National College for School Leadership, Nottingham.
4. Yuen, J., Chen, D., and Ng, D. (2016). "Distributed leadership through the lens of activity theory", in *EMAL*, vol. 44(5), pp. 814-36.