

School Management and School Development (H000196)

Course size (nominal values; actual values may depend on programme)

Credits	5.0	Study time	150 h	Contact hrs	45.0 h
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Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	Dutch	group work	15.0 h
		lecture	30.0 h

Lecturers in academic year 2018-2019

Devos, Geert	PP06	lecturer-in-charge
Tuytens, Melissa	PP06	co-lecturer
Van Keer, Hilde	PP06	co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A

Teaching languages

Dutch

Keywords

educational policy, educational administration, school development, school culture, school management

Position of the course

This course aims to provide insight in the role of school policy and educational policy at meso and macro level so that students are able to reflect critically on complex pedagogical and educational issues in practice, research and policy.

Contents

This subject includes the following issues:

- international developments in school policy;
- types of school policy and characteristics of school improvement;
- school profiles and school cultures;
- school leadership;
- school boards and school communities;
- educational policy and organization in Flanders.

Initial competences

Pedagogische research

Final competences

- 1 To place developments in education (educational themes) in the ensemble of educational organization and legislation.
- 2 To situate educational interventions and provisions in a policy context.
- 3 To interpret and approach critically strategies for the promotion of the quality of the service provision and the innovational capacity of organizations.
- 4 To situate forms of management, direction, and policy on the meso- and macro-levels that have an impact on educational support processes.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, lecture

Learning materials and price

- Reader containing scientific articles and book chapters.
Cost: 10 EUR

References

- Day, C., Gu, Q., & Sammons, P. (2016). The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly*, 52(2), 221-258.
- Devos, G. (2004). Schoolmanagement. Een reflectie op de praktijk van de schoolleider. Wolters Plantyn.
- Devos, G. & Bouckenoghe, D. (2009) An exploratory study on principals' conceptions about their role as school leaders. *Leadership and Policy in Schools*, 8, 2: 173-196.
- Devos, G. (2014) Bestuurlijke schaalvergroting: opportuniteit of bureaucratische valkuil? *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid*, 3, 37-46.
- Hoy, W.K., & Tarter, C.J. (1997). The road to open and healthy schools: a handbook for change. California: Corwin Press.
- Leithwood, K., Seashore Louis, K., Anderson, S., Wahlstrom, K. (2004). Review of research. How leadership influences student learning. New York: The Wallace Foundation.
- Leithwood, K., Chapman, J., Corson, D., Hallinger, P., Hart, A. (1996). International Handbook of Educational Leadership and Administration. Dordrecht: Kluwer Academic Publishers.
- Vekeman, E., Devos, G. & Valcke, M. (2016) Human resource architectures for new teachers in Flemish primary education. *Educational Management Administration & Leadership*, 44, 970-995.

Course content-related study coaching

- Interactive support using Minerva.
- Individual feedback is given after the proclamation by appointment.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions

Examination methods in case of permanent evaluation

Assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Calculation of the examination mark

A combination of periodic evaluation (50%) and permanent evaluation (50%). Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.