This specialism provides educators with related theoretical background, cultivates their research interests and abilities to understand and analyse the effective practice of administration and management in education, as well as in other relevant contexts as appropriate. Topics including organisation theories; management theories; theories and strategies for decision-making; sociological perspectives of educational institutions; educational policy-making and planning; organisational performance; accountability and law in education and research methodology in educational administration, will be discussed.

**Who would benefit from this specialism?**
Serving leaders or aspiring leaders in educational institutions, school settings, edu-business corporations, or government departments relevant to education. Aspiring or serving principals, government officials, community leaders, department heads, corporate administrators, administrators in higher education and teachers are welcome to apply.

**Mode of study:**
The specialism is available in part-time and full-time modes (for 2-year (up to 4-year) part-time study or 1-year full-time study).

**Outline of the four Specialist Courses:**

**Course 1: Educational Leadership and School Management (6 credits)**

This course traces the recent development of leadership theory in education in order to explore what it really means to build an effective school of tomorrow, and what types of leadership would be most adequate for this enormous task. The course has integrated a comparative perspective, and looks into case-studies and findings from Asia Pacific, Australia, Europe and North America. The participants will explore the latest themes in leadership theories and will examine differentials in cultures, values, intelligences, and styles. The course will focus on approaches to school leadership that promote high quality learning environment and student learning achievement. However, the course will draw on examples from both educational and non-educational settings to relate theories to practice. There will be an opportunity for students to share their own experiences by contributing to group discussions and presentations.

**Course 2: Administrative and Organizational Theory for Educational Institutions (6 credits)**

This course will trace the evolution of administrative and organizational theories, from classical to contemporary schools of thought, in the context of educational institutions. It will enable students to
conceptualize and analyze organizational phenomena from various perspectives, including classical, human resource, systems, political, cultural, critical and postmodern schools of thought. Particular attention will be given to the application of these ideas to leadership and organizational learning, change and effectiveness.

Course 3: Legal Aspects of Educational Administration (6 credits)
The course aims to better equip students with legal literacy, concepts and reasoning so that they would be able to understand legal aspects of educational administration, examine the implications for effective operation of the school, make sensible administrative decisions effectively and legally. The content covers basic legal concepts and system of laws. Issues such as employment, student rights and discipline, school liabilities, insurance matters, copyright and intellectual properties, collaboration with law enforcement bodies will be explored.

Course 4: Concepts and Issues in School Based Management (6 credits)
This course provides a systematic study of the theory and practice of School-Based Management (SBM), its background and its major features. Within the SBM framework, topics to be covered will include organizational structures, proposed leadership models and leadership training, data on learning outcomes, preferred funding models, models of school planning, implementation and evaluation, and quality assurance. Particular emphases will be placed in the area of staff development and appraisal. Related theories, concepts, skills and strategies will be studied and the relationship between staff development and appraisal, with special reference to the implications for school effectiveness and educational change, will be closely examined.

In addition to four specialist courses, students will also have to complete:

- a research methods course "Methods of Research and Enquiry" (12 credits); plus
- either an option of one elective course and a DISSERTATION (18 credits),
- or an option of three elective courses and a PROJECT (6 credits each).