

The principal of the educational organization \ Керівник навчального закладу

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Advising hours: By appointment

general quantity [akadem]. the hours 20 (12 – lectures +8 - seminars)

Course Description and Objectives:	<p>The expediency of this course studying can be explained by necessity of management in the successful functioning and development of an organization in the educational sphere.</p> <p>Typically, each school has a single administrative officer, a principal, who is responsible for the operation of the school. In very small schools, the person may teach part-time as well. In large schools, there may be one or more assistant principals. The administrative hierarchy may consist also of a number of department chairpersons, school counselors, a social worker, school psychologist, diagnostician, and so on.</p> <p>Although functions vary by location and size, the principal is primarily responsible for administering all aspects of a school's operations. What then do principals actually do on every day basis? One way to analyze what principals do is to consider their job from a number of perspectives: leadership functions, administrative roles and rules, responsibilities, management skills, task dimensions, team building and behavioral profiles of effective versus successful administrators.</p> <p>Aim of the course: to teach students to review of theoretical concepts and best practice needed to develop the knowledge, skills, and dispositions necessary to be successful principal of the educational organization.</p> <p>Skills: Leadership skills are a must in this field. Professionals working in education management must also have good decision-making and problem-solving skills, ability to avoid team building errors. Principals of the educational organization combine and coordinate various kinds of resources by carrying out four basic leadership functions: planning, organizing, leading, and monitoring.</p> <p>Contents of the course: In this course students learn how to manage an organization in the competitive environment. They will learn how to diagnose which problems are and solve them, how to set goals and conduct policies for educational establishment.</p> <p>Students will learn essential skills for today's, managing styles and networking, will know what is the optimal size of the organization, how to build team, will find out how principals to plan, organize, motivate and control work in the educational organizations and such learning will provide for proactive, preventative treatment of an organization.</p>
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Class materials:	<p>The workload for this course is heavy. Required readings will consist of Texts and Media, Sources for Individual Studies Required:</p> <ol style="list-style-type: none"> 1. Argyris, C. (2011). <i>Organizational traps: Leadership, culture, organizational design</i>. New York, NY: Oxford University Press. 2. Arnett, S. (2010). <i>Human relations for educators: Meeting the challenges for today and tomorrow</i>. Dubuque, IA: Kendall/Hunt. 3. Gardiner, P. (2011). <i>Project management: A strategic planning approach</i>. New York, NY: Palgrave Macmillan. 4. Goodstein, L. (2011). <i>Strategic planning: A leadership imperative</i>. Alexandria, VA: American Society for Training and Development. 5. Jones, G. R. (2010). <i>Organizational theory, design, and change</i>. Upper Saddle River, NJ: Prentice Hall. 6. Lunenburg, F. C., & Ornstein, A. O. (2008). <i>Educational administration: Concepts and practices</i> (5th ed.). Belmont, CA: Wadsworth/Cengage. <p>Additional reading:</p> <ol style="list-style-type: none"> 1. Northouse, P. G. (2010). <i>Leadership: Theory and practice</i> (5th ed.). Thousand Oaks, CA: Sage. 2. Oosterlynck, S. (2011). <i>Bridging the gap between planning and implementation: Turning transformative visions into strategic projects</i>. London, UK: Taylor & Francis. 3. Patrinos, H. A. (2010). <i>Decentralized decision making in schools: The theory and evidence on school-based management</i>. Washington, DC: World Bank Publications. 4. Sergiovanni, T. J. (2009). <i>The principalship: A reflective practice approach</i>. Boston, MA: Pearson. 5. Ubben, G. C., Hughes, L. W., & Norris, C. J. (2011). <i>The principal: Creative leadership for excellence in schools</i> (7th ed.). Boston, MA: Pearson. <p>E-Learning: www.1000ventures.com/business_guide/mgmt_strategic.html http://management.com.ua http://www.managementhelp.org/plan_dec/str_plan http://strategic-management.bestmanagementarticles.com/</p> <p>Classes are assumed to be driven by case discussion and interactive lectures by the instructor. Students may also be asked to make essay, presentations on cases and to prepare final papers on the topic.</p>
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Expectations and requirements:	<p>The class involves a mixture of class discussions and exercises, group presentations, individual written assignments.</p> <p>Students are expected to come to class having read and thought about the assigned readings to demonstrate an understanding of the material, actively participate in class discussions, and make thoughtful contributions that benefit the class.</p> <p>In both your written and oral communications you are expected to be crisp and concise.</p> <p>Students will be given the opportunity to get skills required to be a good manager in the educational sphere. Additionally, they will be shown that management is not practiced in isolation; the world around an organization has profound affect on how well it is managed. Students will be shown how management activities are done on different scales in the educational sphere. In addition this course will draw on the student's ability to</p>
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	communicate: writing, speaking and presenting. Students are expected to attend all class sessions to receive full credit for taking this course.		
Grading Procedures:	Activity	When Due	% of Grade
	Class Participation – Individual	On-going	20%
	Case study		20%
	essay		15%
	Participation in Group discussion	On-going	15%
	Presentation and written report		30%
Class Schedule	<i>Topic and key concepts</i>		<i>Readings/Assignments for Class</i>
Class 1	Introduction into the management for the principal of the educational organization Manager vs Leader <ol style="list-style-type: none"> Managers and Leaders: what's the difference? The manager's role 		Group discussion: The main features of a manager and a leader, what is a leadership. Reading: see above
Class 2	Skills for Today's Manager <ol style="list-style-type: none"> Essential skills for today's manager Management functions The fundamental business model 		Case: The role of the principal in school change during the current era of high-stakes accountability. Reading: David Hoppey and James McLeskey A Case Study of Principal Leadership in an Effective Inclusive School // http://sed.sagepub.com/content/early/2010/12/02/0022466910390507
Class 3	Planning <ol style="list-style-type: none"> Organizational planning Goal setting The planning process Planning tools 		Essay: Planning tools for the principal of the educational organization Reading: see above
Class 4	Management Styles and Networking <ol style="list-style-type: none"> More functions of management Leadership styles Control process Networking 		Group discussion: Management styles in the educational organization Reading: see above
Class 5	Building the team <ol style="list-style-type: none"> Goal setting for the team Size and diversity Roles and rules Optimizing conflict Virtual teams Creativity and innovation Who's more creative: group or individuals 		Group discussion: Best practices in a team building in the educational organization Reading: see above

Class 6	<p>The Principals and the school</p> <ol style="list-style-type: none"> 1. What do principals do at the school? 2. Building trust between principals and teachers 3. Building trust among teachers 4. School management: characteristics of effective principal 	<p>Essay: Best practices in a teacher leadership training and principal development</p> <p>Reading: see above</p>
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Evaluation:

12 = excellent/very good

9 = good

6 = satisfactory