

THE FUTURE OF EDUCATION IN THE DEVELOPING WORLD



The Future of Education in the Development World

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Edition 1



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COURSE OVERVIEW

INTRODUCTION

Education is essential to social and economic development, especially for citizens in developing countries. The future is changing so dramatically and quickly that it poses more challenges for current educational leaders. They are educating students for the unknown. Hence, educational leaders need to explore the necessary changes and challenges that their educational systems are faced with now; and how innovation can be used to inform their future. In order to achieve a sustainable future for their community this course will help educational leaders explore the trends, issues and practices that impact the future of their educational systems.

COURSE GOALS

Upon completion of this course the educational leader will be able to:

1. Analyse the possible future local, national and global trends and challenges in developing countries and their potential impact on the education system.
2. Identify and explore emerging technologies to enhance the educational system of the future.
3. Explore the potential of the open source and open courseware movement and technologies on the future of their educational system.
4. Explore the future trends in educational methodologies and their potential impact on the educational system, the learners, the teachers and others.
5. Foster creativity and innovation in others to help mold the future of their education system.

COURSE STRUCTURE

The course is divided into four units:

UNIT 1: Global trends in Educational Leadership

UNIT 2: Emerging Technologies that impact Education

UNIT 3: Leading the International Agenda in Educational Improvement

UNIT 4: Implications of Educational Research on Future Development

Each unit is further broken down into related topics which include self-reflection questions to ponder, activities to complete and formal assignments to complete and send to your instructor.

The units contain a number of references that learners either required to use or encouraged to review. This may require that you have access to a computer with Internet connection to download the reference. Each unit should take approximately three weeks to complete.

ASSIGNMENTS AND PROJECTS

A series of activities and assignments guide you through concepts in this course and ask you to demonstrate that you can apply the concepts to your individual contexts. The major assignment in this course is found in Unit Four, where you will incorporate the learning from all the topics covered to design a project to reflect the future education in the developing world. This 'possibility' project should highlight what education will look like in 5-10 years in your country. Your institution / tutor will help you through this material and will also assign additional projects.

JOURNALING REQUIREMENTS

To capture the output from the reflective questions and activities you are asked to keep a personal journal. At the end of the course the personal journal will be submitted to your instructor for feedback and grading.

ASSESSMENT

Assessment takes the form of responding to activities, as well as written assignments and examinations as determined from time-time by the institution. In cases where coursework assignments, fieldwork projects, and examinations are used in combination, a percentage rating for each component will be communicated to you at the appropriate time.

TIME REQUIRED

This course is worth **14** credits, or a credit value assigned by your institution. Each credit is equivalent to 10 notional hours. You are, therefore advised to spend not less than 160 hours of study on the course. This notional time includes:

- going over activities embedded in the study material;
- peer group interaction (where necessary);
- face-to-face tutorials (where necessary);
- working on tutor-marked assignments; and
- preparation time for and sitting examinations (where that is a requirement.)

COURSE SCHEDULE

A course schedule with due dates and additional readings will be supplied to you by your institution.

STUDENT SUPPORT

ACADEMIC SUPPORT

<Insert the following information if relevant>

1. How to contract a tutor/facilitator (Phone number, email, office hours, etc.).
2. Background information about the tutor/facilitator if he/she does not change regularly. Alternatively provide a separate letter with the package describing your tutor/facilitator's background.
3. Description of any resources that they may need to procure to complete the course (e.g. lab kits, etc.).
4. How to access the library (either in person, by email or online).

HOW TO SUBMIT ASSIGNMENTS

<If the course requires that assignments be regularly graded, then insert a description of how and where to submit assignments. Also explain how the learners will receive feedback.>

TECHNICAL SUPPORT

<If the students must access content online or use email to submit assignments, then a technical support section is required. You need to include how to complete basic tasks and a phone number that they can call if they are having difficulty getting online.>

UNIT 1 – GLOBAL TRENDS IN EDUCATIONAL LEADERSHIP

UNIT INTRODUCTION

Educational leadership has become an issue of concern with the increase in the number of educational institutions now in developing countries. There are those who believe that there is need for educational leaders in these countries to inform themselves of the current trends in leadership development. With the fast pace of technological developments, and the vexing issue of climate change and its effects at the forefront of current discussions, leaders must become aware of global efforts in addressing these issues and the implications of these developments for developing countries. This unit will examine some educational leadership trends in developing countries and explore some leadership approaches that may be adopted to address the education problems of the future.

UNIT OBJECTIVES

Upon completion of this unit you should be able to:

1. Appreciate varying leadership trends across developing countries
2. Become aware of global developments and their implication for developing countries

ASSIGNMENTS AND ACTIVITIES

There are a number of learning activities and assignments throughout this unit.

TOPIC 1.1 – EDUCATIONAL LEADERSHIP TRENDS IN DEVELOPING COUNTRIES

TOPIC INTRODUCTION

A publication by the UNDP Capacity Development Group states that:

“Effective local leadership is a key strategic component for democratic governance, inclusion and human development”

It seems that local leadership in the Pacific, Caribbean, Africa and Asia must understand the importance of investing in education since it is so central to democratic governance, inclusion, and human development. Singapore has been described as one of Asia’s great success stories, transforming itself from a developing country to a modern industrial economy in one generation. This success has largely been attributed to the fact that Singapore has made education central to building both the economy and the nation. They have focused on building teacher and leadership capacity, and have fostered a culture of continuous improvement and future orientation that benchmarks educational practices against the best in the world. (OECD 2010). Is the Singapore experience a model for the developing world? What are the educational leadership trends in the developing world? Is there a place for collaborations, alliances, and partnerships in the future?

Despite the consistent economic challenges developing countries must find ways to improve and retool as the move towards the new century. This requires a look at the trends that can inform them for the future. Schwartzman (2001) argues that trends do not mean that the future is written since education systems can and will change. He suggests that Education systems should incorporate new forms of organization, new resources, new methodologies, and new instruments, and gather more support from society. By doing so, they can overcome the constraints imposed by even the most pessimistic social and economic scenarios (p. 5)

This topic will examine the educational leadership trends in the Pacific, Caribbean, Africa and Asia and assess the extent to which these trends can be adopted for Education in the future.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Discuss global leadership trends
2. Assess leadership practices in the Pacific, Caribbean, Africa and Asia
3. Compare and contrast leadership trends in the Pacific, Caribbean, Africa and Asia

The educational leadership issues in developing countries across the globe seem to be similar although the contexts are dissimilar. Many of the same questions are being asked; what leadership skills are needed for the future? How can we prepare the next generation

to work effectively in the global environment? How can our educational institutions remain viable and competitive in this global environment? According to Schwartzman (2001),

“educational institutions will be transformed by trends such as the universalization of initial education, the growing relevance of science and technology in basic education curricula, the adoption of new educational technologies, a growing demand for lifelong education, and a growing concern for systematic assessments of student achievement”(p.3).

Mercer and Wyman 2007, proffer some possible answers to these questions. They conclude from a survey conducted among executives that the leaders of the future must be able to:

1. Foster growth on a global basis and be able to deal with the complexities of the globe
2. Understand different cultures and speak different languages
3. Think like the typical client
4. Adapt and respond to employees of different cultures and backgrounds
5. Work within processes in the context of a performance based culture
6. Manage people they cannot see, that is, outside of the boundaries and virtually.

TASK

Consider each of the six points listed above. Provide two suggestions of actions that could be taken within your context in order to see each one operationalized. Record your response in journal.

COLLABORATION

Jank, Chu and Koenig (2013) assessed the emergence of collaborations, mergers alliances and partnerships in education and seem to conclude that this could become a trend in educational leadership globally. They suggest that while this is not common practice in the education sector, there may need to be some rethinking as various kinds of collaborations have served to strengthen management and leadership in other sectors. According to Jank, Chu and Koenig, collaborations can occur in the form of (1) recruitment, (2) interdisciplinary and dual degree offerings across campus faculties and institutions, (3) content delivery, and (4) across geographic borders.

TASK

Consider each type of collaboration suggested by Jank, Chu and Koenig (2013). Which one would be most feasible for your context? Log your response in your journal. Record your response in journal.

COMPETITIVE INTELLIGENCE

Straus and du Toit, (2010) suggest that a trend that needs to be adopted is one of the application of competitive intelligence. They describe competitive intelligence as a process

of developing actionable foresight regarding competitive dynamics with a view to enhancing competitive advantage. Straus and du Toit contend that competitive intelligence can (a) support an organization in gathering, interpreting and disseminating information, (b) encourage the integration and analysis of the external environment, (c) indicate the level of competition in an organization, (d) provide strategies for adding value to information to gain competitive advantage, and (e) turn raw material into usable intelligence.

SELF-REFLECTION QUESTION

How can I apply competitive intelligence to benefit my organization?

LEADERSHIP TRENDS IN THE ASIA PACIFIC REGION

The Asia Pacific leadership program, APLP helps leaders and potential leaders of the region to understand the key trends that will affect the region in the future and the types of leadership that these trends require. This program provides a forum for the issue of leadership to be discussed and seems to equip participants with requisite skills for planning and implementing actions for future success.

TASK

To what extent do you think that such an organization could be of benefit to your region as you prepare for education in the future? Record your response in journal.

TASK

Read the article ‘**Leadership Development Programs in Asia: Where to Go from Here?**’ found in your course materials and outline five actions suggested by the article for educational leadership for the future. Record your response in your journal.

LEADERSHIP TRENDS IN THE CARIBBEAN

TASK

Review the article “**The Caribbean Examinations Council: Leading and Facilitating Transformation in Secondary Education**”. What are the lessons learnt about education in the future from this article? Record your response in journal.

Gazzola & Didriksson (2008) highlighted financing of higher education as a major issue in Latin America and the Caribbean. They suggested seven areas of focus:

1. Access, Equity, and Quality
2. Foster the training of high-level technicians, and improve the functioning of the market
3. In a context of university autonomy, improve the relevance of undergraduate and graduate programs according to the demands of society and of the labour market
4. Improvements in the internal efficiency of institutions of Higher Education

5. Public financing granted through the supply side (the institutions), or the demand side (the students)?
6. A change in R&D investment policies
7. Greater proactivity in the financing of public institutions of Higher Education

Do you agree that these areas need to be considered for the future of education in the Caribbean? Could these concerns be applied to other levels of education in your context? What other concerns would you add to this list?

LEADERSHIP TRENDS IN AFRICA

TASK

1. Review the article named African Perspective in the course materials. **‘Mapping principal preparation in Kenya and Tanzania’**.
2. Identify five areas to be addressed in order to prepare for education in the future. Record your findings on your journal.
3. How are the issues in African countries similar to those in the Asia Pacific region and the Caribbean?

Record your response in journal.

SELF-REFLECTION QUESTION

What adjustments do I need to make in order to be a relevant leader for education for the future?

TOPIC SUMMARY

For this topic we learnt that

- Leaders of the future must foster growth on a global basis, be able to deal with the complexities of the globe, understand different cultures and speak different languages. They should also think like the typical client, adapt and respond to employees of different cultures and backgrounds, work within processes in the context of a performance based culture as well as, manage people, outside of the boundaries and virtually.
- Collaboration and competitive intelligence are two important trends to consider for the future.
- General issues of concern for developing countries are climate change and economic hardships.
- In the Asia Pacific region, leaders and potential leaders are trained to plan and implement actions for the future.
- Financing higher education, access, equity and quality of education, improvements in institutional efficiency are a few of the focus areas for the Caribbean.
- In Africa, the focus is on prepare the leaders to better manage their resources.

RESOURCES

ICT in Secondary Education in the Pacific Region: Status, Trends and Prospects. Retrieved from:http://www.usp.ac.fj/jica/ict_research/documents/pdf_files/ICT%20in%20Secondary%20Education%20in%20the%20Pacific%20Region.pdf

Singapore: Rapid Improvement Followed by Strong Performance. Retrieved from:
<http://www.oecd.org/countries/singapore/46581101.pdf>

The Asia Pacific Leadership Program. Retrieved from:
<http://www.eastwestcenter.org/education/asia-pacific-leadership-program/what-the-aplp>

What the future demands: The growing challenge of global leadership development.
Retrieved from:
http://www.mmc.com/knowledgecenter/The_Growing_Challenge_Of_Global_Leadership_Development.pdf

TOPIC 1.2 – IMPACT OF TRANSFORMATIONAL LEADERSHIP ON EDUCATION SYSTEMS

TOPIC INTRODUCTION

Transformational leadership has become a buzz phrase among contemporary leaders across the globe and particularly in developing countries. Much of the deliberations about transformational leadership must be credited to James MacGregor Burns who brought the concept to eminence. According to Burns, (1978) transformational leadership results from person to person engagement, with the objective of increasing the level of motivation and morality of each person involved. The authentic practice of this type of leadership requires individuals with high self-esteem and self-actualization levels. This approach to leadership is believed to increase performance levels as it seeks to mobilize the energies of followers. In this topic we will examine the merits of transformational leadership and seek to apply the principles of this leadership approach to improving the education system of the future.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Evaluate the components of transformational leadership
2. Discuss the traits and behaviours of transformational leaders
3. Discuss the implications of transformational leadership for an organization

WHAT IS TRANSFORMATIONAL LEADERSHIP?

Yukl (2006) suggests that transformational leadership engenders trust, admiration, loyalty and respect in followers and motivates them to do more than they were initially expected to do.

1. *Have you ever seen transformational leadership as described by Yukl in action?*
2. *If you have, please record one of your experiences in your journal.*

Bass (1985) is a renowned proponent of transformational leadership and he provides some insight about the approach. According to Bass, such a leader transforms and motivates followers by helping them to value the importance of task outcomes, awakening their team spirit, and activating their higher order needs.

SELF-REFLECTION QUESTION

Have I ever been motivated by a leader in the three ways highlighted by Bass?

Take a look at the article entitled “What is transformational leadership” in your course package.

TASKS

1. How do the views expressed in this article compare to your personal experience of transformational leadership?

Write three salient points from this article in your journal.

COMPONENTS OF TRANSFORMATIONAL LEADERSHIP

There are several views about the components of transformational leadership but they all converge around the *four Is*.

Idealized Influence

Transformational leaders influence others to want to become more like the leader. They are willing to take risks guided by core values, convictions and ethical principles. They build trust with followers who in turn develop confidence in their leader.

Inspirational Motivation

Transformational leaders inspire confidence, motivation and a sense of purpose in his followers. A vision for the future is articulated, expectations are communicated and commitment is demonstrated. Messages are conveyed with precision, power and a sense of authority and the leader displays optimism, enthusiasm and the ability to point out the positive.

Intellectual Stimulation

The transformational leader values creativity and autonomy. The leader encourages the involvement of followers in decision-making and stimulates creativity and innovation. The leader challenges assumptions and solicits ideas from followers. The leader also embraces the systems thinking philosophy and inspires followers to systems think.

Individualized Consideration

The transformational leader recognizes that each follower or group member has specific needs and desires and devices ways to determine what motivates each individual. The leader may use strategies such as one-on-one coaching and mentoring to provide opportunities for customized training sessions for team members. This approach helps team members to grow and become fulfilled in their positions.

TASK

Can one leader embody all four components of a transformational leader? Justify your response. Record your response in your journal.

SELF-REFLECTION QUESTION

How will I need to adjust in order to become a more transformational leader?

TRANSFORMATIONAL LEADER TRAITS

As you explore the literature you will identify the traits of a transformational leader.

TASK

Create your personal list of traits and record it in your journal.

Reflect on the literature you have read about transformational leadership and then create a list to reflect your synthesis of this literature.

TOPIC SUMMARY

For this topic we learnt that

- Transformational leadership increases performance levels and mobilizes the energies of followers
- Transformational leaders must have high self esteem and self actualization levels
- Transformational leaders transform and motivate followers by helping them to value the importance of task outcomes, awakening their team spirit, and activating their higher order needs.
- The four components of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

RESOURCES

Bass, B.M. (1985). Leadership and performance beyond expectations. New York: Free Press

Burns, J.M. (1978). Leadership. New York: Harper & Row.

What is transformational leadership. (2008). Retrieved from

<http://www.leadwithgiants.com/wp-content/uploads/2013/05/What-is-transformational-leadership-Sept-2008-copy.pdf>

Yukl, G. (2006). Leadership in organizations. Englewood Cliffs, NJ: Prentice Hall

TOPIC 1.3 – IMPACT OF ACTION CENTRED LEADERSHIP ON EDUCATION SYSTEMS

TOPIC INTRODUCTION

The education system of the future must adopt the principles of forward thinking leadership approaches in order to remain relevant to the needs of the populace and to build effective organizations. John Adair contends that leadership is the ability to determine the next step and then take others with you along the journey. He proposes the Action centred leadership model which has been applied successfully in many organizations. For this topic we will explore the teachings of John Adair and critically assess its usefulness in the education system of the future.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Examine the elements of the action centered leadership model
2. Assess the implications of the action centred leadership model for your context.

OVERVIEW

The essence of action centred leadership is the recognition of team in effective leadership. Adair believes that action centred leadership can create a paradigm change in any organization. The Adair approach is that leaders should aim to achieve tasks by building teams and developing individuals. Action centred leadership (ACL) revolves around three activities that leaders should attempt. Adair proposes that the ACL model involves accomplishing the task, building and upholding the team, and preparing individuals by honing their talents and skills. Adair proposes that in order to accomplish a task, leaders should identify the aims visions, purpose and direction for the organization. The resources, people, strategies and tools should also be selected and then the leader should monitor the performance of the members of the organization.

Second, the leader should endeavour to build and maintain the team for accomplishing the task. This involves ensuring open communication to facilitate mutual trust a while identifying and resolving potential conflicts in the team. For this component of the ACL model, the leader should constantly build team spirit, encourage high production levels, as well as take pride in their accomplishments. Third, the action centred leader should be capable of identifying and honing the skills of the individuals in the organization. According to Adair, this leader should also be able to assist the members of the team with their “plans, problems, highs and lows” (Adair, 1973). This leader should also be sensitive and “should also remember the dignity of an individual, and should take steps to encourage and inspire an individual” (p. 10).

He intimates that the action oriented leader should be able to balance the three components of the model. This means that, while the leader engages the organization in practical activities towards accomplishing clear goals through teamwork, the skills and

talents of the individuals in the organization will be encouraged and allowed to develop. Adair provides advice as to how the three components can be balanced (Adair, 1973). He suggests that the following steps be considered in balancing the components of the ACL:

1. Identify and evaluate the requirements of the task.
2. Communicate these to the group and gain their commitment.
3. Plan the achievement of the task with the group.
4. Identify resources within the group and allocate responsibility to individuals.
5. Monitor and evaluate progress of the whole group and of individual members.
6. Communicate feedback to the group and support, praise, encourage individuals.
7. Review plans, and make changes, with the group until the task is achieved.

SELF-REFLECTION QUESTIONS

1. How will I need to adjust to become a more action centred leader?
2. Can this model work in my context?

Read the case studies of applying the Adair model at the following site. Do you think that this could be applied in your context? Explain your response on the discussion board/ in your journal. Select one case and outline how you could adjust the approach taken in your organization.

http://www.comp.lancs.ac.uk/computing/research/cseg/projects/explicating/Explicating_leadership/Papers/adair.pdf

Visit the following site and examine the leadership functions outlined. Use the checklist to help you assess your readiness for action centered leadership.

<http://www.vitae.ac.uk/CMS/files/upload/Action-Centred%20Leadership.pdf>

After reading about the elements of action centered leadership, record your views about the model and its possible impact within your context.

TOPIC SUMMARY

For this topic we learnt that:

- Action centered leadership is the recognition of team in effective leadership
- Action centered leadership (ACL) revolves around three activities that leaders should attempt. Adair proposes that the ACL model involves accomplishing the task, building and upholding the team, and preparing individuals by honing their talents and skills
- The steps to be taken for balancing the components of action centered leadership are identifying and evaluating the requirements of the task, communicating the requirements to the group and gaining their commitment, planning how to achieve

the task, identifying resources and allocating, responsibilities, monitoring and evaluating progress, communicating feedback, and reviewing plans.

RESOURCES

Action centred leadership: John Adair's action centred leadership - a model for team leadership and management (n.d). Retrieved from: <http://www.businessballs.com/action.htm>

Adair's action centred leadership model. (2001). Retrieved from: <http://www.trainanddevelop.co.uk/article/adairs-action-centred-leadership-model-a161>

White, M.I. (n.d). Explicating John Adair's action centred leadership – Fieldwork examples from further education. Retrieved from: http://www.comp.lancs.ac.uk/computing/research/cseg/projects/explicating/Explicating_leadership/Papers/adair.pdf

Barrett, C. (2013). Sustainable development practices in a Jamaican teacher training college Unpublished Dissertation.

TOPIC 1.4 – THE NEED FOR ETHICAL AND MORAL LEADERSHIP IN EDUCATION

TOPIC INTRODUCTION

There are some who would say that we have a leadership crisis in the world today. In the Pacific, Caribbean, Asia and African countries there have been constant leadership challenges. What are some of the challenges experienced by these leaders? In the Pacific, The Emerging Pacific Leaders’ Dialogue EPLD (2010) reveals that Pacific leaders face challenges of globalization and the preservation of values as well as challenges associated with climate change. The Caribbean islands face similar challenges in addition to those associated with economic development and debt. There is no doubt that leaders of African and Asian countries also face these challenges and consequently the need arises for a more cogent look at ethical and moral leadership. There are several theories proffered about ethical and moral leadership and these theories impact the views of leaders across the world. The concept of moral leadership must also be considered, especially in so far as it is closely linked to ethical leadership. This topic explores ethical and moral leadership and examines the ways in which they may impact education in the future.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Examine the characteristics associated with ethical and moral leadership
2. Evaluate ethical and moral dilemmas
3. Assess leadership practices in your contexts.

DEFINING ETHICAL LEADERSHIP

TASKS

1. Conduct research on the topic of ethical leadership and record two of your findings in your journal.
2. Write an annotated bibliography of two journal articles that address the topic of ethical leadership. Submit the bibliography to your instructor for review and feedback.

Read the article ‘A Review of the Literature Concerning Ethical Leadership in Organizations’

Now, coin your personal definition of ethical leadership and post it on the discussion board/write it in your journal

Write a critique of this article. Include in your critique:

- A brief summary of the article (1 paragraph)
- The main thesis of the article
- Your evaluation of the article

INFLUENCES ON ETHICAL LEADERSHIP

Confucianism is an ethical philosophy developed by the ancient Chinese philosopher named Confucius. The core elements of Confucianism are compassion, rightness, and rites. Essentially, Confucianism promotes compassion for fellow humans, appropriateness and rightness in one’s approach to relationships and humanity, and the observation of etiquettes, norms, and protocols in both personal and institutional lives.

The Natural Law Theory promoted by Aristotle and others of his time purports the view that morality is a function of human nature and that the content of positive law cannot be known without some reference to natural law.

Proponents of **Moral Nihilism** believe that that nothing is intrinsically moral or immoral and that morality can be considered as a complex set of rules and recommendations that may give a psychological, social, or economical advantage to its adherents, but is otherwise without universal or even relative truth in any sense.

Virtue Ethics proponents believe that character of a moral agent is the driving force for ethical behaviour and not the agent’s adherence to rules, views of rightness or wrongness or the social context.

The Divine command theory asserts that moral knowledge cannot be had except from God because morality is based on what God commands.

Which one of these varying views on ethics and morality do you think would be a useful guide to leaders in your context? Do you now observe leadership in your context being guided by any of the theories discussed above? Which of the theories best fit your personal philosophy on ethical and moral leadership?

DEFINING MORAL LEADERSHIP

TASK

1. Conduct research on the topic of moral leadership and write a review of two of your findings.
2. Coin your personal definition of moral leadership and post it on the discussion board/write it in your journal

Read the following blog and share your views on the content.

Leadership is a complex concept, yet too often is it understood in narrow ways. Leaders are frequently considered to be those that have authority over others, those who control, those that somehow walk ahead, are better than the rest. This kind of leadership is often self-serving, short-term oriented and disempowers others. It has often proven disastrous on a personal and organizational level.

Moral Leadership is a very different kind of leadership. Rather than aspiring to being followed, Moral Leaders aim to serve. Instead of showcasing their own skills, Moral Leaders tend to develop the capacities of others. Moral Leadership is not about rank – any person holding any position can be a Moral Leader, but such individuals are always characterized by a deep sense of ethics, are driven by core ideals (such as justice) and are motivated by the pursuit of a higher purpose.

Moral Leadership is also about particular capacities and skills. First of all, Moral Leaders know how to manage themselves, how to temper their egos and how to act with nobility and rectitude. They are visionary and affect personal change. Moral Leaders also have a highly developed sense of emotional intelligence and master key social skills. They work to overcome obstacles and are skilled at the art of consultation. They build consensus navigate diversity and establish unity. Moral Leaders are the conscience (i.e. moral compass) of an enterprise or organization and the glue that holds it together.

Moral Leadership originates in, builds, and reinforces Spiritual Capital.

Retrieved from <http://www.scmli.com/what-is-moral-leadership/>

SELF-REFLECTION QUESTIONS

1. Can I be an ethical leader without being a moral leader?
2. Can I be a moral leader without being an ethical leader?
3. Is there a difference between moral and ethical leadership?

Are you able to differentiate between morals and ethics based on the leadership examples you have seen? Record your reflections in your journal.

PRACTICING ETHICAL AND MORAL LEADERSHIP

According to Yukl 2006, ethical leadership is an ambiguous construct which may include a variety of diverse elements (p. 418). He proposed eight criteria for evaluating ethical leadership. These include:

1. The leaders' use of power and influence
2. How the leader handles the diverse interest of multiple stakeholders
3. How the organization's vision has been developed
4. The integrity of the leader's behaviour
5. The leader's ability to take risks
6. The leaders ability to communicate relevant information
7. How the leader responds to criticism and dissent
8. The leader's ability to develop follower skills and self confidence

TASKS

How would you rate yourself as an ethical leader using the eight criteria proposed by Yuki? Try to conduct an honest assessment of your leadership by responding to the following questions.

1. Do you use your power and influence to serve your followers and the organization?
2. Do you attempt to balance and integrate the diverse interests of stakeholders?
3. Do you develop a vision based on the needs values and ideas of followers?
4. Are you consistent with your values?
5. Are you willing to take personal risks and make necessary decisions?
6. Do you provide timely disclosure of information about events problems and actions?
7. Do you encourage critical evaluation to find better solutions?
8. Do you use coaching, mentoring and training to develop followers?

Design your personal list of moral and ethical characteristics that must embody a moral and ethical leader.

TASK

Select two case studies of ethical dilemmas from your readings. What would you do in each case? Post your responses in your journal.

SELF-REFLECTION QUESTION

1. Can I be an ethical leader without being a moral leader?
2. Can I be a moral leader without being an ethical leader?

TOPIC SUMMARY

For this topic you learnt that:

- The concept of ethical leadership is influenced by Confucianism, the natural law theory, moral nihilism, virtue ethics and divine command theory
- Moral leadership is influenced by personal principles while ethical leadership is influenced by rules and laws.
- The criteria for evaluating ethical leadership include the way the leaders uses power and handles the interest of stakeholders. The integrity as well as the way the leader communicates and responds to criticism are also important indicators.

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UNIT 2 - EMERGING TECHNOLOGIES THAT IMPACT EDUCATION

UNIT INTRODUCTION

As new technologies emerge, the education sector faces new challenges of inadequate infrastructure and lack of expertise. There is need for constant upgrading of equipment and knowledge and skills to cope with the fast pace of technological developments. This unit aims to bridge the knowledge gap as educators prepare for education in the future.

UNIT TOPICS

Topic 2.1: Educational Management Information Systems

Topic 2.2 – Open source courseware

Topic 2.3 – Evolving Pedagogy and strategies

UNIT OBJECTIVES

1. Discuss the importance of an educational management information system
2. Assess the issues and problems associated with educational management information systems
3. Assess the value of learning and content management systems
4. Explain the phenomenon of cloud computing
5. Discuss the history of opens source software development
6. Assess the impact of open source software development on education
7. Discuss the barriers to the successful application of open source software?
8. Evaluate the use of open source tools in education
9. Assess the role of web 2.0 technologies in teaching/learning activities
10. Discuss the current new pedagogies and strategies
11. Evaluate the role of mobile learning in future education

TOPIC 2.1 – EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS

TOPIC INTRODUCTION

Educational Management Information Systems (EMIS) organize information for the management of educational development (UNESCO, 2003). EMI systems have the capacity to collect, process, analyse, publish and distribute information services for users of educational information. The information processed by an EMIS can be used for policy planning, planning and implementation, decision making, and monitoring and evaluation of all the activities occurring within an education system. The absence of such a system in an educational institution will present a handicap to development and effective management as it plays a coordinating role and in connecting the major stakeholders within an institution. An EMI system must reflect forward thinking on the part of management and therefore provide the platform for the inclusion of learning and content management systems and repositories, cloud computing as well as student registration and management systems. This topic will examine the structure and functions of some of the new technological facilities which will be germane to education in the future

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Discuss the importance of an educational management information system
2. Assess the issues and problems associated with educational management information systems
3. Assess the value of learning and content management systems
4. Explain the phenomenon of cloud computing
5. Analyse the contribution of a student registration system to the overall management of educational institutions

WHAT IS AN EMIS?

An EMIS is a collection of component parts that include inputs processes, outputs, and feed backs integrated to manage a large body of data and information. The system should allow for the easy retrieval, processing, analysis, and dissemination of this data and information. According to Villanueva (2003), it is “a tool that uses systems theory, together with developments in computerization, to create a comprehensive approach to the collection and use of vast quantities of information on the education and training system” (p. 5). An EMIS should also provide accurate and timely information to decision makers. Education managers should be familiar with this system and the technology so that they will be empowered to access critical data on demand.

The EMIS provides information to teachers, principals, curriculum planners, inspectorate officials, financial controllers, planners, policy advisers and political leaders, as well as parents and students. Villanueva outlines the following reasons for utilizing an EMIS in the management of education.

1. To improve capacities in data processing, storage, analysis and supply of educational management information so that education planners and administrators can avail themselves of reliable and timely data
2. To co-ordinate and further improve dispersed efforts in the acquisition, processing, storage, transmission, analysis, repackaging, dissemination and use of educational management information
3. To facilitate and promote the use of relevant information by various agencies and individuals at all levels for more effective educational planning implementation and management
4. To streamline the flow of information for decision-making by reducing and eliminating duplications as well as filling information gaps
5. To provide information for policy dialogue and scenarios for development of the education system

TASK

Prepare a brief appeal to your board of management for support to purchase an IMIS. Post this in your journal.

LEARNING MANAGEMENT SYSTEMS

Learning management systems (LMS) are designed to facilitate better learning efficiency and to transform the teaching and learning process. The system digitizes instructional material while allowing for student – teacher interactions. An LMS can store, organize, disseminate, search, index, and retrieve learning materials. More recent designs of LMS have been done to facilitate more collaboration and interaction. According to Hustad, Arntzen & Aurilla (2013), some benefits of the LMS based on research include:

1. It is an efficient tool for structuring the learning environment.
2. It allows easy and convenient access to the learning materials,
3. It facilitates frequent interaction and served to motivate the students’ learning.
4. It facilitates the teaching and learning process by allowing learners to easily condense the learning material and contribute more in discussions.
5. It allows for the reuse and improvement of learning materials
6. It helps to improve efficiency and increase learning outcomes.
7. It facilitates useful and efficient evaluation and feedback on student assignments.
8. It facilitates timely delivery because of the functionalities to set up deadlines for assignment submission

Some challenges identified:

1. Lack of resources to utilize LMS
2. Lack of integration
3. Inefficient technical systems
4. Inhibit knowledge sharing

5. Insufficient support for group work
6. Issues of copyright and intellectual property

TASK

Examine the benefits and challenges of the LMS. Can you identify with them? Do you foresee these challenges in your context? Post your response in your journal.

CONTENT MANAGEMENT SYSTEMS

A content management system is a computer program that allows users to create, edit, and publish content in a collaborative web environment. (Lamb & Johnson 2013, p. 58)

TASK

Read the article “**Development of Content Management System with Animated Graph**” written by Mahamad, Ibrahim, Kasbon,& Samol, (2008) .Write a summary of your understandings in your journal.

CLOUD COMPUTING

Cloud computing is a subscription-based service where you can obtain networked storage space and computer resources (Huth & Cebula 2011, 1). It allows you to access your information on location, anywhere you are, if you have internet access so you do not have to be in the same physical location as the hardware that stores your data. Cloud computing is useful for organizations that have limited amount of hardware and storage space because it removes the cost of purchasing and storing memory devices. You are able to subscribe only for the amount of storage space that you will use, and to reduce your subscription when you need less storage space. Cloud computing, affords an organization the IT capacity to adjust quickly and accommodate changes as they arise. This is possible because services can be remotely hosted and accessed from the cloud on demand. Many educational institutions are now forced to use cloud computing services due budgetary pressures as well as the increased demands for reliability of access to IT services. EDUCAUSE (2009).

Cloud Types

An institution or individual can subscribe to a cloud provider based on the needs and so it is important that we have an understanding of the types of clouds available. According to Huth & Cebula (2011), there are four types of cloud. These include public, private, community, and hybrid. A public cloud can be accessed by any subscriber with an internet connection while a private cloud is established for a specific group or organization and limits access to just the particular group. A community cloud is shared among two or more organizations that have similar cloud requirements and a hybrid cloud is a combination of two or more types of cloud. In selecting a cloud for your institution you should compare your needs to the cloud services available. This will be dependent on how you intend to use the space and resources associated with the cloud. Huth & Cebula provide information about cloud providers in their article that you will find in the course materials. For more

detailed and technical information about cloud computing please visit at your own convenience.

<http://www.sei.cmu.edu/library/abstracts/whitepapers/cloudcomputingbasics.cfm>

Romero, (2012) suggests that the advantages of cloud computing include

1. Cost reduction, in that users are able to decrease or increase their consumption at will
2. Scalability, allowing greater control of expenditure
3. Lower investment and reduced risk as it provides immediate access to improvements as well as debugging
4. Support services, as users benefit from advanced security procedures and the availability of providers with experience and knowledge of the service
5. Greater security, that is, access from anywhere as well as the ability to test and evaluate resources at no cost

Romero contends that the benefits greatly outweigh the drawbacks of cloud computing, identifying only three concerns. The concerns include the risk of placing your information in the hands of third parties, confidentiality, and theft and loss of information fears.

TASK

What are your fears about this technology? Record them in your journal.

Read the article in your course materials titled **“Benefits and risks of cloud computing”**. What do you need to consider before introducing the use of cloud computing in your context.

SELF-REFLECTION QUESTION

Can I manage effectively without understanding the value of these new technologies?

STUDENT MANAGEMENT SYSTEMS

What is a student management system?

A student management system is a software application used to manage student data, ranging from registration information to library use, grades and essentially all student activities. There are several applications on the market that can provide some or all of the following services.

- Handling inquiries from prospective students
- Handling the admissions process
- Enrolling new students and storing teaching option choices
- Automatically creating class & teacher schedules

- Handling records of examinations, assessments, marks, grades and academic progression
- Maintaining records of absences and attendance
- Recording communications with students
- Maintaining discipline records
- Providing statistical reports
- Maintenance boarding house details
- Communicating student details to parents through a parent portal
- Special Education / Individual Education Plan (IEP) services
- Human resources services
- Accounting and budgeting services
- Student health records
- Canteen Management
- Transportation Management

TASK

Carry out research and select five of the available student management systems that can be used in the education sector. Using a table, compare and contrast their offerings and identify the system that you would select for your context. Provide justifications for your choice.

Be guided by the document in your course materials, entitled “*Choosing & implementing a Student Management System*”

Submission date: To be provided by your instructor.

TOPIC SUMMARY

For this topic you learnt that

- An EMIS is a collection of component parts that include inputs processes, outputs, and feed backs integrated to manage a large body of data and information.
- Learning management systems (LMS) are designed to facilitate better learning efficiency and to transform the teaching and learning process. They digitize instructional material while allowing for student – teacher interactions. An LMS can store, organize, disseminate, search, index, and retrieve learning materials.
- A content management system that allows users to create, edit, and publish content in a collaborative web environment
- Cloud computing is a subscription-based service that provides network storage space and computer resources It allows you to access your information on location, anywhere you are, if you have internet access so you do not have to be in the same physical location as the hardware that stores your data
- There are four types of clouds; public, private, community, and hybrid.

- A student management system is a software application used to manage student data, ranging from registration information to library use, grades and essentially all student activities.

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TOPIC 2.2 – OPEN SOURCE COURSEWARE

TOPIC INTRODUCTION

In recent times software developers have provided an option of their software that comes with an accessible source code for users. This option is referred to as open source software. Open source courseware is software that is developed to allow the user to view the code underlying the software and adjust it to meet their particular needs or desires. Designers of such software seek to include users in its development and use this approach to help identify and fix errors in the software without delay.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Discuss the history of opens source software development
2. Assess the impact of open source software development on education
3. Discuss the barriers to the successful application of open source software?
4. Evaluate the use of open source tools in education

THE HISTORY, GROWTH AND IMPACT OF THE OPEN SOURCE MOVEMENT

The concept of open source software has been taking root for over thirty years now but in more recent times has ballooned into becoming almost a household product. Previous to the rise of open source software, computer software was sold as a finished product, installed on a computer. If a new computer was acquired, new software or a new software license had to be purchased. Also, when the creator of the software changes the product, persons with the old software were left with an obsolete product. With the introduction of open source software, users can now install software on a new platform without an additional purchase and either get support or create a support mechanism for a product whose creator no longer supports it.

SELF-REFLECTION QUESTION

Can you recall the process you engaged in to get software installed or software service support?

TASK

Read pages 9-10 of the article, “**Open Source Software: A History**” written by, *David Bretthauer* and the article titled “**Open Source’s Lessons for Historians**”. They are both in your course materials.

1. *Share two important facts that you have learnt about the history of open source software development.*
2. *How has open source software changed the education landscape in developing countries?*

Write your response in your journal.

SELF-REFLECTION QUESTION

How has the knowledge of emerging technologies equipped you to lead your institution into the future?

A likely challenge to the use of open source software in developing countries could be the lack of appropriate infrastructure to support the technology. Another possible challenge or barrier could be lack of knowledge about the resource. In a workshop presentation, Le Trung Nghia cited lack of training and lack of support and maintenance as two of the key barriers to open source use. What do you think?

TASK

According to *Nagy, Yassin, and Bhattacharjee (2010)*, (article in your course materials) what are the five main barriers to the successful application of open source software? What would be your barriers?

OPEN SOURCE TOOLS AND THEIR USE IN EDUCATION

TASK

Critique 5 peer reviewed articles that address the use of open source tools in education. Use the critique template provided in Unit 1. Submit your work to your tutor. You will find some samples of articles in the course materials

TASK

Create a list of the tools you believe will help to propel your institution into the future. Record your list in your journal.

TOPIC SUMMARY

For this topic we learnt that:

- Open source software must be freely distributed, include a source code, must allow users to modify it, allow redistribution of versions and facilitate the operation of other software in its program.
- Open source software has been influencing the delivery of education for over 20 years.
- Inappropriate and insufficient infrastructure to support the technology and the lack of knowledge are possible barriers to open source use.

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TOPIC 2.3 – EVOLVING PEDAGOGY AND STRATEGIES

TOPIC INTRODUCTION

“Web 2.0 and virtual world technologies are here to stay. Today, our students come to our classroom with a presence on Facebook, the latest concert as a podcast on their MP3 player, and experience playing games in virtual worlds. In some respects, students are more tech-savvy than their Information Systems professors” (Harris & Rea 2009, p. 137).

The above statement suggests that clients of the education sector are far more technologically advanced than many of the individuals who offer the education services. How then can educational leaders prepare themselves for education for the future? Leaders must become conversant with the emerging technologies and explore all the possible evolving pedagogies. What are the best practices? What does the literature say about evolving pedagogies? In this topic we will seek to understand some of the pedagogies and strategies that will need to be employed in order to meet the needs of the clients of the education sector of the future.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Assess the role of web 2.0 technologies in teaching/learning activities
2. Discuss the current new pedagogies and strategies
3. Evaluate the role of mobile learning in future education

SOCIAL NETWORKING

Social networking sites such as Facebook, twitter, and my space; video streams delivered via You Tube, and collaborative discussion and document sharing via Google Apps, are among the new technologies that the education sector must now contend with in recent times. By now most of you may be active Facebook and twitter account holders and have become familiar with You Tube videos. These technologies are now been used in the classroom to communicate, express ideas, and form relationships centred on topics of interest and are classified as Web 2.0 and virtual world technologies.

Web 2.0 technologies were so named because they form the second generation of web development and design aimed at facilitating communications through the web. They have resulted in the formation of web based communities and applications and also include wikis, and blogs, etc. According to Harris & Rea (2009), virtual World technologies are those that engage participants into the technological realms through real time interaction. Participants are able to create entire communities comprised of “self-built worlds and avatars centered around common interests, learning, or socialization in order to promote information exchange” (p. 137).

SELF-REFLECTION QUESTIONS

1. How can you use the web 2.0 technologies to teach the content related to your subject specializations?
2. What pedagogical skills and strategies will you need in order to deliver content through these technologies?

TASK

Review three articles that address the topic of using web 2.0 technologies in the classroom. Based on your understanding of the articles, create a table to match the technologies with the roles they can play. Record this in your journal.

NEW PEDAGOGIES

The new technologies seem to require new pedagogies and the literature is pointing to the use of more personalized learning strategies. Adaptive learning is one personalized strategy that is believed to be successful as it uses computers as interactive teaching devices. This strategy tailors content and instruction to the skill and level of each student. Another personalized strategy is introduced by Po-Jen, Ming-Chao, Chu-Sing & Chun-Wei (2012) who propose a grouping approach that uses friendship as its basis for grouping students. They suggest that this type of grouping can reduce complexity and time of grouping and makes communication simpler. They also suggest that suitable learning partners can be found through the social networks and can help students to have a better understanding of lessons and improve their learning achievement. Effective communication must exist between students and the students must show evidence of the dialogue that occurs among them. Yet another approach is introduced by London & Hall (2011) who suggest that generative learning will be effective as it is a learner led, instructor-facilitated, discovery oriented, problem solving through Web 2.0 technologies (p. 760). In addition to these strategies, Köck, M. & Paramythis, A. (2011) provide some strategies for teaching and learning in the future.

TASK

Read the article and select 2 of the strategies outlined. Explain your choices and state how they will be applied in your context. Record your response in your journal.

MOBILE LEARNING AND ITS IMPACT ON EDUCATION

What is mobile learning? This is another evolving pedagogy that allows students to access online courses, complete exams and submit feedback and projects from their mobile devices. It is called M learning and considered to be an extension of the E learning technologies we previously discussed. Butoi, Tomai & Mocean (2013) describe it as a powerful tool for continuous learning. M learning is however constrained by the facilities of the mobile instrument and may access limited content compared to E learning devices.

TASK

Read the case study presented by Pocatilu, Visoiu, Doinea, van Osch, (2012) and the article by Butoi, Tomai & Mocean (2013). Describe the impact that the use of mobile technologies can have on education in your context. Record your response in your journal.

TOPIC SUMMARY

For this topic you learnt that:

- Web 2.0 technologies are aimed at facilitating communications through the web. They include social networking sites such as facebook, twitter and my space as well as wikis, podcasts and blogs.
- Virtual world technologies are computer simulated environments that enable users to interact with each other without geographical confines. They engage participants into the technological realms through real time interaction. LinkedIn is an example of a virtual world technology.
- Personalized instruction, including adaptive and generative learning are suggested pedagogical approaches for use in teaching and learning in the future.
- Mobile learning is an evolving pedagogy that allows students to access online courses, complete exams and submit feedback and projects from their mobile devices.

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UNIT 3 - LEADING THE INTERNATIONAL AGENDA IN EDUCATIONAL IMPROVEMENT

UNIT INTRODUCTION

Educational improvement should constantly be at the forefront of the minds of all educators and be a part of the strategic plan of all institutions. This improvement must however be approached in the context of new developments in the world today as well as new needs and demands of the clientele. Such improvement will require that educators and educational leaders bring cutting edge philosophies into current practice and explore recent technologies that can help to advance the education process into the future.

This unit explores topics that educators and educational leaders must become cognizant of in order to prepare to lead the international agenda for educational improvement. UNESCO provides some leadership for this effort and serves as an excellent resource for the unit through its website. The topics to be covered in this unit include:

- Education for all: A Basic Human Right
- Building the Learning Organization
- Creating a Culture of Life Long Learning
- Building the Sustainable Education System
- Developing Environmental Awareness

For each topic in this unit you will develop a plan to operationalize what you learnt in the topic. This will equip you with a plan of action for use as you proceed through the course and is expected to better prepare you to lead your organization into the future.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1. Assess the relevance of the UNESCO Education for All Goals and their implication for your organization
2. Identify factors/tools/ actions necessary for the achievement of the Education for all goals
3. Design a plan for education for all for your context
4. Evaluate the strategies for building a learning organization
5. Determine the steps necessary for building a learning organization.
6. Design a proposal for building a learning organization
7. Evaluate the potential role of lifelong learning in the developing countries
8. Examine the issues and challenges of lifelong learning
9. Design a plan to address one of the challenges of lifelong learning in your country.
10. Analyse organizational/institutional employment policies

11. Evaluate the procurement procedures of your organization/institution
12. Discuss the characteristics of sustainable buildings in developing countries
13. Examine best practices of sustainable food services
14. Evaluate the tenets of education for sustainable development
15. Discuss the major environmental problems affecting developing countries
16. Assess the possible contributions of developing countries to global environmental problems
17. Examine ways in which environmental awareness can be improved

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TOPIC 3.1 – EDUCATION FOR ALL – A BASIC HUMAN RIGHT

TOPIC INTRODUCTION

Education has been cited as a critical factor in the development of nations and in the achievement of the Millennium Development Goals. These goals place the achievement of universal primary education second only to the eradication of extreme poverty and hunger. The value of knowledge and learning is not in question and there is no doubt that education allows people to learn the skills they need to negotiate an increasingly technical world.

While there has been a notable increase in access to education across developing countries, the data still shows that a large percentage of persons in these countries still remain uneducated for a number of reasons (UNESCO, 2011). This topic seeks to examine the issues around the obstacles preventing education for all and to identify answers or solutions that will mitigate these obstacles.

Some of the obstacles identified by UNESCO include gender disparities, armed conflict, overcrowded classrooms, lack of textbooks, and the absence of qualified teachers. Despite the presence of these obstacles, Educational leaders must lead the agenda to ensure that education is available to all and for all.

The Dakar Framework for Action, 2000 outlines that education is a fundamental human right and is the key to sustainable development, peace and stability. At that time they proposed that the achievement of EFA goals should be not be postponed as “the basic learning needs of all can and must be met as a matter of urgency” (p. 8).

Learning for all means giving all people equitable opportunities to acquire the knowledge and skills they need to have healthy and satisfying lives, to be good citizens, and to be productive contributors to their countries’ economic development. The driver of development will ultimately be what young people learn. This applies to learning both in and out of school, from preschool to the labor market, across low-income countries, fragile states, and middle-income countries (World Bank, 2011).

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Assess the relevance of the UNESCO Education for All Goals and their implication for your organization
2. Identify factors/tools/ actions necessary for the achievement of the Education for all goals
3. Design a plan for education for all for your context

EDUCATION FOR ALL GOALS

The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on

Education for all in 1990 by UNESCO, UNDP, UNFPA, UNICEF and the World Bank. The participants at this conference endorsed the new vision of learning expressed by the leaders and pledged to universalize primary education and massively reduce illiteracy by the end of the decade. Ten years later, many countries had not met the goals. The international community met again in Dakar, Senegal, and affirmed their commitment to achieving Education for All by the year 2015. They identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015.

The goals proposed by UNESCO are:

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

TASK

Review the Education for all goals and provide your assessment of each goal. Do you think that these goals will be relevant to your context? Will these goals be relevant to your context in 2020? Provide justification for your answer. Post your response in your journals.

ACHIEVING THE EFA GOALS

You may ask the question, are these goals achievable? Or, how can these goals be achieved?

Each leader will need to consider the context within which they work and examine the policies of their country with regards to these goals. What is true is that the achievement of these goals rests heavily on the policy framework of the country and in particular of the education system. “The EFA agenda rests on a belief that public policy can radically transform education systems, given adequate political will and resources” (UNESCO, The enduring relevance of Education for All, p.5).

TASK

Look at “**Education Strategy 2020: Learning for All**” and identify some actions that will need to be taken. See the Dakar Framework for Action 2000, (p. 10).

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20040939~menuPK:282393~pagePK:148956~piPK:216618~theSitePK:282386,00.html>

You will also find this document in the course package.

The EFA Global Partnerships Team (UNESCO, 2011) has provided some actions that must be taken in order to achieve the EFA goals. Although these activities are usually conducted by UNESCO, it is important that leaders take these actions as well.

According to the team, leaders must establish partnerships, mobilize resources, and use aid effectively. They should also design effective communication and advocacy strategies, ensure strict monitoring of the process, and put programmes in place to develop capacity. (UNESCO, 2011).

ESTABLISHING PARTNERSHIPS

It is very important that partnerships be established as they are necessary for facilitating constant discourse, building strong linkages and developing strategies to address the challenges that you will face. Leaders will need to focus on establishing partnerships with civil society groups and private sector organizations that can provide technical, financial, and moral support as you attempt to implement the EFA goals.

TASK

Think about some key groups with whom you will need to establish partnerships. Make a list of these groups for your future reference.

MOBILIZING RESOURCES

In order to meet the EFA goals, developing countries will need both financial and human resources from international sources as it is hardly likely that there will be sufficient

national and domestic resources in all our cases. You will also need to tap into the resources of your established partners and stakeholders.

MONITORING

This action is crucial to the implementation of EFA goals. There must be constant monitoring of the implementation process through the collection and analysis of data. You should also revisit the implementation stage and make adjustments where necessary.

COMMUNICATION AND ADVOCACY

This will require leaders to work closely with all forms of media to build awareness and increase knowledge about the goals and the activities being undertaken to meet the goals.

CAPACITY-BUILDING

Leaders must also provide capacity building opportunities to enable the human resources they have to effectively plan and manage the systems that will ensure that the EFA goals will be achieved.

ASSIGNMENT: DESIGN A PLAN FOR EDUCATION FOR ALL

You have examined the EFA goals and some strategies for implementing these goals. Now it is your time to prepare an outline for a plan for education for all in your country or community. You will need to share this outline with your classmates for discussion and you will be required to critique at least one.

SELF-REFLECTION QUESTIONS

1. Do you think that Education for All is an achievable goal?
2. Can all persons really be educated?

TOPIC SUMMARY

In this unit you examined the Education for all goals proposed by UNESCO and discussed their implications for educational organizations in the developing world.

Education is critical to the development of countries and every human being has a right to access to education.

There are six Education for all goals which we should endeavour to meet in order to facilitate educational improvement for the future.

In order to meet the EFA goals leaders must establish partnerships, mobilize resources, use aid effectively, design effective communication and advocacy strategies, ensure strict monitoring of the process, and put programmes in place to develop capacity.

TOPIC 3: 2 – BUILDING THE LEARNING ORGANIZATION

TOPIC INTRODUCTION

In this time of rapid change leaders must find ways to stay relevant and effective as we come to face to face with the possibilities of the future. We must accept the fact that if we do not change at least as fast as the environment changes we will be left behind. Innovative and effective organizations must anticipate the future. This means that they must become learning organizations. According to Momin (nd.). As leaders we must be ready to grasp the new that is emerging and that may require us to live at the edge of chaos. He contends that this requires courage and fortitude and that this courage and fortitude can be facilitated through a learning organization.

A learning organization is one that facilitates creative thinking and recognizes the value of the human resources. Navran Associates Newsletter 1993 defines a learning organization as:

“one that seeks to create its own future; that assumes learning is an ongoing and creative process for its members; and one that develops, adapts, and transforms itself in response to the needs and aspirations of people, both inside and outside itself”.

In a learning organization all the employees are active players who are free to express their ideas and to make a contribution to improving the work environment. Learning organizations shift the paradigm from a traditional authoritarian workplace to one where human potential is validated. (Mason, 2011). As we explore this topic we hope to achieve the following objectives.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Evaluate the strategies for building a learning organization
2. Determine the steps necessary for building a learning organization.
3. Design a proposal for building a learning organization

WHAT IS A LEARNING ORGANIZATION?

Please listen to this audio [*insert audio1*] and then write your own definition of a learning organization.

Based on the information garnered from the audio, what are some features of a learning organization?

A learning organization debunks the mindset that all knowledge and creativity lies in the senior management of an organization. Mason (2011) contends that learning organizations

challenge all employees to tap into their inner resources and potential, with the hope that they can use their collective will to build their own communities.

TASK

Here are some questions for you to consider.

1. Why should we think about building a learning organization?
2. Is it the responsibility of the leader only?
3. Even if I wanted to do this where do I begin?
4. What are the challenges this changing paradigm and how do we overcome these barriers?

Respond to each of these questions in your journals.

STEPS FOR BUILDING A LEARNING ORGANIZATION.

There are some key activities that you must engage in order to build a learning organization. These activities were suggested by Senge (1990) and they are still applicable today.

First, there must be a shift to **systems thinking**. Leaders must be able see the big picture as well as the parts that make up the big picture. At the same time they must recognize the interconnectedness of the parts to each other and to the whole. Secondly, the leader must focus on personal mastery. According to Senge, this is germane to the building of a learning organization and begins with a commitment to lifelong learning. Then, there must be self reflection in an effort to unearth and ventilate beliefs and perceptions that can influence individual action. Such a reflection helps to manage mental models and better facilitate real change which is necessary for the formation of a learning organization. Fourthly, there should be shared vision that indicates the commitment of all involved to the long term survival of the learning organization, and fifthly, team learning should become common practice.

Conduct research on how to achieve the principles of a learning organization. Identify the steps suggested for building a learning organization. Are these feasible in your context? If not, how would you adjust them to make them more applicable to your situation?

Design a proposal for building a learning organization

During your research try to identify the factors that contributed to the growth of learning organizations.

Based on the readings in this unit as well as your own research, design your own plan for transforming your organization into a learning organization.

SELF-REFLECTION QUESTIONS

1. Will transforming my organization into a learning organization really make it more effective?
2. Will this really work in an educational institution?

TOPIC SUMMARY

A learning organization facilitates creative thinking and recognizes the value of the human resources. They allow for a wider engagement of the skills of the workforce.

There are challenges in building a learning organization but there are also strategies that can be employed for building an effective one.

In order to build a learning organization leaders must be able see the big picture as well as the parts that make up the big picture while recognizing the interconnectedness of the parts to each other and to the whole.

Leaders must also focus on personal mastery and engage in self reflection while at the same time encouraging teamwork and a shared vision.

TOPIC 3.3 – CREATING A CULTURE OF LIFE LONG LEARNING

TOPIC INTRODUCTION

“Education is not a preparation for life; education is life itself.” - John Dewey

In some developing countries, there has recently been a shift from emphasis wholly on academic programmes to a more deliberate effort at skills development. It is recognized that these countries must adopt more flexible methods of skills development that make training available wherever people live on a continuous basis in order to meet the skills needs and fill the skills deficit in the respective countries. Consequently the concept of lifelong learning has taken on new life in these countries and seems to be where the emphasis must be placed.

Lifelong learning can be described as a constant drive to build skills and increase knowledge throughout the life of an individual. Lifelong learning is usually a voluntary and self-motivated search for knowledge and improved expertise. It should enhance active citizenship, personal development, competitiveness, and employability. Lifelong learning occurs through experiences that persons have during the course of a lifetime including training, mentorship and higher education.

According to Burnett (2008), lifelong learning requires a merger between the world of learning and the world of work as well as the conversion of institutions and companies into learning organizations. Lifelong learning encourages learning in diverse settings, through diverse pathways, values professional development and recognizes the value of work experience.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Evaluate the potential role of lifelong learning in the developing countries
2. Examine the issues and challenges of lifelong learning
3. Design a plan to address one of the challenges of lifelong learning in your country.

EVALUATE THE POTENTIAL ROLE OF LIFELONG LEARNING

How can lifelong learning improve the lives of commonwealth citizens?

World bank 2003 report on Lifelong learning in the global knowledge economy encourages developing countries to look beyond traditional approaches to education and training and to engage in a policy dialogue on the pedagogical and economic consequence of lifelong learning. As the global knowledge economy changes, the demands of the citizenry is also changing. This highlights the need for workers to embrace lifelong learning so as to gain more knowledge and skills that will equip them for functioning in this global economy.

Persons living in developing countries face a challenge with lifelong learning because many of these countries do not seem to have the framework necessary to facilitate learning throughout life. These countries must therefore adopt a new model of education and training that can cater to the learning needs of persons from early childhood through to retirement.

Discussion point: Do you think that the citizenry of your country understand or appreciate the role and importance of lifelong learning?

What are some of the obstacles that prevent persons in developing countries from engaging in lifelong learning?

ISSUES AND CHALLENGES OF LIFELONG LEARNING

It is believed that one of the challenges relating to lifelong learning in developing countries is the issue of lifelong learning versus lifelong education. Billett 2010 observes that much of the support for lifelong learning comes from the perspective of educational institutions that emphasize educational practices rather than the act of learning. According to Billett, this approach confuses lifelong learning with lifelong education as the key issues discussed and the processes used tend to mirror educational discourse (p. 407).

Billett 2010 suggests that all the necessary experiences and activities that result in learning cannot be realized through formal educational provisions, or even direct teaching. He believes that there is much knowledge that must be learnt but cannot be taught. This knowledge he contends must come from everyday experiences. He contends that learning is a personal fact while education is an institutional fact and that education does not include some significant experiences that occur outside of the institutional structures.

After reading Billett's views do you think that there is a difference between lifelong learning and lifelong education? Share your views in the discussion forum/ your journals

Another challenge of lifelong learning is that there is a view that developing countries do not have the capacity to provide the necessary knowledge and competencies needed. If lifelong learning is to be facilitated in developing countries, then, there needs to be a drive to build capacity. World Bank report (2003) indicates that education is inadequate in most developing countries, and that where there is access to education it is often inequitable, especially at the tertiary level. This underscores the need for capacity building in these countries.

Read the article entitled "**Lifelong Learning in the Commonwealth: Issues and Challenges.**" This article can be found at the following link as well as in the course materials.

<http://www.col.org/resources/speeches/2011presentation/Pages/2011-11-14.aspx>

Outline five challenges that you have identified in the article and say how you think they have impacted on lifelong learning in your country.

ASSIGNMENT

Design a plan to address one of the challenges of lifelong learning in your country.

Check with your local library for a copy of the World Bank report. After reviewing the report, write a draft plan for addressing one of the challenges to lifelong learning in your country.

Submit your completed plan to your instructor for review and feedback.

TOPIC SUMMARY

Lifelong learning can be described as a constant drive to build skills and increase knowledge throughout the life of an individual.

It is a voluntary and self-motivated search for knowledge and improved expertise which ultimately enhances personal development and employability.

Lifelong learning encompasses all the necessary experiences and activities that result in learning. It is sometimes confused with lifelong education.

Developing countries sometimes have a challenge with the skills and capacity necessary to facilitate lifelong learning

TOPIC 3.4 – BUILDING A SUSTAINABLE EDUCATION SYSTEM

TOPIC INTRODUCTION

Sustainability has become a central theme in many organizations and educational institutions across developing countries and many leaders are finding ways of implementing strategies to assure the sustainable development of their organizations and educational institutions. Sustainable development is defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland Report, 1987). Germane to the understanding of sustainable development are the concepts of needs and ability to provide for the future generation.

In order to build a sustainable education system, leaders in developing countries must seriously consider the educational needs of the population as well as the necessary skills that are needed to build the country. However, while doing this, leaders must be cognizant of actions that they can take in their organizations and institutions to ensure that the resources available to them are used in the most economical and environmentally friendly manner. This means that the way must be found to manage the operations of the institutions sustainably as they integrate ecological and economic principles into personal and public decision-making.

This topic will explore issues related to some key areas for consideration in building a sustainable education system. These areas include employment policies, procurement procedures, buildings policies, food services and education for sustainable development.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Analyse organizational/institutional employment policies
2. Evaluate the procurement procedures of your organization/institution
3. Discuss the characteristics of sustainable buildings in developing countries
4. Examine best practices of sustainable food services
5. Evaluate the tenets of education for sustainable development

EMPLOYMENT AND PROCUREMENT POLICIES

Employment Policies

The employment and procurement policies of an institution are usually a reflection of the core values of the organization. Therefore if the values indicate a drive towards sustainability it is likely that the practices will reflect sustainability. Conversely, if there is no inclination towards sustainability in the core values it is fair to conclude that sustainability is not a priority. Additionally, the strategic plan of the institution can indicate whether sustainable development is a priority. This plan should inform the employment and procurement policies and so these policies can serve as a mirror for assessing the institution's commitment to sustainable development.

The procedures for accessing goods and services can also indicate an institution's commitment to sustainable development. Procurement policies will determine whether the institution is cognizant of good environmental and economic practices and whether the leaders of these institutions are able to integrate ecological and economic principles into their decision-making.

What are the employment policies of your institution/organization?

As you engage in the discussion of this topic, please reflect on the employment policies of your institution and feel free to share with your classmates for discussion

Boateng (2004), suggests that employment policies for sustainability development should enhance growth, improve labour productivity and promote employment for the vulnerable and the disadvantaged as well as the physically challenged. He seems to think that these will embrace the ideas of meeting needs and providing for the future generation.

Examine the industrial relations policies used in your region.

Do you think that these policies and procedures can contribute to building a sustainable organization? Justify your response.

Procurement Policies

What policies guide your institution when purchasing goods and services?

There are now several products and services on the market that can be classified as environmentally friendly and more economically viable in the long run. However, due to the cost of these products and services some persons are deterred from using these products and services. If a cost analysis is done however you may conclude that these products and services are less expensive than they seem at first glance and their procurement may contribute to more sustainable practices. According to the Association for the Advancement of Sustainability in Higher Education, ASSHE (2010, p. 142) "each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability". Green cleaning products promote a clean and healthy work and learning space because these products are usually non toxic hence will reduce exposure of the employees and clients to a toxic environment.

Procurement officers can do the following to ensure that the products and services they purchase support the institution's commitment to sustainability:

1. Look for information about the product's environmental assessment.
2. Purchase nontoxic cleaning products
3. Purchase recycled products (office paper, paper towels etc.)
4. Purchase from vendors who display social and environmental responsibility

BUILDINGS AND FOOD SERVICES

Demonstrating Sustainability through Buildings

While leaders are not directly involved in the construction of the buildings that house their institutions, they can influence their structures based on their knowledge of sustainable buildings. Sustainable buildings will help to make sustainable educational institutions. Experts involved in construction are becoming more sustainability conscious and so when there is need for construction in your institutions leaders should utilize the services of such experts. This topic is therefore aimed at sensitizing leaders about the characteristics of sustainable buildings.

Read the articles found at the links below and make a list of five characteristics you will ask your architect about before construction begins at your institution. If you do not have access to the internet, you can visit your local library to find literature on architecture.

http://www.eccomagazine.com/index.php?option=com_content&view=article&id=215:10-rules-for-sustainable-architecture-in-jamaica&catid=63:green-by-design&Itemid=197

<http://curiosity.discovery.com/topic/green-living/10-sustainable-buildings.htm>

Demonstrating sustainability through food services

Food service is one aspect operations that can demonstrate commitment to sustainability. The use of food from the community instead of transporting it over long distances, and the use of land space on the campus to grow crops that can be used as food are two ways of demonstrating sustainability in food services. Some educational institutions in the USA and other parts of the world have found ways to become more sustainable through their food service operations and these can serve as models for developing countries.

Review accounts of best practices in food services . After your review, outline a possible plan you could introduce to your food service manager that can demonstrate your institution’s commitment to sustainable development.

PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Education for Sustainable Development (ESD) is very critical if developing countries must build a better future. A plan for ESD must therefore be an integral part of the trust to lead the International Agenda in Educational Improvement. ESD is a major tenet of the UNESCO education agenda as they believe that education is essential for the achievement of sustainable development UNESCO poses five “what if” questions to help us to think about ESD. The questions are:

1. What if learning was about knowledge and also about doing, being, interacting with others and changing the world?
2. What if formal learning was enjoyable, hands-on and relevant to life outside school while addressing the problems of our world?

3. What if every person benefited from genuine learning opportunities throughout life, in the workplace, and within the community?
4. What if education systems prepared learners to enter the workforce as well as handle a crisis, be resilient, become responsible citizens, adapt to change, recognize and solve local problems with global roots, meet other cultures with respect, and create a peaceful and sustainable society?

How would you respond to these questions? Take a closer look at question 4. As we prepare to lead the agenda for the future we should want to join with UNESCO to build an education system like the one expressed in question 4.

1. How can this be achieved?
2. What are the requisite skills that learners should possess for this to happen?
3. What are the resources that developing countries will need to accomplish this?

Examine these questions and record some of the responses in the in your journals.

Visit your local library to view articles that share important points about ESD from UNESCO's perspective. After you have reviewed the articles, write down four actions that you can take to encourage ESD in your organization/institution.

ASSIGNMENT

Take a look at the case studies provided at the following links.

<http://www.brad.ac.uk/academic-development/ecoversity/case-studies/>

http://www.esdtoolkit.org/discussion/case_study.htm

[http://www.unevoc.unesco.org/2.0.html?&tx_drwiki_pi1\[keyword\]=New%20Case%20Studies%20published:%20ESD%20in%20Africa](http://www.unevoc.unesco.org/2.0.html?&tx_drwiki_pi1[keyword]=New%20Case%20Studies%20published:%20ESD%20in%20Africa)

What are the common tenets in the three case studies?

How can you use the lessons learnt from these studies to guide the drive for ESD in your context?

Submit your paper to your instructor for review and feedback.

TOPIC SUMMARY

In order to build a sustainable education system leaders must not only focus on the academic facet of the institution but also the policies that guide the efficient operation of the institution.

The employment procedures should enhance growth and improve productivity and the procurement procedures should reflect the management's commitment to sustainability.

Sustainable food services can contribute significantly to the longevity of an institution

ESD is an essential ingredient in the drive to lead the International Agenda in Educational Improvement.

TOPIC 3.5 – DEVELOPING ENVIRONMENTAL AWARENESS

TOPIC INTRODUCTION

It is imperative that citizens in developing countries understand the environmental challenges that they are experiencing and may experience in the future. Although some of these challenges may not be caused by developing countries they can impact them due to their close geographical proximity to developed countries. Some problems that pose environmental challenges include climate change and global warming, droughts, floods, deforestation, crime and violence, poverty, and pollution, waste disposal and many more. What seems to be true is that many of these challenges are associated with climate change and global warming. In this unit we will examine some environmental challenges, their causes and impacts, as well as some ways in which these challenges can be mitigated or possibly prevented.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Discuss the major environmental problems affecting developing countries
2. Assess the possible contributions of developing countries to global environmental problems
3. Examine ways in which environmental awareness can be improved

COMMON ENVIRONMENTAL PROBLEMS

What are some of the common environmental problems affecting the world today?

One of the first problems that come to mind is climate change because there have been many discussions in the local and international media. Most times when you hear about climate change you also hear about global warming. Your tutor will help you to secure materials so that you can learn more about the phenomena of climate change and global warming.

Is climate change a threat to developing countries? Are you observing any signs of a climate change problem in your country? How is climate change related to global warming? Based on what you learnt, what are some causes of climate change and global warming?

Pollution

Water, air land and noise pollution are all types of pollution that pose environmental problems. These different forms of pollution contribute to many health problems and in fact cause an overall lowering of the quality of life of those exposed to any form. Can you cite cases of pollution in your community? Which type do you find to be most impactful?

Take some time to read the article entitled '*pollution and types of pollution*'. You can find this article in the course pack.

Conduct your personal research to inform yourself about other environmental problems that affect developing countries.

Log a summary of your findings in your journal.

CONTRIBUTIONS OF DEVELOPING COUNTRIES TO GLOBAL ENVIRONMENTAL PROBLEMS

Economic activities such as farming including livestock rearing, fishing, tourism, construction, manufacturing, and mining do take their toll on the environment and make significant contributions to the increase of environmental problems that we face today.

Make a list of the economic activities that take place in your country. Based on what you have learnt about environmental challenges would you say that the economic activities you listed contribute to environmental problems? In what ways do they contribute? Log your response in your journal.

What personal activities do you conduct daily that can contribute to environmental problems? Here are some questions to help you assess your contribution.

1. How do you use water in the bathroom, in the kitchen and while doing your laundry?
2. How do you manage the waste you generate at home?
3. Do you burn your garbage?
4. Do you engage in recycling, reusing and reducing of the resources you have available to you?
5. What do you do to reduce the amount of fossil fuels that you use daily?
6. Based on your responses you should be able to assess which environmental problem you are contributing to, or helping to reduce?

Write down a list of actions that you can take to help reduce the impact of environmental problems.

IMPROVING ENVIRONMENTAL AWARENESS

Environmental awareness can be increased through several means, including awareness campaigns, print and electronic media, infusion into the formal curriculum, and public meetings.

Given the assessments that you made earlier in the unit, select the most appropriate means of building awareness in your community. Share and justify your selection with your classmates.

TOPIC SUMMARY

Environmental problems include climate change and global warming, droughts, floods, deforestation, crime and violence, poverty, pollution, and waste disposal

While developing countries are not the greatest contributors to environmental problems, they do make significant contributions.

Our personal behaviours do make contributions to environmental problems.

Environmental awareness can be increased through several means, including awareness campaigns, print and electronic media, infusion into the formal curriculum, and public meetings.

UNIT 4: IMPLICATIONS OF EDUCATIONAL RESEARCH ON FUTURE DEVELOPMENT

UNIT INTRODUCTION

Educational research has played its role in the development of education over the years and one could argue that it should be the driver of future development. However, is educational research falling behind developments in education? Are the current organizational structures of educational institutions able to facilitate the findings of educational research and move the organizations forward into the future? According to Saba, (2005) the cost of providing education in the future may be a deterrent to implementing what educational research predicts as the cost of the technology required to deliver education seems to threaten their viability. This unit seeks to examine some implications of educational research on future development and some possible ways in which synergies may be formed to enable research to drive the future.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1. Review three pieces of literature related to best practices in educational leadership
2. Analyse research results to form conclusions about relevant strategies and best practices
3. Assess the relevance of selected research to your current context.
4. Discuss the characteristics of communities of practice
5. Organize a community of practice in your place of work.
6. Complete the possibilities project.

UNIT READINGS

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TOPIC 4.1 – RESEARCH LEADING TO FUTURE BEST PRACTICES

TOPIC INTRODUCTION

As educators we must always be guided by the empirical evidence provided by research. This is necessary to ensure that our actions are driven by evidence based rather than anecdotal data. In order to keep abreast of current strategies and best practices that are critical to education in the future, there therefore needs to be the constant reviewing of current research on such strategies and practices. There is a plethora of research studies conducted on best practices in curriculum delivery and a more conservative number of research articles on the leadership and management side of the education sector. This topic will engage you in the review of peer reviewed research to broaden and deepen your knowledge about best practices for the future.

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Review three pieces of literature related to best practices in educational leadership
2. Analyse research results to form conclusions about relevant strategies and best practices
3. Assess the relevance of selected research to your current context.

TASK

Select three articles from the list below and write a critical review of each. In your review please include:

- A brief summary of the article (1 paragraph)
- The main thesis of the article
- Your evaluation of the article

Articles:

Holter, A. C. and Frabutt, J. M. (2012). Mission Driven and Data Informed Leadership

Catholic Education: A Journal of Inquiry and Practice, 15, 253-269. Boske, C. and Diem, S. (2012). The future of educational leadership preparation: Creating the capacity for caring, equity, and leading for social justice. *Global Leadership for Social Justice: Taking it from the Field to Practice*, Chapter 12. *Advances in Educational Administration*, 14, 217–231. Emerald Group Publishing Limited

Bush, T. (2008). *Leadership and Management Development in Education*. London: SAGE Publications Ltd

Dugan, T. (2012) Davis k-8 school: Utilizing transformational leadership to drive inclusive practice *Global Leadership for Social Justice: Taking it from the Field to Practice*, Chapter 7. *Advances in Educational Administration*, 14, 121–137. Emerald Group Publishing Limited

Yemini, M. (2012). Educational marketing and the pace of innovation. *The Management and Leadership of Educational Marketing: Research, Practice and Applications. Advances in Educational Administration, 15*, 225–242. Emerald Group Publishing Limited

TASK

Write your responses in your journal

1. What are the necessary elements for consideration based on the article? How do these compare to your current needs?
2. How does the argument about leadership practice they develop compare with the results they present?
3. What are some of the basic building blocks of effective leadership for the future based on the articles selected?
4. Explain how the findings presented may, or may not be applicable to your context?

RESOURCES

Schrum, L. and Levin B. B. (2013). Teachers’ technology professional development: Lessons learned from exemplary schools. *Tech Trends, 57, (1)*, 37-42.

Gold, A., Evans, J., Earley, P., Halpin, D. and Collarbone, P. (2003) ‘Principaled principals? Values-driven leadership: Evidence from ten case studies of “outstanding” school leaders’, Chapter 10. *Education Management and Administration, 31*, 127-138. Emerald Group Publishing Limited

Bush, T. (2007). Educational leadership and management: Theory, policy, and practice. *South African Journal of Education, 27*, 391–406

Additional online resources:

<http://ethical-literacy.org/category/resource-center/dilemmas/>

<http://www.contentmanager.eu.com/cms.htm>

<http://searchsoa.techtarget.com/definition/content-management-system>

<http://ecolecon.missouri.edu/globalresearch/>

http://www.unesco.org/bpi/pdf/memobpi39_sustainabledevpt_en.pdf

http://www.unesco.org/education/tlsf/mods/theme_b/mod06.html

<http://www.authorstream.com/Presentation/asguest1877-99986-pollution-mans-first-environmental-problem-33113817-others-misc-ppt-powerpoint/>

<http://123seminaronly.com/Seminar-Reports/011/62641616-Types-of-Pollution.pdf>

VUSSC

<http://www.ewenger.com/theory/>

<http://hbswk.hbs.edu/archive/2855.html>

TOPIC 4.2 – COMMUNITIES OF PRACTICE

TOPIC INTRODUCTION

Learning is essential for the survival of human beings because social participation is its primary focus (Wenger, 2006). Any vehicle therefore that facilitates social interaction and active participation should therefore result in some form of learning. A community of practice is one such vehicle and has been used by professional organizations and business communities to make the connection between learning and practice. The recognition and use of communities of practice in education is one way of promoting lifelong learning and can be seen as progress toward future development in education

TOPIC OBJECTIVES

Upon completion of this topic you will be able to:

1. Discuss the characteristics of communities of practice
2. Organize a community of practice in your place of work.

WHAT IS A COMMUNITY OF PRACTICE?

According to Wenger 2006, “communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (p.1). This implies that within the education sector a community of practice can be a group of educators or educational leaders coming together to improve their practice.

Such a community is a purposeful group of individuals who meet voluntarily to share a common goal. Wenger contends that effective communities of practice must have three components, a domain, a community and practice.

Read the articles provided by your tutor about communities of practice and write a summary of the characteristics of communities of practice. Write your summary in your journal.

Discuss at least four principles that you must embrace in order to experience successful communities of practice. Allow these principles to guide you as you craft a plan to organize a community of practice. Report on the proceedings of this community after two weeks to your tutor.

SELF-REFLECTION QUESTIONS

1. Are my colleagues willing to share their knowledge in a community of practice?
2. Am I willing to share my knowledge in a community of practice?

TOPIC SUMMARY

A community of practice is a purposeful group of persons who share a passion for what they do and desire to improve their practice.

Communities of practice have three main components, a domain, a community and practice.

In order to form an effective community of practice the proponents must embrace the principles of designing for evolution, opening dialogue between inside and outside perspectives, inviting participation at different levels , developing public and private community spaces, focusing on value, combining familiarity and excitement and creating a rhythm for the community.

TOPIC 4.3: POSSIBILITIES [PROJECT]

Incorporate the learning from all the topics in unit 3 to design a project to reflect the future education in the developing world. This 'possibility' project should highlight what education will look like in 5-10 years.

Your tutor will provide you with more detailed instructions for this project.

COURSE SUMMARY

In this final course in your programme of study, you explored the future of education in the developing world and examined the current state of education in your own country. Your studies should have helped you solidify the needs of your educational environment and opened your mind to the potential that exists within your own country. As the current leaders of your education system you should continue to explore and discover. You should continue study the issues and solve the problems faced by your education system. You need to create the vision and make every effort to move towards.