

General information	Subject (code, title, credits)	EDU432, Teacher Leadership, 6 ECTS
	Department	Education
	Level	Bachelor
	Term	Spring 2026
	Instructor	Farida Orujova
	E-mail:	farida.orujova@khazar.org
	Phone:	-
	Classroom/hours	Narimanov building
	Office hours	By appointment (online or in person)
Prerequisites	EDU 101, EDU302	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<p>Readings: Required: P.G. Northouse (2019) “Leadership - Theory and Practice” Harris, A. (2008) Distributed Leadership: Developments, Issues, and Future Directions York-Barr, J., & Duke, K. (2004). What Do We Know About Teacher Leadership? <i>Review of Educational Research</i> Education Improvement Research Centre /Spotlight paper (2022) “Instructional Leadership: Leading the Teaching and Learning” Robinson, V. M. J. (2011). Student-Centered Leadership Merideth, Eunice M. (2007). Leadership strategies for teachers</p> <p>Recommended: Empowering teachers as agents of change: a non-positional approach to teacher leadership Teacher Leadership Series Edited by David Frost, 2017</p> <p><i>Additional readings, articles, and online resources (videos/ppts)</i> TEDX talk “How to Drive a Change in Schools”</p>	
Course outline	This course develops an understanding of teacher leadership and its importance in educational settings. It enhances leadership, communication, and collaboration skills, promotes innovation and inclusive practices, and introduces mentoring and coaching strategies to support professional growth. The course also emphasizes effective use of technology, reflective practice, and preparation for future leadership roles in education.	
Course objectives	This course focuses on developing an understanding of teacher leadership and its role in educational settings. It aims to strengthen leadership, communication, collaboration, and conflict-resolution skills while promoting innovation, inclusive practices, and effective use of technology. The course also introduces mentoring and coaching	

	strategies, encourages reflective professional growth, and prepares students for future leadership roles in education.		
Learning outcomes	<ol style="list-style-type: none"> 1. Demonstrate an understanding of teacher leadership and its impact on educational settings; 2. Apply leadership strategies to foster collaboration and professional learning communities; 3. Utilize effective communication and conflict resolution techniques within schools; 4. Implement mentorship and coaching strategies to support colleagues; 5. Develop action plans for leading change and innovation in educational settings; 6. Analyze and advocate for educational policies and inclusive leadership practices; 7. Integrate digital tools and technology in their leadership approach; 8. Reflect on their personal leadership development and create a future professional growth plan. 		
Evaluation	Methods	Date/deadlines	Percentage (%)
	Class attendance	Throughout Semester	10
	PowerPoint presentation	May	10
	Mid-term exam	April	25
	Final exam	June	35
	Practical assignments	Throughout Semester	20
	Total		100
Policy	<p>You are expected to:</p> <ul style="list-style-type: none"> - attend classes on a regular basis as the classes are conducted in a combined format where students should <u>play an active part</u>. - read the assigned and suggested readings before you come to class - engage actively in classroom discussions - offer thoughtful and informed classroom presentations and written work - submit all your assignments on time - follow assignments closely and carefully. <p>Class attendance: Students are required to comply with the attendance policy of Khazar University. Full-time students are expected to attend all classes unless they are sick or have the permission of the instructor (<i>approved absence</i>). A student must submit an absence request in anticipation of an absence from the course. In case he/she fails to do so, his absence will be considered unapproved. Specifically, to be eligible for taking exams, students must not miss more than 20% of class hours (<i>unapproved absences</i>). Otherwise, the student can take the exam only with the approval of the School Dean. Continuing unapproved absences or lack of participation may lead to withdrawal from the course.</p> <p>PowerPoint Presentation-Students will be assigned into groups and</p>		

given topics to presented. Topics will be defined at the beginning of the semester.

Practical assignments - Weekly reflections to be posted before each lecture. Weekly reflections are included to help students actively process course content, connect theory to personal experience, develop critical thinking, and track their own learning progress throughout the semester. All tasks must be submitted on time. Late submissions may lead to grade reduction or zero.

Academic misconduct

Academic honesty plays an essential part in maintaining the integrity of Khazar University. Students are expected to recognize and uphold high standards of intellectual and academic integrity. The following acts are examples of academic dishonesty and, therefore are strictly forbidden and will, if proven, be penalised:

- plagiarism,
- cheating,
- unauthorized collaboration,
- falsification,
- multiple submissions.

On plagiarism:

Plagiarism is unethical and an offense under the University regulations. Please familiarize yourself with the regulations relating to plagiarism and cheating in examinations.

Plagiarism is copying other people's work without proper attribution. The students committing plagiarism and the students providing materials for plagiarizing will automatically receive a zero (0) for the assignment. Students must always indicate that they used someone else's words and ideas if they have done so, by using quotation marks and mentioning the source in the text or a footnote. A bibliography must also follow the end of your essays.

Rules of Professional Conduct

The students shall behave in a way to create a favourable academic and professional environment during the class hours. Unauthorized discussions and unethical behaviour are strictly prohibited. Classroom behavior that seriously interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to benefit from the course program will not be tolerated. When a student's behavior in a class is so seriously disruptive as to compel immediate action, the instructor has the authority to remove a student from the class on an interim basis, pending an informal hearing on the behavior.

Tentative Schedule

Date	Topics	Readings and activities
Week 1	Introduction to the course, syllabus, and participants. <ul style="list-style-type: none"> Understanding Educational Leadership Education and Management 	P.G. Northouse – Ch.1 (Introduction)
Week 2	Trait and Skills Approach <ul style="list-style-type: none"> What makes a leader? 	P.G.Northouse – Ch.2 & Ch.3 TED Talk “How great leaders inspire action” - Simon Sinek
Week 3	Leadership Styles Leadership Styles in Education Transformational Leadership	P.G. Northouse – Ch.8 Leadership Style in Education: “Advantages and Challenges” – International Electronic Journal of Elementary Education
Week4	Distributed Leadership Collaborative School Culture Case studies and discussions	Harris, A. (2008) Distributed Leadership: Developments, Issues, and Future Directions https://online.siu.edu/degrees/education/ed-specialist-teacher-leader/collaborative-school-culture/ TLCF framework
Week 5	Instructional Leadership Professional Learning Communities (PLCs) Scenarios/Quiz	Education Improvement Research Centre /Spotlight paper (2022) “Instructional Leadership: Leading the Teaching and Learning” https://ascd.org/el/articles/what-is-a-professional-learning-community
Week 6	Student-Centered Leadership Teachers as Mentors and Coaches	Robinson, V. M. J. (2011) Student-Centered Leadership https://nmu.edu/Webb/ArchivedHTML/UPCED/mentoring/docs/Role-mentor.pdf
Week 7	Presentations. Summarizing.	Presentations + peer feedback
TBA	Mid-term exam	
Week 8	Why focus on Teacher Leadership How is Teacher Leadership Defined What do Teacher Leaders do? Who are Teacher Leaders?	York-Barr, J., & Duke, K. (2004). What Do We Know About Teacher Leadership? <i>Review of Educational Research</i> (pages 258-268)

		NEA “Teacher Leadership Competencies CSTP “Teacher Leadership Skills Framework”
Week 9	What conditions influence teacher leadership?	York-Barr, J., & Duke, K. (2004). What Do We Know About Teacher Leadership? <i>Review of Educational Research</i> (pages 268-277)
Week 10	How are Teachers prepared to lead?	What Do We Know About Teacher Leadership? <i>Review of Educational Research</i> York-Barr, J., & Duke, K. (2004). (pages 277 - 282)
Week 11	What are the Effects of Teacher Leadership?	What Do We Know About Teacher Leadership? <i>Review of Educational Research</i> York-Barr, J., & Duke, K. (2004). (pages 282-292) UNESCO “REACHING OUT TO ALL LEARNERS: a resource pack for supporting inclusion and equity in education”
Week 12	Strategies for Teacher Leaders as Change Agents	Merideth, Eunice M. (2007) Leadership strategies for teachers (pages 13-27)
Week 13	Teacher Leaders Improving Student Achievement	Merideth, Eunice M. (2007) Leadership strategies for teachers (pages 36-46)
Week 14	Final Projects and Presentations	Final presentations + peer feedback
Week 15	Course wrap-up and future directions	Reflections
Final exam		