

General information	Name, code and number of credits	EDU 555 - Fundamentals of educational leadership and management, 8 ECTS
	Department	Education
	Program (bachelors, master)	Master's
	Semester	Fall 2026
	Course teacher (s)	Leyla Yadigarova
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	Lecture room	506 (O)
	Advice hours	Monday–Friday, 12:00–17:00
Prerequisites		
Language of instruction	English	
Type of course (compulsory/ elective)	Compulsory	
Resources	Books: – Bush, T. (2020). <i>Theories of educational leadership and management</i>. 5th edition. SAGE Publications. – Bush, T., Bell, L., Middlewood, D. (2019) <i>Principles of educational leadership and management</i>. 3rd edition. SAGE Publications. – Bush, T., & Middlewood, D. (2013). <i>Leading and managing people in education</i> (3rd ed.). SAGE Publications. – Benavides, M., & Poisson, M. (Eds.). (2025). <i>The future of educational planning</i>. UNESCO International Institute for Educational Planning. – English, F. W. (Ed.). (2018). <i>The SAGE guide to educational leadership and management</i>. SAGE Publications. – Griffin, R. W. (2016). <i>Fundamentals of management</i> (8th ed.). Cengage Learning – Huisman, J., Smolentseva, A., & Froumin, I. (Eds.). (2018). <i>25 years of transformations of higher education systems in post-Soviet countries: Reform and continuity</i>. Palgrave Macmillan. – Northouse, P. G. (2022). <i>Leadership: Theory and practice</i> (9th ed.). SAGE Publications. Additional sources: - Articles, videos and etc.	

Course description	This module provides a foundation in the concepts, theories and practices of educational leadership and management, examining their contribution to the effective functioning and development of educational institutions. It explores the relationships between leadership and management, and considers how institutional purposes, organisational structures and external contexts shape the work of educational leaders and managers. The course is designed for students to critically examine major theoretical perspectives, including formal, collegial, political, subjective, cultural and ambiguity models, and assess their relevance to different educational settings. The module balances the study of leadership approaches with the practical functions of management, including planning, organising, coordinating, allocating resources, monitoring and evaluation. Particular attention is given to decision-making, organisational culture, power and authority, staff motivation, professional relationships and stakeholder participation. Students also explore how leadership and management practices support teaching and learning, strengthen the student experience and enable institutions to respond to change. Ethical responsibility, inclusion, accountability and the use of evidence inform discussion throughout the module.
Course objectives	The course aims to: - Develop students' critical understanding of educational leadership and management through engagement with academic literature, institutional case studies, collaborative discussions and practical tasks. - To encourage to connect theory to real-world situations by reflecting on students' own experiences, perspectives, and learning context. - Enable students to connect theoretical perspectives with challenges faced by schools, colleges and universities. - Strengthen students' ability to analyse organisational problems, evaluate alternative courses of action and propose feasible responses appropriate to institutional needs and contexts. - Encourage critical reflection on professional values and developing leadership and management practices. - Provide a conceptual foundation for further study in specialist areas of educational management.
Learning outcomes	By the end of the course, students will be able to: - Explain the relationships and distinctions between educational leadership and management. - Critically compare major leadership approaches and management models, assessing their relevance to different educational contexts. - Analyse how organisational structures, cultures and stakeholder interests shape leadership and management practices. - Apply leadership principles to motivating staff, building collaborative relationships and guiding teams towards shared educational goals. - Apply management principles to planning, organising, coordinating and allocating resources in educational institutions. - Evaluate how educational leaders and managers make decisions, address organisational challenges and lead change, drawing on theory, evidence and ethical considerations. - Develop and justify leadership and management responses that support teaching, learning and institutional improvement. - Critically reflect on their own experiences, values and assumptions to

	inform their developing leadership and management practice.		
Teaching methods	Presentation	✓	
	Group discussion	✓	
	Practical assignments	✓	
	Case study	✓	
Assessment	Components	Date/deadline	Percentage (%)
	Individual assignment	December 18, 2026	10
	Participation in practical activities	Throughout the course	10
	Group project	TBC	10
	Midterm exam	November 2026	35
	Final exam	January 2027	35
	Total		100
Assessment criteria	Individual assignment (10 marks): Understanding and application of relevant theories – 3 marks Critical analysis and argumentation – 3 marks Use of relevant academic sources – 2 marks Structure, clarity and strong academic writing – 2 marks Participation in practical activities (10 marks): Students are expected to participate actively in case analyses, classroom discussions and individual or group activities throughout the course. Attendance alone does not constitute participation. Group project (10 marks): The project assesses students' understanding of the key concepts, theories and models covered in the relevant sections of the course and their ability to apply them in a problem-based project. Students are expected to identify a problem related to educational leadership and management, conduct a SWOT analysis of the selected educational context, and develop an improvement plan informed by their findings and relevant course concepts. Midterm examination (35 marks): The midterm examination assesses students' knowledge and understanding of the topics covered during the first half of the course. It may include open/close-ended questions, comparative, analytical and case-based questions. Final examination (35 marks): The final examination assesses students' overall achievement of the course learning outcomes. It will include conceptual, comparative, analytical and case-based questions requiring students to explain, apply and critically evaluate educational leadership and management theories.		

Rules (Teaching policy and behaviour)		Students are expected to attend classes regularly, arrive on time, complete assigned readings and participate actively in discussions and activities. Respectful communication with the instructor and classmates is required. Assignments must be submitted by the stated deadlines, and all work must follow academic integrity rules.	
AI use		AI tools may be used only to proofread text that students have written independently, limited to correcting spelling, grammar and punctuation. Using AI to generate ideas, draft content, rewrite passages or develop arguments is prohibited. Students must disclose any AI use and include the exact prompt(s) entered and the corresponding AI-generated output as an appendix to their assignment. Any assignment confirmed to involve AI use beyond proofreading will receive a mark of zero.	
Schedule			
Week	Date	Topics to be covered	Resources
1.	18 Sept	Course overview; The concepts of `leadership` and `management`; Distinguishing educational leadership and management; Management functions;	Bush, T. (2026). <i>Theories of educational leadership and management</i> . 6 th edition. SAGE. pp 1-28; Griffin, R. W. (2016). <i>Fundamentals of management</i> . Pp 1-10; Additional resource: Connolly, M., James, Ch., Fertig, M., (2017). The difference between educational management and educational leadership and the importance of educational responsibility. <i>Educational Management Administration & Leadership</i> .
2.	25 Sept	History of educational leadership and management	Bush, T. (2026). <i>Theories of educational leadership and management</i> . 6 th edition. SAGE. pp 10-28; Huisman, J., Smolentseva, A., & Froumin, I. (Eds.). (2018). <i>25 years of transformations of higher education systems in post-Soviet countries: Reform and continuity</i> . pp 1-20; Griffin, R. W. (2016). <i>Fundamentals of management</i> . Pp 10-22
3.	2 Oct	Models of educational management (Formal and collegial models)	Bush, T. (2026). <i>Theories of educational leadership and management</i> . 6 th edition. pp 29-80
4.	9 Oct	Models of educational management (Political and subjective models)	Bush, T. (2026). <i>Theories of educational leadership and management</i> . 6 th edition. pp 81-118
5.	16 Oct	Models of educational management (Ambiguity and cultural models)	Bush, T. (2026). <i>Theories of educational leadership and management</i> . 6 th edition. pp 119-150
6.	23 Oct	Leading and managing key processes in education; Planning and strategic management;	Bush, T., & Middlewood, D. (2013). <i>Leading and managing people in education</i> . Ch-5; Griffin, R. W. (2016). <i>Fundamentals of</i>

		Resource management; SWOT analyses	<i>management. Ch-3-4</i>
7.	30 Oct	Performance management; Motivation and job satisfaction.	Bush, T., & Middlewood, D. (2013). <i>Leading and managing people in education. Ch-7-8</i>
Midterm exam			
8.	6 Nov	Typology of educational leadership; Instructional leadership; Managerial leadership	Bush, T., Bell, L., Middlewood, D. (2019) <i>Principles of educational leadership and management. 3-18</i>
9.	13 Nov	Distributed leadership; Transformational leadership	Bush, T., Bell, L., Middlewood, D. (2019) <i>Principles of educational leadership and management. 3-18</i>
10.	20 Nov	Capabilities for educational leadership; Leadership traits vs skills	Bush, T., Bell, L., Middlewood, D. (2019) <i>Principles of educational leadership and management. 3rd edition. pp 73-92</i>
11.	27 Nov	Leading and managing professional staff; The role of organizational culture; Decision-making process.	Bush, T., Bell, L., Middlewood, D. (2019) <i>Principles of educational leadership and management. Pp 117-132</i> Griffin, R. W. (2016). <i>Fundamentals of management. Ch-4</i>
12.	4 Dec	Leadership for diversity and inclusion	Bush, T., Bell, L., Middlewood, D. (2019) <i>Principles of educational leadership and management. Pp 183-222</i>
13.	11 Dec	Ethical leadership in education: Leading with moral purpose	Bush, T., Bell, L., Middlewood, D. (2019) <i>Principles of educational leadership and management. 39-56</i>
14.	18 Dec	Developing leadership capacity; Organizational learning	Bush, T., & Middlewood, D. (2013). <i>Leading and managing people in education. Ch 13-14</i>
15.	25 Dec	Revision	
Final exam			