

The Hebrew University of Jerusalem

Syllabus

School leadership in times of routine and crisis - 37854

Last update 02-01-2024

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Rima'a Da'as

Coordinator Email: rimaa.daas@mail.huji.ac.il

Coordinator Office Hours: By appointment

Teaching Staff:

Dr. Rima'a Da'as

Course/Module description:

The course will discuss school leadership under routine conditions and in times of crisis. In the first part of the course, we will focus on theories of leadership, and main issues in the field of school leadership, such as vision, charisma and transformational leadership. In the second part, we will deal with understanding the role of school principals during crises, by focusing on the characteristics, challenges, opportunities, perceptions, positions and insights culled from management and pedagogy during the Covid-19 pandemic. We will discuss theories and models addressing crises in general and typical crisis responses in educational organizations in particular, changes in perceptions and in the principal's role during crises, and the consequences of crises on the organizational learning mechanisms in schools, as a way of dealing with uncertainty in the organizational environment.

Course/Module aims:

An in-depth understanding and examination of school leadership under routine conditions and in times of crisis.

Learning outcomes - On successful completion of this module, students should be able to:

- To distinguish between leadership styles according to the different theories and their application in the school context, and to explain the effects of leadership styles on organizational performance at various levels.
- To develop an in-depth understanding of the change in principals' role during crises and their coping strategies.
- To critically examine the effects of educational leadership and styles on organizational processes in the context of crises and under routine conditions.

Attendance requirements(%):

Teaching arrangement and method of instruction: Including digital tools

Course/Module Content:

Introduction: Leadership
Approaches in educational leadership
Upper echelon theory
Different approaches to analyzing the leadership phenomenon: personality,

situational
The full range leadership model
Charisma and leadership
Visionary leadership
Leadership, culture and organizational change
Conceptualization of, and theories for crisis management
School resilience
Leadership and crisis management in the school: the role of the school principal during crises
Principals' self-efficacy
Cultural differences in crisis perception
Learning from crises in the school
Social networks, creativity and decision-making during crises

Required Reading:

- Hambrick, D. C. (2007). Upper echelons theory: An update. *Academy of Management Review*, 32(2), 334-343.
- Judge, T., Piccolo, R., & Kosalka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *The Leadership Quarterly*, 20, 855-875.
- DeRue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology*, 64, 7-52.
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The leadership quarterly*, 14(3), 261-295.
- Berson, Y., Da'as, R. A., & Waldman, D. A. (2015). How do leaders and their teams bring about organizational learning and outcomes?. *Personnel Psychology*, 68(1), 79-108
- Da'as, R. (2021). School principals' skills and teacher absenteeism during Israeli educational reform: Exploring the mediating role of participation in decision-making, trust and job satisfaction. *Journal of Educational Change*, 22(1), 53-84.
- Azorin, C. (2020). Beyond COVID-19 Supernova. Is another education coming? *Journal of Professional Capital and Community*. doi: 10.1108/JPCC-05-2020-0019.
- Bilgin, H., & B. Oznacar. 2017. Development of the Attitude Scale Towards Crisis and Chaos Management in Education. *Eurasia Journal of Mathematics, Science and Technology Education*, 13 (11), 7381-7389.
- שני, א' (2018). פיתוח מודל להבנת החוסן הבית ספרי: זיהוי המשתנים המקדימים ומשתני תוצאה. אוניברסיטת חיפה, חיפה.
- שני, א' וסומך, א' (2019). חוסן ארגוני בבתי ספר: גורמים מקדמים והשלכות יישומיות למנהל וליועץ החינוכי. היעוץ החינוכי, 1-36.

Chafjiri, M., & Mahmoudabadi, A. (2018). *Developing a Conceptual Model for Applying the Principles of Crisis Management for Risk Reduction on Electronic Banking*. *American Journal of Computer Science and Technology*, 1(1), 31-38.

Da'as, R. A., Qadach, M., & Schechter, C. (2023). *Crisis leadership: Principals' metaphors during COVID-19*. *Educational Management Administration & Leadership*, .17411432231170580

Fernandez, A. A., & Shaw, G. P. (2020). *Academic leadership in a time of crisis: The coronavirus and COVID-19*. *Journal of Leadership Studies*, 14(1), 39-45.

Harris, A. (2020). *COVID-19 – school leadership in crisis?* *Journal of Professional Capital and Community*, 5(3/4), 321-326.

Heck, R., & Hallinger, P. (2010). *Testing a longitudinal model of distributed leadership effects on school improvement*. *Leadership Quarterly*, 21(5), 867-885.

Hemmer, L., & Elliff, D.S. (2019). *Leaders in action: the experiences of seven Texas superintendents before, during and after Hurricane Harvey*. *Educational Management Administration and Leadership*, 1-22.

Mahfouz, J., El-mehtar, N., Osman, E., & Kotok, S. (2020). *Challenges and agency: Principals responding to the Syrian refugee crisis in Lebanese public schools*. *International Journal of Leadership in Education*, 23(1), 24-40.

Schechter, C., Da'as, R. A., & Qadach, M. (2022). *Crisis leadership: Leading schools in a global pandemic*. *Management in Education*, 08920206221084050.

פרידמן, י', וברמה, ר' (2010). המסוגלות העצמית-המקצועית של מנהל בית הספר: המושג ומרכיביו. עיונים במינהל ובארגון החינוך, 31, 57-94.

Federici, R. A. (2013). *Principals' self-efficacy: Relations with job autonomy, job satisfaction, and contextual constraints*. *European journal of psychology of education*, 28(1), 73-86.

Skaalvik, C. (2020). *School principal self-efficacy for instructional leadership: relations with engagement, emotional exhaustion and motivation to quit*. *Social Psychology of Education*, 1-20.

Hofstede, G. (2001). *Cultural consequences: Comparing values, behaviors, institutions and organizations across nations* (2nd ed.). Thousand Oaks, CA: Sage.

Hofstede, G., Hofstede, J. & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and its Importance for Survival, Revised and Expanded*, 3rd ed., McGraw-Hill, New York, NY.

Alanezi, A. (2020). *Using social networks in school crisis management: evidence from middle school principals in Kuwait*. *Education 3-13*, 1-10.

Alawawdeh, S. (2016). *The Impact of Creativity Management in Fighting the Educational Crisis in Secondary Schools in Palestine from the Viewpoint of Headmasters*. *Journal of Education and Practice*, 7 (11), 98-105.

Goswick, J., Macgregor, C. J., Hurst, B., Wall, P. J., and White, R. (2018). *Lessons identified by the Joplin school leadership after responding to a catastrophic tornado*.

Journal of Contingencies and Crisis Management, 26 (4), 544-553.
Sutherland, I.E. (2017). Learning and growing: trust, leadership and response to crisis. *Journal of Educational Administration*, 55(1), 2-17.

Additional Reading Material:

N/A

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 100 %

Additional information:

N/A