



The Hebrew University of Jerusalem

Syllabus

LEADERSHIP IN EDUCATION - 37879

Last update 21-09-2020

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Ori Eyal

Coordinator Email: ori.eyal1@mail.huji.ac.il

Coordinator Office Hours: Wednesday, 9:30-10:30

Teaching Staff:

Prof Ori Eyal

Course/Module description:

The course will address issues central to the field of Educational Leadership, including: the place of charisma, the vision and its implications, the essence of instructional leadership, distributed leadership, gender and leadership, moral leadership, and the construction of the organization as a community of leaders. These issues will be analyzed in light of the goals and characteristics of the educational system.

Course/Module aims:

An in-depth examination of the theoretical developments of the core issues of the field of Educational Leadership during the 20th and beginning of the 21st century.

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

1. Critically examine the theoretical developments of the field of Educational Leadership in core issues discussed throughout the course.
2. Differentiate between leadership styles as they manifest in the educational system and explain the impact of the different approaches on teachers' and students' organizational and personal outcomes.
3. Critique the establishment of masculine, western, and de-contextualized leadership models in light of globalization processes and social sentiments.
4. Assess new developments in the field of Educational Leadership in light of changes in public sentiments and claims directed at the educational system.

Attendance requirements(%):

80

Teaching arrangement and method of instruction: Lectures and discussions

Course/Module Content:

1. Educational Leadership – definitions and implications.
2. Different approaches to analyzing leadership phenomena – approaches: traits, behavioristic, contingency.
3. What is the relation between management and leadership?
4. Charisma and leadership.
5. Transformational and transactional leadership.

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6. Influential processes in leadership: power, motivation, empowerment, and emotional reframing.
 7. Instructional leadership.
 8. The dependency between transformational and instructional leadership.
 9. Teacher leadership, participative leadership, and distributive leadership.
 10. Leadership and organizational culture.
 11. Gender and leadership.
 12. Leadership and outcomes.
 13. Visionary leadership, values, world view, and organizational learning.
 14. Leadership, innovation, and organizational entrepreneurship: sustainability over time.
 15. Leadership, ethics, and social justice.
 16. Authentic leadership.
 17. Developing leadership, how?
 18. Leadership, organizational theories, and system-wide aspects of education: Is leadership in education possible?

Required Reading:

1. Educational Leadership – definitions and implications

Yukl G.A (2010). *Leadership in organizations (7th ed.)*, N.J: Prentice Hall. Ch. 1: The nature of leadership. [הצופים הר ספריית שמורים]

Coulter, D. & Wiens, J. R. (1999). *What is educational about educational leadership?* *Education Canada*, 39, 2.

2. Different approaches to analyzing leadership phenomena – approaches: traits, behavioristic, contingency.

פופר מ. ואביהו ר. (1992). על המנהיגות. תל-אביב: משרד הביטחון. עמ' 25-35, 58-68.
[הכללית הספרייה (000361468) UB210A4]

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. [Journals, JMS]

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. [Journals, JMS]

Goldring, E., Huff, J., May, H. & Camburn, E. (2008) *School context and individual characteristics: what influences what principals really do?* *Journal of Educational Administration*, 46(3), 332–352.

3. What is the relation between management and leadership?

ענבר ד. (1987). מנהיגות וניהול ומה שביניהם, בתוך: אלבוים-דרור ר. (עורכת), מדיניות ומנהל, ירושלים: מאגנס. ע' 351-357 [3M/.371.2 (000839519) חינוך- שמורים] [שמורים - ס"עו ספרית (001122323) 43M 371.2]

Yukl G.A. (2010). *Leadership in organizations (7th ed.)*, N.J: Prentice Hall. Ch. 7: *managerial traits and skills*. [הצופים הר ספריית שמורים]

4. Charisma and leadership.

שמיר, ב. (1990). סוד הקשר הכריזמטי: הסברים שונים והשערות הנובעות מהם. בתוך: א. גון וא. זכאי, מנהיגות ופיתוח מנהיגות: מהלכה למעשה, 59-35. הוצאת משרד הביטחון. [כללית (000450101) HM 141 M35] [ס"עו (001148931) M26 (301.1553(1))]

Shamir, B. (1995). *Social Distance and Charisma: Theoretical notes and an exploratory Study*. *Leadership Quarterly*, 6(1), 19-47. [journal, JMS]

5. Transformational and transactional leadership.

אבוליו ב. (1999), הטווח המלא של המנהיגות - בדרך להעלאת רמת האפקטיביות של היחיד, הקבוצה והארגון, בתוך: גון א. וזכאי א. (עורכים), מנהיגות וטיפול מנהיגות - מהלכה למעשה, תל-אביב: משרד-הבטחון. עמ' 65-92. [ס"עו (001148931) M26 (301.1553(1))] [כללית (000450101) HM 141 M35]

Leithwood, K. & Sun, J. (2012). *The Nature and Effects of Transformational School Leadership: A Meta-Analytic Review of Unpublished Research*. *Educational Administration Quarterly*, 48(3), 387-423. [Journals, JMS]

6. Influential processes in leadership: power, motivation, empowerment, and emotional reframing.

פרנץ ג. וריוון ב. (1968). הבסיסים לכוח חברתי, בתוך: קרטריט ד. וזנדר א., דינאמיקה קבוצתית, תל-אביב: יחדיו. כרך ב' עמ' 761-778. [שמורים-חינוך (000839640) 3 C 301.151/33] [כללית ספריה (000172295) HM 133.C351]

Shamir, B., House, R.J. & Arthur, M.B. (1993). *The motivational effects of charismatic leadership: A self concept based theory*. *Organization Science*, 4(4), 577-591. [Journals, JMS]

Eyal, O. & Roth G. (2011). *Principals' leadership and teachers' motivation: Self-determination theory analysis*. *Journal of Educational Administration*, 49(3), 256-275. [Journals, JMS]

Kark, R., Shamir, B. & Chen, G. (2003). *The Two Faces of Transformational Leadership: Dependence and Empowerment*. *Journal of Applied Psychology*, 88 (2), 243-255. [Journals, JMS]

Rinehart, J. S., Short, P. M., Short, R. J., & Eckley, M. (1998). *Teacher empowerment and principal leadership: Understanding the influence process*. *Educational Administration Quarterly*, 34(1 suppl), 630-649. [Journals, JMS]

Leithwood, K., & Beatty, B. (2007). *Leading with teacher emotions in mind*. Thousand Oaks, CA: Corwin.

7. Instructional leadership.

Graczewski, C., Knudson, J. & Holtzman, D.J. (2009). *Instructional Leadership in Practice: What Does It Look Like, and What Influence Does It Have?* *Journal of Education for Students Placed at Risk*, 14(1), 72-96. [Journals, JMS]

Robinson, V. (2010). *From instructional leadership to leadership capabilities: Empirical findings and methodological challenges*. *Leadership and Policy in Schools*, 9(1), 1-26.

8. The dependency between transformational and instructional leadership.

Hallinger, P. (2003). *Leading educational change: Reflections on the practice of instructional and transformational leadership*. *Cambridge Journal of Education*, 33(3), 329-352. [Journals, JMS]

9. Teacher leadership, participative leadership, and distributive leadership.

Bolden, R. (2011). *Distributed Leadership in Organizations: A review of theory and Research*. *International Journal of Management Reviews*, 13 (3), 251 -69. [Journals, JMS]

Somech, A. (2002). *Explicating the complexity of participative management: An investigation of multiple dimensions*. *Educational Administration Quarterly*, 38(3), 341-371. [Journals, JMS]

Armstrong, H. D. (2004). *Agency fragmentation: The dilemma facing participative management school principals*. *Journal of Educational Thought*, 38, 3-18. [Journals, JMS]

York-Barr, J., & Duke, K. (2004). *What do we know about teacher leadership? Findings from two decades of scholarship*. *Review of Educational Research*, 74(3), 255-316. [Journals, JMS]

10. Leadership and organizational culture.

גולדברג, נ. (1999). האדם-תבנית נוף הולדתו? מנהיגות בהקשר התרבותי. בתוך: א. גונן וא. זכאי, מנהיגות ופיתוח מנהיגות: מהלכה למעשה, עמ' 117-130. הוצאת משרד הביטחון. [כללית (000450101) HM 141 M35] [ס"עו (001148931) M26 (301.1553(1))]

אופלטה, י. (2007). תרבות בית הספר ואקלימו. בתוך: י. אופלטה, יסודות מנהל החינוך. ע"מ 59-84. הוצאת פרדס.

11. Gender and leadership.

Eagly, A. H., Johannesen-Schmidt, M. C., & Van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. *Psychological bulletin*, 129(4), 569. [Journals, JMS]

Eagly A.H., Karau S.J. & Johnson B.J. (1992). Gender and leadership style among school principals: A meta-analysis. *Educational Administration Quarterly*, 28(1), pp. 76-102. (בכתבי העת בספרייה)

Eckman, E. (2004). Similarities and differences in role conflict, role commitment, and job satisfaction for female and male high school principals. *Educational Administration Quarterly*, XL (3), 366-387. [Journals, JMS]

12. Leadership and outcomes.

Robinson, V. M. J., Lloyd, C., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership type. *Educational Administration Quarterly*, 44(5), 635-674. [Journals, JMS]

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.

Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly*, 44(4), 529-561. [Journals, JMS]

13. Visionary leadership, values, world view, and organizational learning.

Kurland, H., Peretz, H. & Hertz-Lazarowitz, R. (2010). Leadership style and organizational learning: the mediate effect of school vision. *Journal of Educational Administration*, 48(1), 7 - 30. [Journals, JMS]

Ylimaki, R. M. (2006). Toward a new conceptualization of vision in the work of educational leaders: Cases of the visionary archetype. *Educational Administration Quarterly*, 42(4), 620-651. [Journals, JMS]

14. Leadership, innovation, and organizational entrepreneurship: sustainability over time.

Eyal, O., & Kark, R. (2004). How do transformational leaders transform organizations? A study of the relationship between leadership and entrepreneurship. *Leadership and Policy in Schools*, 3(3), 211-235. [Journals, JMS]

Davies, B. J., & Davies, B. (2006). Developing a model for strategic leadership in schools. *Educational Management Administration & Leadership*, 34(1), 121-139. [Journals, JMS]

15. Leadership, ethics, and social justice.

Sergiovanni T.J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco, CA: Jossey & Bass. Ch. 1, pp. 1-16. [371.201.8/S38 (000870991) JED-Reserve]

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43, 228-251. [Journals, JMS]

Eyal, O. Berkovich, I. & Schwartz, T. (2011). Making right choices: Ethical judgments among educational leaders. *Journal of Educational Administration*, 49(4), 396-413.

16. Authentic leadership.

Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15, 801 - 823. [Journals, JMS]

שכטר, ח. (2002). מנהיגות אותנטית במערכת החינוך. עיונים במנהל וארגון החינוך, 26, 69-92.

17. Developing leadership, how?

סער, ד. (1999). אז מה באמת לומדים שם? סקירה על מודלים מרכזיים לפיתוח מנהיגות. בתוך: א. גונן וא. זכאי, מנהיגות ופיתוח מנהיגות: מהלכה למעשה, עמ' 285-316. הוצאת משרד הבטחון. [כללית (000450101) HM 141 M35] [ס"עו (001148931) M26 (301.1553(1)]

Clark D. & Clark S. (1996). Better preparation of educational leaders. *Educational Researcher*. 25(8), 18-20. (בספריה העת בכתבי)

18. Leadership, organizational theories, and system-wide aspects of education: Is leadership in education possible?

אלבוים-דרור ר. (1987). מאפיינים ארגוניים של מערכת החינוך, מדיניות ומינהל: תיאוריה ויישומים

לחינוך: מקראה. ירושלים: האוניברסיטה העברית, בית הספר לחינוך. ע' 116-131. [000860049] ספרית חינוך- שמורים]

ענבר ד., התיתכן אוטונומיה במערכת חינוך ריכוזית, ע' 53-71, בתוך: אוטונומיה בחינוך, פרידמן י. (עורך), הנרייטה סאלד 1987. [370.192.2 /א 51 (000861001) ספריית חינוך- שמורים]

Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly*, 44(4), 496-528. [Journals, JMS]

Additional Reading Material:

1. Educational Leadership - definitions and implications

Leithwood, K. and Riehl, C. (2005), "What do we already know about educational leadership?", in Firestone, W. and Riehl, C. (Eds), *A New Agenda for Research in Educational Leadership*, Teachers College Press, New York, NY, pp. 12-27.

Zaleznik, A. (1977). Managers and leaders: Are they different? *Harvard Business Review*, 44 67-78. [Journals, JMS]

2. Different approaches to analyzing leadership phenomena - approaches: traits, behavioristic, contingency

וויט ר. וליפיט ר. (1968). התנהגות המנהיג ותגובת החברים בשלושה סוגי אוירה חברתית, בתוך: קרטריט ד. וזנדר א., דינמיקה קבוצתית, תל-אביב: יחדיו. פרק 28, ע' 658-689. [3 C 301.151/33 (000839640) שמורים-חינוך] [C 271 301.152 (001110927) ספריית עו"ס]

פרידמן י. (1987). מעורבות מבוקרת של מורים ואנשי הצוות בתהליכי קבלת החלטות בבית הספר- מודל מרשמי למנהלים. עיונים במנהל ובארגון החינוך, 14, עמ' 41-62. (בכתבי העת בספריה)

הרסי פ. (1976). מנהיגות והנעה, ירושלים: תדפיס בהוצאת המכון המרכזי לניהול, ע' 1-31. [ס"עו ספריית (001106263) 658.3 H47]

פידלר א. (1968). גורמי אישיות ומצב הקובעים את יעילות המנהיגות. בתוך: קרטריט ד. וזנדר א., דינמיקה קבוצתית (728-761) תל-אביב: יחדיו. [3 C 301.151/33 (000839640) חינוך (000172295) ספריה] [HM 133.C351] [שמורים]

3. What is the relation between management and leadership?

4. Charisma and leadership.

Davis & Gardner (2012). *Charisma under crisis revisited: Presidential leadership*,

perceived leader effectiveness, and contextual influences. Leadership Quarterly, 23(5), 918-933. [Journals, JMS]

5. *Transformational and transactional leadership.*

פרידמן י. (1992) סגנונות מנהיגות במרחב ארגוני משתנה: המרה, שיגרה ושילוב. עיונים במינהל ובארגון החינוך, 18, 29-46. (בכתבי העת בספרית חינוך)

Kirby P.C., Paradise L.V. and King M.I. (1992). *Extraordinary leaders in education: Understanding transformational leadership. Journal of Educational Research. 85(5), 303-311*. (בכתבי העת בספרייה)

6. *Influential processes in leadership: power, motivation, empowerment, and emotional reframing.*

Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). *Emotion regulation ability, burnout, and job satisfaction among British secondary school teachers. Psychology in the Schools, 47, 406-417.*

Hargreaves, A. (2005). *The emotions of teaching and educational change. In A. Hargreaves, A. Lieberman, M. Fullan & D. Hopkins (Eds.), International handbook of educational change (pp. 558-575). Dordrecht: Kluwer.*

7. *Instructional leadership.*

Youngs, P. & Kings, M.B. (2002). *Principal Leadership for Professional Development to Build School Capacity. Educational Administration Quarterly, 38(5), 643-670. [Journals, JMS]*

Neumerski, C. (2012). *Rethinking Instructional Leadership, a Review: What Do We Know About Principal, Teacher, and Coach Instructional Leadership, and Where Should We Go From Here? Educational Administration Quarterly, 27, 0013161X12456700. [Journals, JMS]*

8. *The dependency between transformational and instructional leadership.*

9. *Teacher leadership, participative leadership, and distributive leadership.*

Wilson Meena. (1993) *The search for teacher leaders. Educational Leadership. 50(6), 24-27*. (בכתבי העת בספרייה)

Spillane, J. (2006). *Distributed Leadership. San Francisco: Jossey-Bass.*

Mayrowetz, D. (2008). *Making sense of distributed leadership: Exploring the multiple usages of the concept in the field. Educational Administration Quarterly, 44, 424-435.*

[Journals, JMS]

10. Leadership and organizational culture.

Bass, M.B and Avolio, B.J. (1994) *Transformational leadership and organizational culture*. *International Journal of Public Administration*, 17(3/4), 541-554. [journal, JMS]

Schein, E.H. (1985). *Organizational Culture and Leadership*. San Francisco: Jossey Bass. [301.4/S3 (000836301) JED] [HD 58.7 S33 1992 (000357355) JMS- Reserve]

11. Gender and leadership.

Rosner, J.B. (1990). *Ways women lead*. *Harvard Business Review*, 68(6), 119-125. [Journals, JMS]

Koenig, A.M., Eagly, A.H., Mitchell, A.A. & Ristikari, T. (2011). *Are Leader Stereotypes Masculine? A Meta-Analysis of Three Research Paradigms*. *Psychological Bulletin*, 137, 4, 616 - 642. [Journals, JMS]

Christman, D., & McClellan, R. (2008). *"Living on Barbed Wire": Resilient Women Administrators in Educational Leadership Programs*. *Educational Administration Quarterly*, 44(1), 3-29.

12. Leadership and outcomes.

Sergiovanni, T.J. (1984). *Leadership and excellence in schooling*. *Educational Leadership*, 41(5), 4-13. Rp 11764920. (בספריה העת בכתבי)

Kon W.L., Steers R.M. & Terborg J.R. (1995). *The effects of transformational leadership on teacher attitudes and student performance in Singapore*. *Journal of Organizational Behavior*, 16(4), 319-333.

פסטרנק, ר., וגולדרינגי, א. (1991). האם סגנון ניהול המכוון לטיפול יחסי אנוש פוגע באפקטיביות בית הספר? עיונים במנהל וארגון החינוך, 17, 175-189.

13. Visionary leadership, values, world view, and organizational learning.

Yoeli, R., & Berkovich, I. (2010). *From personal ethos to organizational vision: Narratives of visionary educational leaders*. *Journal of Educational Administration*, 48(4), 451 - 467. [Journals, JMS]

14. Leadership, innovation, and organizational entrepreneurship: sustainability over time.

Giles, C., & Hargreaves, A. (2006). *The sustainability of innovative schools as learning organizations and professional learning communities during standardized*

reform. *Educational Administration Quarterly*, 42(1), 124-156. [Journals, JMS]

15. *Leadership, ethics, and social justice.*

Lupton, R. (2005). *Social justice and school improvement: improving the quality of schooling in the poorest neighbourhoods. British Educational Research Journal*, 31(5), 589-604. [Journals, JMS]

Blase, J., & Blase, J. (2002). *The dark side of leadership: Teacher perspectives of principal mistreatment. Educational Administration Quarterly*, 38(5), 671-727.

16. *Authentic leadership.*

Duignan, P.A. & Bhindi, N. (1997). *Authenticity in leadership: an emerging perspective. Journal of Educational Administration*, 35(3), 195 - 209. [Journals, JMS]

Begley, P. T. (2006). *Self-knowledge, capacity and sensitivity: Prerequisites to authentic leadership by school principals. Journal of Educational Administration*, 44(6), 570-589.

17. *Developing leadership, how?*

פופר, מ. (1994). על מנהלים כמנהיגים. הוצאת רמות-אוניברסיטת תל אביב. (פרק על פיתוח מנהיגות באופן ממוסד עמודים 139-156). [HM 141 P66 1994 (000377004) כללית]

רוזנשטיין, מ., חן, א. ופרסבורגר, ק. (1999). לבחון פרפר במעופו: פיתוח מנהיגות הפרט באמצעות עבודה קבוצתית. בתוך: א. גונן וא. זכאי, מנהיגות ופיתוח מנהיגות: מהלכה למעשה, עמ' 321-335. הוצאת משרד הביטחון. [כללית (000450101) HM 141 M35] [ס"עו (001148931) M26 (1) 301.1553]

18. *Leadership, organizational theories, and system-wide aspects of education: Is leadership in education possible?*

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 70 %

Assignments 30 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:
none