TEACHERS' PROFESSIONAL DEVELOPMENT –SCHOOL EFFECTIVENESS AND QUALITY

1.   GENERAL

SCHOOL	SCHOOL OF HUMANITIES AND SOCIAL SCIENCES		
DEPARTMENT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
STUDY PROGRAM	POST-GRADUATE		
COURSE CODE	**BY5**	**SEMESTER OF STUDIES**	**2**
COURSE TITLE	**TEACHERS' PROFESSIONAL DEVELOPMENT -SCHOOL EFFECTIVENESS AND QUALITY**		
INDEPENDENT TEACHING ACTIVITIES		**TEACHING HOURS**	**ECTS UNITS**
Total		**3 hours / week**	**7,5**
COURSE TYPE:	Core		
PREREQUISITE COURSES	NONE		
LANGUAGE OF INSTRUCTION and EXAMS	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://eclass.uth.gr/		

2.   LEARNING OUTCOMES

Learning outcomes

The purpose of the course is to introduce the student to the concept of leadership and its contribution to the effective management of a school organization. Theories and contemporary models of leadership, such as transformational and distributed leadership, will be presented, with particular emphasis on how leadership can promote school effectiveness. In addition, the theory of the school effectiveness movement will be explored, the term "school improvement" will be analyzed, and its relationship with school effectiveness and the role of leadership in the qualitative upgrading of a school organization will be examined. At the same time, the interconnection of effectiveness with the promotion of well-being in the school unit will be examined. Finally, leadership as change will be approached and the concepts of the "emotionally intelligent organization", the "learning organization" and the "organizational skills development" will be developed, in the context of introducing change and innovation in school, while the meta-competencies and critical characteristics of the effective leader will be presented.

Objectives of the course:

- To acquaint students with the basic theories of leadership (traditional and modern).

- To understand the context in which leadership is practiced.

- To become critical thinkers of the various leadership models and their application in the school context.

- To understand the relationship between leadership and school effectiveness.

- To acquaint students with the basic dimensions of an effective school.

- To delve into the role of the leader in creating more effective schools.

- To outline the profile of an effective leader, especially in a period of change.

- To identify the effectiveness indicators of a school.

- To state the basic criteria of total quality management in education.

- To define the emotional intelligence skills of the principal and the dimensions of the emotionally intelligent organization

- To learn and practice developing skills for the most effective exercise of their leadership role in education.

General Skills

Critical and analytical thinking

Case study analysis

Teamwork

Rational decision-making ability

3. COURSE CONTENT

The following sections will be covered in this course:

• Leadership theories (classical, modern, and postmodern)

• Educational leadership theories

• Teacher leadership

• Quality and effectiveness in education

• Effective schools, effective leaders (abilities, skills, characteristics)

• Effectiveness indicators

• Emotional Intelligence and conditions for creating an emotionally intelligent organization

• Talent development and teacher professional development

• Mentoring and coaching in school

• Organizational meaning - organizational well-being and teacher professional well-being

• The positive perspective on education and the mental resilience of teachers

4.   TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In-person and distance learning		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	viewing slides, using the asynchronous education platform to post course materials and student assignments as well as for the communication between teachers and students, searching for electronic journals and sources		
ORGANIZATION OF TEACHING	*Activity*		*Semester Workload (hours)*
	Lectures		36
	Studying during the semester		146
	Preparing for exams		40
	Final written exam		3
	Course Total		**225**
ASSESSMENT	Individual or group assignments, group presentations.		

5.   RECOMMENDED BIBLIOGRAPHY

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