*NOTES ABOUT THE USE OF THIS FORM:*

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
2. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
3. *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
4. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
5. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
6. *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
7. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
8. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the* ***process****.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

There are 2 templates on the following pages. The **Module-level template**should be completed once, and the **Unit-level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

MODULE-LEVEL TEMPLATE

|  |  |
| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | KENYA METHODIST UNIVERSITY |
| Name of institutional contact | DR. LUCY IKIARA |
| Email address of institutional contact | [info@kemu.ac.ke](mailto:info@kemu.ac.ke) or [vicechancellor@kemu.ac.ke](mailto:vicechancellor@kemu.ac.ke) |

|  |  |
| --- | --- |
| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | C:\Users\Mutweleli\Desktop\SUPERVISIONS\Annotation 2020-05-19 114402.png  Attribution – ShareAlike  CC BY –SA |

|  |  |
| --- | --- |
| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) | **Dr. Lucy Ikiara** |
| Lead author (+ email address) | **Dr. Lucy Ikiara** [**luikiara@gmail.com**](mailto:luikiara@gmail.com) **or** [**lucyikiara@kemu.ac.ke**](mailto:lucyikiara@kemu.ac.ke) |
| *Responsible for:* | **Team Leader and Module development** |
| Co-author/co-contributor | **Dr. Flora Gacheri Ngeera** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Dr. Esther Thuba** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Jenu John** |
| *Responsible for:* | **ICT Support Services** |

|  |  |
| --- | --- |
| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | Word document |
| Will a Moodle common cartridge be uploaded as well? | No |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Course details** | | | |
| Module title: | EDUCATIONAL MANAGEMENT AND LEADERSHIP | | |
| Under- or Postgraduate? | Undergraduate | Year of study: | 3rd Year |
| Class contact time (hours): | 45 | Number of credits: | 3 Credit hours |
| Private/online study hours: | 90 | Number of weeks of study: | 15 Weeks |
| Total student learning hours: | 135 | Number of units of study: | 12 units |

|  |  |
| --- | --- |
| Programme(s) which might include this Module: | * Bachelor of Education (Arts) * Bachelor of Education (Science) * Bachelor of Education (Early Childhood Education) * Bachelor of Education (Special Needs Education) * Post Graduate Diploma in Education * Bachelor of Business Administration |
| Pre-requisite student abilities and knowledge: | * Computer Literacy Skills * Communication and writing Skills * Analytical Skills * Application Skills * Descriptive Skills |
| Pre-requisite (or co-requisite) modules: | * History of Education * Philosophy of Education * Sociology of Education * Educational Psychology * Curriculum Development and Design * General Teaching Methods * Educational Technology |

|  |  |
| --- | --- |
| Aim of the module: | The aim of the module is to enable you as a student teacher to develop and apply knowledge, skills and attitudes in managing and leading educational institutions at all levels. |
| Brief description of module: | Educational Management and Leadership module is designed to enable you as a teacher-trainee to develop your own understanding of how educational and learning institutions are managed and led with a view to achieving educational goals and objectives. This module will equip you with knowledge, skills and attitudes to become an effective educational manager and leader. To achieve this, the module introduces you to concepts of educational management and leadership, theories of management and leadership and their application in educational institutions. It further introduces you to motivation theories and their application, authority and power, as used by educational managers in executing their duties. The module also guides you on the roles of effective educational managers in education, and finally the organizational structure of education in Kenya. |

|  |  |
| --- | --- |
| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Apply theories of management in management of educational institutions. 2. Use theories of leadership appropriately in providing leadership in educational institutions. 3. Demonstrate understanding of roles of the educational managers in the management of educational institutions. 4. Effectively manage finances in educational institutions. 5. Analyse the structure and functions of the Ministry of Education and other key stakeholders in relation to the management and leadership of educational institutions. |
| Indicative content: | Theories of management, motivational theories, theories and styles of leadership, power and authority, roles and functions of school managers, financial management and organizational structure in the education system. |
| Form of final/summative assessment: | End of Semester Examination |

|  |  |
| --- | --- |
| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Apply theories of management in management of educational institutions. | Formative and Summative Evaluation |
| 1. Use theories of leadership appropriately in providing leadership in educational institutions. | Formative and Summative Evaluation |
| 1. Demonstrate understanding of roles of the educational managers in the management of educational institutions. | Formative and Summative Evaluation |
| 1. Effectively manage finances in educational institutions. | Formative and Summative Evaluation |
| 1. Analyse the structure and functions of the Ministry of Education and other key stakeholders in relation to the management and leadership of educational institutions. | Formative and Summative Evaluation |

|  |
| --- |
| **Significant features or elements of module** |
| Module overview, module learning outcomes, unit overview, unit learning outcomes, learning activities, content, assessment methods, learning resources. |

|  |  |
| --- | --- |
| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | 3rd YEAR STUDENTS |
| What **skills** should a *student* have **already** mastered before starting this Module? | * Computer Literacy Skills * Communication Skills * Writing Skills * Analytical Skills * Application Skills * Descriptive Skills |
| What **prior knowledge** of the subject matter should a *student* have? | * History of Education * Philosophy of Education * Sociology of Education * Educational Psychology * Curriculum Development and Design * General Teaching Methods * Educational Technology |

|  |  |
| --- | --- |
| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter should *facilitators* have **already** mastered before starting to deliver this Module? | A specialist and a scholar in Educational Management and Leadership or Education Administration or Education Management |
| What **skills** do *support staff* need in order to support the delivery of this module? | * Administrative and computer skills * Instructional design skills |

|  |  |  |
| --- | --- | --- |
| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | * Student evaluation surveys * Feedback from student learning activities * Performance in final examination | |
| How will student feedback be used to improve module? | * Module review * Improve on pedagogical approaches * Enhancement of both physical and human resources. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes ☒ No ☐ |

**MODULE UNITS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Week /Unit** | **0** |
| Unit name: | **INTRODUCTION TO THE MODULE** | | |
| Aim of the Unit | The aim of this week is to introduce you to the course facilitator(s), as well as, to your course mates. The unit will equip you with knowledge on how you will commence the course and the expectations from you throughout the course. This unit as well will help you to connect with other learners and the instructor(s) by a way of introducing yourself to them. By doing so, you will be able to connect with others in the instructional process, who will also be a source of encouragement as you progress in the course. | | |
| This unit covers: | The unit covers;   1. Self-introduction 2. Your expectations during the module delivery 3. Your support system in online learning 4. Introduction to your learning environment 5. Netiquette and online learning rules 6. [Assessment criteria](https://drive.google.com/file/d/14gLPJMFyRU0KkSnnGtgDavV5a2nMGZX6/view?usp=sharing) for the course | | |
| Intended unit outcomes: | By the end of this unit, you will be able to:   1. Introduce yourself to the members of the class 2. State your expectations during the module delivery 3. Reach out and use your support system in online learning 4. Login and navigate through your learning environment 5. Demonstrate an understanding of netiquette and online rules in learning 6. Familiarize yourself with the [assessment criteria](https://drive.google.com/file/d/14gLPJMFyRU0KkSnnGtgDavV5a2nMGZX6/view?usp=sharing) of the course | | |
| Overview of student activity: | At this point you will:   1. Introduce yourself to the members of the class 2. Give your expectations during the module delivery 3. Use the support system availed in the LMS 4. Login and navigate through your learning environment 5. Use Netiquette and online rules in learning 6. Familiarize yourself with the [assessment criteria](https://drive.google.com/file/d/14gLPJMFyRU0KkSnnGtgDavV5a2nMGZX6/view?usp=sharing) of the course | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of topic level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended topic learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this week, you will be able to:*** | | | |
| 1. Introduce yourself to the members of the class |  | E-tivity 0.1 | Welcome forum |
| 1. State your expectations during the module delivery |  | E-tivity 0.2 | Class discussion forum |
| 1. Reach out and use your support system in online learning |  | E-tivity 0.3 | Interactions in the discussion forum |
| 1. Login and navigate through your learning environment |  | E-tivity 0.4 | Learning Management System (LMS) |
| 1. Use Netiquette and online rules in learning |  | E-tivity 0.5 | Entire module |
| 1. Familiarize yourself with the assessment criteria of the e-tivities for this module. |  | E-tivity 0.6 | [Assessment criteria](https://drive.google.com/file/d/14gLPJMFyRU0KkSnnGtgDavV5a2nMGZX6/view?usp=sharing) |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| Module-level outcomes addressed: | | | |
| Week Zero (0) is meant for online socialization with your course facilitator(s) and your course mates. During this week, you will familiarize yourself with the learning management system (LMS), its features and learn how to navigate the LMS during the course implementation. | | | |
| Purpose of the topic/week/section: | | | |
| This week is meant to introduce you to a virtual learning environment for the course. You will get to know your course mates and the course instructor, familiarize yourself with learner support systems in blended learning, and get to know the rules and netiquette for online learning. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In Week Zero (0), you will interact with your course facilitator(s) and your course mates. During this week, you will familiarize yourself with the learning management system (LMS), its features and learn how to navigate the LMS during the course implementation. You will as well learn the rules and netiquette of online learning, which will help you to interact with a community of other learners. | | | |
| Pre-topic activity: | | Number of hours | 30 minutes |
| In the Learning Management System (LMS), under the introduction session create your personal profile with a brief introduction of aspects that you need us to know about you. You may also include your expectations during module implementation. Upload your passport-size photograph as well. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1 hour |
| You will meet your course facilitator who will give you a general overview of the course and the expectations of blended learning. | | | |
| Online activity: | | Number of hours | 2 hours 30 minutes |
| What should students do? | i. E-tivity 0.1   * Introduce yourself to the members of your class. * Post your answer to discussion forum 0.1   ii. E-tivity 0.2   * State five expectations during the module delivery * Post your answer to discussion forum 0.2   iii. E-tivity 0.3   * Identify the learner support services available for your use in the LMS. * Post your answer to discussion forum 0.3   iv. E-tivity 0.4   * Log in into the learning platform. * Navigate through your learning environment and edit the settings of your portal   v. E-tivity 0.5   * List at least four rules and netiquette you will observe during instruction in blended learning. * Post your answer to the discussion forum 0.5   vi. E-tivity 0.6   * Familiarize yourself with the [assessment criteria](https://drive.google.com/file/d/14gLPJMFyRU0KkSnnGtgDavV5a2nMGZX6/view?usp=sharing) for this course | | |
| Where do they do it? | Discussion forums 0.1, 0.2, 0.3, 0.4, and 0.5 | | |
| By when should they do it? | By the end of week 0. | | |
| E-moderator/tutor role | | | |
| * Going through the learners' posts, welcoming them and guiding them on the use of LMS resources and available support services. * Ensuring that the learners are focussed on the content of the e-tivities * Encouraging every learner to participate * Closing the week’s discussions. | | | |
| How are the outcomes in this week assessed? | | Number of hours | 2 hours 30 minutes |
| The learning outcomes will be assessed through;   * E-tivity 0.1 * E-tivity 0.2 * E-tivity 0.3 * E-tivity 0.4 * E-tivity 0.5 | | | |
| How does this section link to other sections of the module? | | | |
| This section forms an introduction to the Educational Management and Leadership module. It will enable you to know one another, air your expectations of the course, as well as, enable you to know and observe rules and netiquette that will guide you throughout the course. | | | |

|  |  |
| --- | --- |
| Total number of hours | 4 hours |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Learning Management System (LMS) |
| How are students enabled to access the resources? | Through the available support services, such as activation of students’ accounts in the LMS |
| Where in this topic are students expected to work collaboratively? | In the discussion forums |
| How has an inclusive approach been incorporated in this topic? | Providing a variety of e-tivities |
| How will feedback on the topic be obtained from students? | Online posts on the discussion forum. |
| How will student feedback be used to improve the topic? | The course facilitator(s) will consider the feedback from students when setting assignment deadlines, choosing learning activities and resources taking into account the individual differences and context of the learners. |
| At which point(s) will students receive formative feedback on the work they have done in the topic? | By the end of week zero |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** |  |
| Topic name: | **INTRODUCTION TO EDUCATIONAL MANAGEMENT AND LEADERSHIP** | | |
| Aim of the topic: | The aim of this unit is to enable you to develop an understanding of the meaning of terms educational management and leadership. As a learner, you will need to be able to distinguish between educational management and leadership. Further, you will also be able to examine the rationale of studying educational management and leadership and its application in educational institutions. | | |
| This topic covers: | In this topic, we will be guided by the following sub-topics:   1. Concept of educational management and leadership 2. Differences between educational management and leadership 3. Rationale of studying educational management and leadership and its application in educational institutions | | |
| Intended learning outcomes: | *By the end of this* ***topic****, you will be able to:*   1. Explain the meaning of Educational management and leadership 2. Differentiate between educational management and leadership 3. Discuss the rationale of studying educational management and leadership and its application in educational institutions | | |

|  |  |
| --- | --- |
| Overview of student activity: | In this unit you will undertake the following e-tivities; the pre-topic activity, reading unit brief notes provided as [Appendix 1 Unit 1](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.zho78wcaf3bu), and also you will read the article on “The Importance of Leadership and Management for Education” from the following link: <https://www.sagepub.com/sites/default/files/upm-binaries/36574_Bush_4e_revised.pdf> and carry out e-tivities 1.1, 1.2 and 1.3. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the meaning of educational management and leadership | 1 and 2 | E-tivity 1.1 | In the discussion forum 1.1 |
| 1. Differentiate between educational management and leadership | 1 and 2 | E-tivity 1.2 | In the discussion forum 1.2 |
| 1. Discuss the rationale of studying educational management and leadership and its application in educational institutions | 1 and 2 | E-tivity 1.3 | In the discussion forum 1.3 |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1 Apply theories of management in management of educational institutions  2 Use appropriately theories of leadership in providing leadership in educational institutions | | | |
| Purpose of the unit: | | | |
| The purpose of this unit is to enable you to demonstrate understanding of the meaning of educational management and leadership. As we embark on this unit, you will be able to distinguish between educational management and leadership. Further, you will also be able to discuss the rationale of studying educational management and leadership and its application in educational institutions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| At this point, you will invest some time in trying to conceptualize the meaning of important terms in this unit. First, you will build an understanding of the meaning of educational management and leadership as a student teacher and its importance in managing and leading educational institutions. For you to do this you will, undertake pre-topic activity, read unit brief notes provided as Appendix 1, Unit 1, and also read the article on “The Importance of Leadership and Management for Education” from the following link: <https://www.sagepub.com/sites/default/files/upm-binaries/36574_Bush_4e_revised.pdf>. In addition, you will carry out e-tivities 1.1, 1.2 and 1.3. | | | |
| Pre-topic activity: | | Number of hours | 1 |
| This pre-topic activity is designed to help you to reflect and develop some prior knowledge on this unit before we meet for face-to-face class. The pre-topic activity is as follows:  **E-tivity 1.0.**   * Imagine, you have been given a responsibility to lead or manage a group. In this case, a group can be a youth group, a club or any other form of grouping. * Make a reflection on the things that you would engage in to ensure the group achieved its objectives. * List down at least five (5) of them. * Considering what you have listed, explain whether you were managing or leading and why you think so. This should be between 150 to 200 words. * Post it in the discussion forum 1.0 by the end of week zero. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 |
| Teacher re-visit pre topic feedback posted on the discussion forum. Teacher engages learners in discussion on the topic. Teacher later introduces the learners to the topic by explaining and giving examples of key concepts. | | | |
| Online activity: | | Number of hours | 5 |
| What should students do? | At this point, read Unit brief notes provided as [Appendix 1 Unit 1](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.zho78wcaf3bu)  and an article on “The Importance of Leadership and Management for Education” from the following link: <https://www.sagepub.com/sites/default/files/upm-binaries/36574_Bush_4e_revised.pdf>; and then undertake e-tivity 1.1 and 1.2. These e-tivities are designed to build an understanding of the key terminologies, which include management, leadership, educational management and educational leadership as applied in educational institutions. In responding to these e-tivities, you will be guided by the [assessment criteria](https://drive.google.com/file/d/14gLPJMFyRU0KkSnnGtgDavV5a2nMGZX6/view?usp=sharing) provided.   1. **E-tivity 1.1**  * In not more than 100 words using your own words explain the meaning of the term’s educational management and educational eadership. * Post your work in the discussion forum 1.1 by the end of the fourth day of week 1.  1. **E-tivity 1.2**  * I have put you into groups of five students where you will work collaboratively. * In your respective groups, read Unit brief notes provided as Appendix 1 – Unit 1 and read the article on “The Importance of Leadership and Management for Education” from the following link: <https://www.sagepub.com/sites/default/files/upm-binaries/36574_Bush_4e_revised.pdf>. * Making reference from the above draw a two-column table showing five differences between the terminologies: Educational Management and Educational Leadership. * Post your work in the discussion forum 1.2 by the end of the fourth day of week 1.  1. **E-tivity 1.3**  * In the same group of five students, using a minimum of 250 words and not more than 300 words, in your opinion, what do you think is the rationale of studying educational management and leadership as a student teacher? * Post your responses in the group discussion forum 1.3 by the end of week 1.   **These E-tivities will require at least 5 hours.** | | |
| Where do they do it? | * The discussion forum 1.1, 1.2 and 1.3 in the Learning Management System. | | |
| By when should they do it? | By the end of Week 1 | | |
| E-moderator/tutor role | | | |
| * Give feedback to the students * Summarizing students’ responses * Giving focus points * Focusing students on the content * Closing the e-tivities * Encouraging learners * Moderating discussions | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 5 |
| The learning outcomes will be assessed through;   * E-tivity 1.1 * E-tivity 1.2 * E-tivity 1.2 | | | |
| How does this section link to other sections of the module? | | | |
| This unit will form the basis for understanding Unit 2 and 3 on Theories of Management and Unit 5 and 6 on Theories and styles of Leadership and their application in different contexts in educational institutions. | | | |

|  |  |
| --- | --- |
| = Total number of hours | 8 |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | By reading [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.zho78wcaf3bu) Appendix 1 unit 1 and an article on “The Importance of Leadership and Management for Education” from the following link: <https://www.sagepub.com/sites/default/files/upm-binaries/36574_Bush_4e_revised.pdf>. |
| How are students enabled to access the resources? | URL  LMS  Library resources |
| Where in this unit are students expected to work collaboratively? | Group discussion in E-tivity 1.2 and 1.3 |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups |
| How will feedback on the unit be obtained from students? | Questioning techniques during face-to-face sessions  Through E-tivities |
| How will student feedback be used to improve the unit? | Unit review  Improving on pedagogical approaches  Enhancement of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of week 1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** | **2** |
| Topic name: | **CLASSICAL THEORIES OF MANAGEMENT** | | |
| Aim of the topic: | This topic will help you to demonstrate understanding of classical theories of management and how these theories are applied in the management of educational institutions. | | |
| This topic covers: | This topic will cover:   1. Definition and importance of theories in educational management 2. Classical theories of management namely: Scientific Management Theory, Administrative Management Theory, and Bureaucracy. 3. Application of the classical theories in the management of educational institutions. | | |
| Intended learning outcomes: | At the end of this topic, you will be able to:   1. Define the term theory and explain the importance of theories in educational management. 2. Describe the classical theories that inform educational management. 3. Apply classical theories of management in the management of educational institutions. | | |
| Overview of student activity: | For us to achieve the unit’s learning outcomes, it is important that you:   * Read unit’s brief notes appended as [Appendix 1 Unit 2](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.5dni6aclxdb7) * Read from the references/URL links given in this unit * Undertake the e-tivities 2.1, 2.2 and 2.3 | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define the term theory and explain the importance of theories in educational management. | 1 | E-tivity 2.1 | Discussion forum 2.1 in the LMS |
| 1. Describe the classical theories that inform educational management. | 1 | E-tivity 2.2 | An individual e-tivity 2.2 in the LMS |
| 1. Apply the classical theories of management in the management of educational institutions. | 1 | E-tivity 2.3 | Class discussion forum 2.3 in the LMS |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| 1. Apply theories of management in the management of educational institutions | | | | |
| Purpose of the unit/week/section: | | | | |
| The purpose of this unit is to introduce you to classical theories of management that inform management of educational institutions. The unit will enable you to explain the importance of theories in educational management. It will also enable you to describe the principles and characteristics of Scientific Management theory, Administrative management theory and Bureaucratic theory and show how these theories are applied in the management of educational institutions. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| In this topic, we are going to introduce the concept of theories of management and shed light on their importance in the context of educational management. We will describe important classical theories of management vis a vis Scientific Management theory, Administrative management theory and Bureaucratic theory. We will describe the principles and characteristics, advantages and disadvantages of each of the theories and show their application in the management of educational institutions. | | | | |
| Pre-topic activity: | | Number of hours | 1 | |
| E-tivity 2.0  To familiarize yourself with classical theories of management,   * Watch the video from the link <https://youtu.be/d1jOwD-CTLI?t=60> (10.49 minutes). * Make a reflection on evolution of classical theories of management and list the three founding fathers of the theories. * Post this to the discussion forum 2.0. | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 hours | |
| During the face-to-face session, we will discuss the concept of a theory and importance of theories in educational management. There will be teacher moderation of the discussions on classical theories of management. | | | | |
| Online activity: | | Number of hours | 6 hours | |
| What should students do? | Read Unit Brief notes provided as [Appendix 1, Unit 2](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.5dni6aclxdb7) in the files/resource section and the link [https://oer.avu.org/bitstream/handle/123456789/79/Educational%20 Management.pdf?sequence=2&isAllowed=y](https://oer.avu.org/bitstream/handle/123456789/79/Educational%20%20Management.pdf?sequence=2&isAllowed=y), page 19-23. You will find the details of the e-tivities you need to do and post the completed task to discussion forums 2.1, 2.2, and 2.3 respectively. In these e-tivities, you will work collaboratively in groups of 5 students. Each group has a random leader who will coordinate the discussion. In addition, you will undertake e-tivity 2.2 and post your answers to assignment section 2.2.  **i. E-tivity 2.1**   * From what you have read, what is the meaning of the term theory? * Explain the importance of theories in educational management (Use 100-150 words). Post your answers to discussion forum 2.1 by the end of week 2.   **ii. E-tivity 2.2**  Watch the following videos and attempt the questions that follow.   * <https://youtu.be/vNfy_AHG-MU> on Scientific Management Theory 11.01 minutes * <https://youtu.be/90qpziPNRnY> on Functions and Principles of Management by Henri Fayol (8.24 minutes) * <https://youtu.be/zp554tcdWO8> Characteristics of Bureaucracy (9.53 minutes)   From the videos, you have watched, compare and contrast the principles of classical theories of management. Post your response to the assignment section 2.2 of the learning management system by the end of week 2.  **iii. E-tivity 2.3 Class discussion**  Apart from the contributions of classical theories of management mentioned in this unit, explain three other contributions of the theories in the management of educational institutions. Post your responses on the class discussion forum 2.3 by the end of the week 2.  You will need 7 hours to carry out the e-tivities. | | | |
| Where do they do it? | Learning Management System | | | |
| By when should they do it? | By the end of week 2 | | | |
| E-moderator/tutor role | | | | |
| * Receiving and using feedback from the learners * Giving feedback to the learners * Preparing learning resources | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 6 | |
| * Graded e-tivity 2.1 * Graded e-tivity 2.2 * Graded group discussion, e-tivity 2.3 | | | | |
| How does this section link to other sections of the module? | | | | |
| This unit will form a basis for understanding Unit 3 on Modern Theories of Management. | | | | |
| |  |  | | --- | --- | | = Total number of hours | 9 | | | | | |
| **Some important questions** | | | |
| Which learning resources/ references will scaffold the students’ learning? | [Unit brief notes Appendix 1 Unit 2](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.5dni6aclxdb7)  References /links given  A computer with internet connectivity to access links and copyright free resources  Multimedia resources like Videos  Library resources | | |
| How are students enabled to access the resources? | URL  LMS  Library resources | | |
| Where in this unit are students expected to work collaboratively? | E-tivity 2.1 group discussion and 2.3 class discussion | | |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups | | |
| How will feedback on the unit be obtained from students? | Through:  oral questions and answers  virtual classroom chats /connect sessions  Through E-tivities  Students’ interaction reports | | |
| How will student feedback be used to improve unit? | Unit review  Improving on pedagogical approaches  Enhancement of selection of resources both physical and human. | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of the week | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** | **3** |
| Topic name: | **MODERN THEORIES OF MANAGEMENT** | | |
| Aim of the topic: | The aim of the topic is to enable you to develop knowledge, skills and attitudes on how human relations theory and behavioural science approach apply in the management of educational institutions. | | |
| This topic covers: | This topic will cover;   1. Human Relations Theory 2. Behavioural Science Approach to Management 3. Application of these theories in the management of educational institutions. | | |
| Intended learning outcomes: | At the end of this topic, you will be able to:   1. Describe the evolution and principles of human relations theory 2. Describe the evolution and principles of behavioural science theory of management. 3. Discuss how human relations theory and behavioural science theory apply in the management of educational institutions. | | |

|  |  |
| --- | --- |
| Overview of student activity: | You will need to;   * Read unit’s brief notes appended as [Appendix 1 Unit 3](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.35inz2mc782f) * Read pages 45-53 of the e-book by Clayton Smith, Carson Babich, and Mark Lubrick <https://ecampusontario.pressbooks.pub/educationleadershipmanagement/>   Undertake the assigned e-tivities. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe the evolution and principles of human relations theory. | 1 | E-tivity 3.1 | Discussion forum 3.1 in the LMs |
| 1. Describe the evolution and principles of behavioural science theory of management. | 1 | E-tivity 3.2 | Discussion forum 3.2 in the LMS |
| 1. Discuss how human relations theory and behavioural science theory apply in the management of educational institutions. | 1 | E-tivity 3.3 | Discussion forum 3.3 in the LMS |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| Apply theories of management in the management of educational institutions | | | | |
| Purpose of the unit/week/section: | | | | |
| The purpose of this Unit is to describe human relations theory and behavioural science approach to management showing their application to the management of educational institutions. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| The practice of management can be traced to the beginning of man, but the systematic study of management, particularly the area of academic study, is essentially a product of the 20th century. In this topic, we will discuss the evolution of human relations and behavioural science theories of management; their principles, and their application in the management of educational institutions. The theories discussed in this topic have something to offer in management. This therefore calls for careful integration of the theories. You will read unit brief notes provided as Appendix 1, Unit 3 in the resources section and articles from the cited links, and then undertake e-tivity 3.1, 3.2and 3.3 | | | | |
| Pre-topic activity: | | Number of hours | 1 | |
| Reflecting of unit learning outcomes  Reading unit brief notes | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 | |
| Teacher exposition on concepts  Student group presentation  Teacher e-moderation | | | | |
| Online activity: | | Number of hours | 6 | |
| What should students do? | Read from URL: <http://en.wikipedia.org/wiki/Human_Relations_Movement> and read pages 45-53 of the e-book by Clayton Smith, Carson Babich, and Mark Lubrick<https://ecampusontario.pressbooks.pub/educationleadershipmanagement/>  Undertake the following e-tivities.  **E-tivity 3.1**   * Describe the evolution and principles of human relations theory to management.   **E-tivity 3.2**   * Describe the evolution and principles of behavioural science approach to management.   **E-tivity 3.3**   * Discuss the relevance of human relations theory and behavioural science approach in management of educational institutions.   These e-tivities will require 6 hours.   * Post your responses to discussion forum 3.1, 3.2 and 3.3 respectively. | | | |
| Where do they do it? | Learning management system | | | |
| By when should they do it? | By the end of week 3 | | | |
| E-moderator/tutor role | | | | |
| * Receiving feedback from the students * Giving feedback to the students * Preparing learning resources | | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 6 | |
| * Group discussion, e-tivity 3.1 and 3.2 * Graded group discussion, e-tivity 3.3 | | | | |
| How does this section link to other sections of the module? | | | | |
| This unit is a continuation of theories that inform management of educational institutions. It seeks to enhance classical theories of management. | | | | |
| |  |  | | --- | --- | | = Total number of hours | 10 | | | | | |
| **Some important questions** | | | |
| Which learning resources/ references will scaffold the students’ learning? | Unit brief notes [Appendix 1 Unit 3](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.35inz2mc782f) in the resources section of LMS  Articles provided in these links <http://en.wikipedia.org/wiki/Human_Relations_Movement> and <https://ecampusontario.pressbooks.pub/educationleadershipmanagement/>  A computer with internet connectivity to access links and copyright free resources Multimedia resources like Videos  Library resources | | |
| How are students enabled to access the resources? | URL  LMS | | |
| Where in this unit are students expected to work collaboratively? | Group discussion, e-tivity 3.1 and 3.2  Group discussion, e-tivity 3.3 | | |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups | | |
| How will feedback on the unit be obtained from students? | Through:   * oral questions and answers * virtual classroom chats /connect sessions * Through E-tivities | | |
| How will student feedback be used to improve unit? | * Unit review * Improving on pedagogical approaches * Enhancement of selection of resources both physical and human. | | |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of week 3 | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** | **4** |
| Topic name: | **THEORIES OF MOTIVATION** | | |
| Aim of the topic: | The aim of this topic is to enable you to acquire and apply knowledge on theories of motivation that inform management of education institutions. | | |
| This topic covers: | This topic will cover;   1. The meaning of the term motivation and explain its types. 2. Theories of motivation that inform management of education institutions, which include; Abraham Maslow’s Hierarchy of Needs Theory; Fredrick Herzberg’s Two-Factor theory, and Douglas McGregor’s Theory X and Theory Y 3. Relevance of theories of motivation in the management of educational institutions. 4. Characteristics of schools where the managers use various theories of motivation | | |
| Intended learning outcomes: | At the end of this topic, you will be able to:   1. Define motivation and explain its types. 2. Describe various theories of motivation that inform management of education institutions. 3. Discuss the importance/relevance of theories of motivation in the management of educational institutions. 4. Examine the characteristics of schools where the managers use various theories of motivation. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define motivation and explain its types | 2 | E-tivity 4.1 | Discussion forum 4.1 in the LMs |
| 1. Describe some of the theories of motivation that inform management of education institutions. | 2 | E-tivity 4.2 | Discussion forum 4.2 in the LMs |
| 1. Discuss the importance of the theories of motivation in the management of learning institutions. | 2 | E-tivity 4.3 | Discussion forum 4.3 in the LMs |
| 1. Examine the characteristics of schools where the managers use some of the theories of motivation. | 2 | e-tivity 4.4 | Discussion forum 4.4 in the LMs |

|  |  |
| --- | --- |
| Overview of student activity: | This topic will take one week to complete. To achieve the outcomes of the topic, it is important that you read and/or listen to the recommended resources or any other relevant resources. You will also attempt all the e-tivities for the purpose of assessment. Please guard against falling back on your work and do thorough reading of the topic. You may need to do literature search on theories of motivation by using the cited links, as well as, participating actively in randomized group discussions. |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1. Apply theories of management in management of educational institutions. | | | |
| Purpose of the unit/week/section: | | | |
| Managers in educational institutions subscribe to the theories of motivation to further develop their competencies of management and leadership with members of their institutions. Unit 4 shifts our focus to theories of motivation in educational institutions. The purpose of this unit therefore is to introduce you to some theories of motivation that inform management of educational institutions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This topic will introduce you to motivation, its types, as well as various theories of motivation that inform management of educational institutions. You will read the Unit brief notes appended as [Appendix 1, Unit 4](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.mh0l51ibsz24) and undertake all the e-tivities assigned. Post your answers in the discussion forum 4.1., 4.2, 4.3 and 4.4. | | | |
| Pre-topic activity: | | Number of hours | 1 |
| E-tivity 4.0   * Watch this video as an introduction to theories of motivation; <https://youtu.be/pQX_YRu744I?t=14> (5.06 minutes); * Define motivation * Differentiate between intrinsic and extrinsic motivation. * Post your response to the discussion forum 4.0 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| Teacher exposition on the concept of theories of motivation.  Class discussion  Teacher e-moderation | | | |
| Online activity: | | Number of hours | 8 |
| What should students do? | Read Unit brief notes provided as [Appendix 1, Unit 4](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.mh0l51ibsz24) on theories of motivation. In addition read articles from links provided; <https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf> (pages 586- 596) and: [http://en.wikipedia.org/wiki/Maslow%27s\_hierarchy\_of\_ needs](http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_%20needs)  and answer the following questions:  **E-tivity 4.1**   * Using between 50 and 70 words, distinguish between intrinsic and extrinsic motivation. Post your answer in discussion forum 4.1 by the end of week 4.   **E-tivity 4.2**  This is a group discussion.   * From what you have read, which motivation theory have you found to be most useful in explaining managers and employee’s behaviour? Explain your answer in not more than 300 words. * List the human needs of the learners and teaching staff and suggest ways in which the school’s manager can meet these needs (use 150 – 250 words). * Summarize the characteristics of people whose needs have been met at each of the levels of Maslow’s motivation theory (use 100-150 words). * What are the similarities between Maslow’s hierarchy of needs and Herzberg’s Two-Factor Theory? (Use a table that does not exceed one page double-spaced to show this).   Post your responses in the discussion forum 4.2 by the end of week 4.  **E-tivity 4.3**  This is a group discussion. You all belong to a discussion group where you will participate in answering the following questions;   * Explain how educational managers can provide opportunities for self-actualization for all workers in their institutions. Explain your answer using 250 – 300 words. * As an educational manager, illustrate how you would motivate learners and workers in your institution. (use 150 to 200 words) * Post your answers in the discussion forum 4.3 by the end of week 4.   **E-tivity 4. 4**   * Listen to this video/audio   <https://youtu.be/4nQHa2HF_1s?t=154> on Theory X and Theory Y (7.56 minutes),   * Then, contrast characteristics of educational institutions managed using McGregor’s Theory X and Theory Y assumptions. * Use a table that is double-spaced and does not exceed one page to do this e-tivity. * Post your answers in the class discussion forum 4.4.   These e-tivities will take 8 hours | | |
| Where do they do it? | Learning management system/virtual classroom  Lecture room | | |
| By when should they do it? | By the end of week 4 | | |
| E-moderator/tutor role | | | |
| Receiving and using feedback from the students  Giving feedback to the students  Preparing learning resources | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 8 |
| * E-tivity 4.1 * E-tivity 4.2 * E-tivity 4.3 * E-tivity 4.4 | | | |
| How does this section link to other sections of the module? | | | |
| This unit has dealt with some of the theories of motivation that an educational manager can use so as to prompt people to initiate action, influence their choices of action, and also persist in that action over time. Therefore, this unit links to Unit 8 on the roles of educational managers, Unit 9 on communication and Unit 10 on discipline in educational institutions. This in turn affects the attainment of goals of the educational institutions, hence leader effectiveness.   |  |  | | --- | --- | | = Total number of hours | 12 | | | | |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Unit brief notes provided as [Appendix 1, Unit 4](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.mh0l51ibsz24) on theories of motivation.  Articles from links provided; <https://2012books.lardbucket.org/pdfs/management-principles-v1.0.pdf> and [http://en.wikipedia.org/wiki/Maslow%27s\_hierarchy\_of\_ needs](http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_%20needs)  A computer with internet facility to access relevant links and copyright free resources  Multimedia resources like Videos <https://youtu.be/4nQHa2HF_1s?t=154>  Library resources |
| How are students enabled to access the resources? | URL  LMS  Library resources |
| Where in this unit are students expected to work collaboratively? | In group discussions  E-tivity 4.1  E-tivity 4.2  E-tivity 4.3  E-tivity 4.4 |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups |
| How will feedback on the unit be obtained from students? | Through:   * oral questions and answers * virtual classroom chats /connect sessions * Through E-tivities 4.1, 4.2, 4.3 and 4.4 |
| How will student feedback be used to improve the unit? | Unit review  Improving on pedagogical approaches  Enhance the selection of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of week 4. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** | **5** |
| Topic name: | **LEADERSHIP THEORIES IN EDUCATION** | | |
| Aim of the topic: | This topic is aimed at equipping you with knowledge on the importance of leadership in educational institutions, leadership theories and how they are applied in educational institutions. | | |
| This topic covers: | This topic will discuss the following:   1. Meaning the of terms leadership and educational leadership 2. Importance of leadership in an educational institutions 3. Leadership theories in educational institutions which includes: Trait Theory/Leadership traits, Situational theory, Contingency theory and the charismatic theory of leadership 4. Application of leadership theories in educational institutions | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:   1. Explain the terms leadership and educational leadership. 2. Describe the importance of leadership in an educational institution. 3. Examine leadership theories in educational institutions. 4. Evaluate application of leadership theories in educational institutions. | | |

|  |  |
| --- | --- |
| Overview of student activity: | You are provided with:   * [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.jxm228252hxm) , * A journal article by Amanchukwu, R.N; Stanely, G.J & Ololube, N.P (2015); <https://www.researchgate.net/publication/283081945_A_Review_of_Leadership_Theories_Principles_and_Styles_and_Their_Relevance_to_Educational_Management> pages 6-14 * Undertake the e-tivities 5.1, 5.2, 5.3 and 5.4. |

|  |  |  |  |
| --- | --- | --- | --- |
| Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment  (Pressing <Tab> at the end of the table will provide additional rows in the table, if required.) | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| At the end of this unit, you will be able to: | | | |
| 1. Explain the terms leadership and educational leadership. | 2 | E-tivity 5.1 | Discussion forum 5.1 in the LMS. |
| 1. Describe the importance of leadership in an educational institution | 2 | E-tivity 5.2 | Discussion forum 5.2 in the LMS. |
| 1. Examine leadership theories in education institutions. | 2 | E-tivity 5.3 | Discussion forum 5.3 in the LMS |
| 1. Evaluate application of education leadership in education institutions | 2 | E-tivity 5.4 | Discussion forum 5.4 in the LMS. |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 2. Use appropriately theories and styles of leadership in providing leadership in educational institutions. | | | |
| Purpose of the Unit: | | | |
| The purpose of this unit is to enable you to develop knowledge and demonstrate understanding of the importance of educational leadership. It will also enable you to examine leadership theories and how they are applied in educational institutions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, we will explain the meaning of leadership and educational leadership. We are going to discuss the importance of educational leadership, examine the leadership theories and how they are applied in education institutions. You will also read unit brief notes in [Appendix 1 Unit 5](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.jxm228252hxm), journal article by Amanchukwu, R.N; Stanely, G.J & Ololube, N.P (2015) *on Review of Leadership Theories, Principles and Styles and their relevance to Education Management*. Pages 6-14 and undertake the e-tivities 5.1, 5.2, 5.3 and 5.4. | | | |
| Pre-topic activity: | | Number of hours | 1 |
| * Review Unit 1 on the meaning of leadership and educational leadership to give you an overview of the concepts of leadership and educational leadership, which will form a strong base for this unit. * Familiarise yourself with the content of this unit by reading [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.jxm228252hxm) * Read journal<https://www.researchgate.net/publication/283081945_A_Review_of_Leadership_Theories_Principles_and_Styles_and_Their_Relevance_to_Educational_Management> pages 6 -14 * In not more than 150 words, explain the meaning of the term leadership in education context. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| During the face to face time, we will further elucidate on the importance of leadership, theories of leadership and application of leadership theories in educational institutions. We are also going to carry out moderated group discussions. | | | |
| Online activity: | | Number of hours | 6 |
| What should students do? | Read [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.jxm228252hxm) and an article by Amanchukwu, R.N; Stanely, G.J & Ololube, N.P (2015) <https://www.researchgate.net/publication/283081945_A_Review_of_Leadership_Theories_Principles_and_Styles_and_Their_Relevance_to_Educational_Management> pages 6 -14 and carry out e-tivity 5.1, 5.2, 5.3 and 5.4.  **E-tivity 5.1**   * In about 150 to 200 words, expound on the meaning of the terms leadership and education leadership. * Post your responses in your discussion forum 5.1 by the end of week 5.   **E-tivity 5.2**   * In your opinion, what is the importance of leadership in an education institution? * Post your responses in the class discussion forum 5.2 by the end of week 5.   **E- tivity 5.3**  Assume that you are a principal in one of the education institutions.   * What three leadership theories would you apply for effective management of the institution? * Post your responses in the discussion forum 5.3 by the end of week 5.   **E- tivity 5.4**   * Give justification of your choice(s) for e-tivity 5.3 basing your views on the unit brief notes and the journal article provided in this unit. * Post your responses in the discussion forum 5.4 by the end of week 5.   **These activities will require 7 hours.** | | |
| Where do they do it? | * Learning management system | | |
| By when should they do it? | By the end of week 5 | | |
| **E-moderator/tutor role** | | | |
| * Receiving feedback from the students * Giving feedback to the students * Designing learning activities * Preparing learning resources | | | |
| **How are the learning outcomes in this unit assessed?** | | Number of hours | 6 |
| * E-tivity 5.1 * E-tivity 5.2 * E-tivity 5.3 * E-tivity 5.4 | | | |
| **How does this section link to other sections of the module?** | | | |
| This unit lays the foundation of understanding Unit 6 on leadership styles and their application in different contexts in educational institutions. | | | |

|  |  |
| --- | --- |
| = Total number of hours | 10 |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.jxm228252hxm)  Journal Articles |
| How are students enabled to access the resources? | URL  LMS |
| Where in this unit are students expected to work collaboratively? | Group discussions |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups |
| How will feedback on unit be obtained from students? | Through E-tivities |
| How will student feedback be used to improve unit? | Unit Review  Improving on pedagogical approaches  Enhancement of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of week 5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIT/WEEK/ SECTION -LEVEL TEMPLATE** | | **Unit** | **6.** |
| Topic name: | **LEADERSHIP STYLES** | | |
| Aim of the Topic | This topic aims at equipping you with requisite knowledge on various leadership styles used by educational leaders. It will enable you to demonstrate understanding of various leadership styles and their application in educational management and leadership. | | |
| This Topic Covers: | This topic covers;   1. Meaning of the term leadership styles 2. Types of leadership styles and how they are applied in educational institutions. These include; autocratic, democratic, laissez faire or free reign and charismatic styles of leadership. 3. Advantages and disadvantages of each leadership style | | |
| Intended learning outcomes: | At the end of this unit, you are expected to:   1. Explain the meaning of the term leadership styles. 2. Describe various types of leadership styles and how they are applied in educational institutions. 3. Analyse the advantages and disadvantages of each leadership style. | | |
| Overview of student activity: | It will be important for you to:   * Read [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.iiv4t7q5h875) provided as unit 6 * A Journal article by Amanchukwu, R.N; Stanely, G.J & Ololube, N.P (2015) (<https://www.researchgate.net/publication/283081945_A_Review_of_Leadership_Theories_Principles_and_Styles_and_Their_Relevance_to_Educational_Management> * Undertake the e-tivities 6.1, 6.2 and 6.3. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment  (Pressing <Tab> at the end of the table will provide additional rows in the table, if required.) | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| At the end of this unit, you will be able to: | | | |
| 1. Explain the meaning of the term leadership styles | 2 | E-tivity 6.1 | Discussion forum 6.1 in the LMS. |
| 1. Describe various types of leadership styles and how they are applied in educational Institutions. | 2 | E-tivity 6.2 | Discussion forum 6.2 in the LMS. |
| 1. Analyse the advantages and disadvantages of each leadership style | 2 | E-tivity 6.3 | Discussion forum 6.3 in the LMS |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | | |
| Module-level outcomes addressed: | | | | |
| 2. Use appropriately theories and styles of leadership in providing leadership in educational institutions. | | | | |
| Purpose of the unit/week/lecture: | | | | |
| The purpose of this unit is to equip you with knowledge and skills to enable you to demonstrate understanding of various leadership styles and use them appropriately in providing leadership in educational institutions. | | | | |
| Over to you: *(a description of the process of the section)* | | | | |
| In our previous unit, we examined leadership theories and how they are applied in educational institutions. In this unit, we are going to identify and discuss leadership styles in education. Leadership style can be defined as the consistent pattern of behaviour a person uses in an attempt to influence the behaviour and actions of others. It is a particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. In this unit, we are going to discuss the meaning of the term leadership style, types of leadership styles and how they are applied in educational institutions. In addition, we are going to analyse advantages and disadvantages of each leadership style. Therefore, It will be necessary for you to read [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.iiv4t7q5h875) (unit 6) and a journal article by Amanchukwu, R.N; Stanely, G.J & Ololube, N.P (2015) <https://www.researchgate.net/publication/283081945_A_Review_of_Leadership_Theories_Principles_and_Styles_and_Their_Relevance_to_Educational_Management> and undertake e-tivities 6.1, 6.2 and 6.3. | | | | |
| Pre-topic activity: | | Number of hours | 1 | |
| Before our face-to-face session, in about 200 to 250 words,   * Identify and describe various types of leadership styles used by managers in your institution. | | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 | |
| * Teacher exposition on styles of leadership. * Student presentations * Teacher Moderation of the discussions. | | | | |
| Online activity: | | Number of hours | 6 | |
| What should students do? | Read [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.iiv4t7q5h875) provided and Journal article by Amanchukwu, R.N; Stanely, G.J & Ololube, N.P (2015) <https://www.researchgate.net/publication/283081945_A_Review_of_Leadership_Theories_Principles_and_Styles_and_Their_Relevance_to_Educational_Management>  Undertake the e-tivities 6.1, 6.2 and 6.3.  **E-tivity 6.1**   * In your own words, write about five meanings of the term leadership style. * Post your responses in the discussion forum 6.1 by the end of week 6.   **E-tivity 6.2**  Assume that you are you are a President of the students’ council in your institution   * What leadership style will you apply to make your leadership effective? * Share your responses in the Assignment section before the end of week 6.   **E-tivity 6.3**   * Referring to e-tivity 6.2, what do you think would be advantages and disadvantages of the style(s) chosen? * Share your responses in the discussion forum by the end of week 6.   **These e-tivities will require 6 hours** | | | |
| Where do they do it? | Learning management system | | | |
| By when should they do it? | By the end of week 6 | | | |
| **E-moderator/tutor role** | | | | |
| * Receiving feedback from the students * Giving feedback to the students * Designing learning activities * Preparing learning resources | | | | |
| **How are the learning outcomes in this unit assessed?** | | Number of hours | 6 | |
| * E-tivity 6.1 * E-tivity 6.2 * E-tivity 6.3 | | | | |
| **How does this section link to other sections of the module?** | | | | |
| This unit on leadership styles will link to unit 7 on authority and power. It shows how different leadership styles influence application of different types of power and authority. | | | | |
| = Total number of hours | | | 10 |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.iiv4t7q5h875)  Journal Article |
| How are students enabled to access the resources? | URL  LMS |
| Where in this unit are students expected to work collaboratively? | Group discussions  Class discussions |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups  Class discussions |
| How will feedback on unit be obtained from students? | Through E-tivities |
| How will student feedback be used to improve unit? | Unit Review  Improving on pedagogical approaches  Enhancement of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of week 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** | **7.** |
| Topic name: | **AUTHORITY AND POWER** | | |
| Aim of the Topic | This unit aims at developing an understanding of different types of power and authority that educational managers exercise in the running of an educational institution. | | |
| This topic covers | The topic covers;   1. Meaning of the terms authority and power 2. Types and sources of authority 3. Types and sources of power 4. Application of authority and power in educational institutions | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:   1. Distinguish between the terms authority and power 2. Analyse types and sources of authority 3. Describe types and sources of power 4. Describe how different types of authority and power are applied in educational institutions. | | |

|  |  |
| --- | --- |
| Overview of student activity: | It will be necessary for you to;   * Read [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.eq61mho3vtur) provided in unit 7. * Carry out e-tivities 7.1, 7.2 and 7.3. |

|  |  |  |  |
| --- | --- | --- | --- |
| Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment  (Pressing <Tab> at the end of the table will provide additional rows in the table, if required.) | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| By the end of this unit, you will be able to: | | | |
| 1. Distinguish between the terms authority and power | 2 | E-tivity 7.1 | Discussion forum 7.1 in the LMS. |
| 1. Analyse types and sources of authority | 2 | E-tivity 7.2 | Discussion forum 7.2 in the LMS. |
| 1. Describe types and sources of power | 2 | E-tivity 7.3 | Discussion forum 7.3 in the LMS. |
| 1. Describe how different types of authority and power are applied in educational institutions. | 2 | E-tivity 7.4 | Discussion forum 7.4 in the LMS. |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1. Use appropriately theories and styles of leadership in providing leadership in educational institutions. | | | |
| Purpose of the unit/week/lecture: | | | |
| The purpose of this unit is to enable you to demonstrate understanding of authority and power and how to appropriately utilize them in providing leadership in educational institutions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, we are going to discuss authority and power. We will define the major concepts of authority and power. We are also going to discuss types of authority and types of power. In addition, we will examine sources of authority and power and how they are applied in the education institutions. You are going to read [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.eq61mho3vtur) (unit 7) and any other relevant library sources and undertake e-tivities 7.1, 7.2, 7.3 and 7.4. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Before the face to face session, it will be important for you to   * Search and read journal articles relevant to leadership styles and familiarise yourself with the content of the topic. * Identify types and sources of power and authority exercised in your school. * Post your answer to the discussion forum 7.0 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| * Teacher exposition of concepts of power and authority in education leadership and management. * Class discussions * Teacher moderation of the discussions. | | | |
| Online activity: | | Number of hours | 7 |
| What should students do? | Read [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.eq61mho3vtur) (unit 7) and any other relevant library resources on authority and power and carry out e-tivities 7.1, 7.2, 7.3 and 7.4.  **Activity 7.1**  In about 150 to 200 words   * Write what you understand by the term power and authority clearly showing the differences between the two terms. (Post your work in the discussion forum 7.1 by the end of week 7)   **E-tivity 7.2**  Making reference to the [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.eq61mho3vtur) (unit 7)   * Assume you are a student leader in charge of academic affairs, what type of power and authority would you apply? * Give justification for your choice(s). * Post your work in the discussion section 7.2 by the end of week 7   **E-tivity 7.3**   * Under what circumstances would a school’s principal use coercive power? * Post your responses in your class discussion forum 7.3 by the end of week 7.   **E-tivity 7.4**   * Describe the types of authority and power that educational managers can use to gain compliance from the members of educational institutions. * Post your responses in the discussion forum 7.4 in the LMS.   This activity will require 7 hours. | | |
| Where will it be done? | Learning management system | | |
| When should they do it? | By the end of week 7 | | |
| **E-moderator/tutor role** | | | |
| * Receiving feedback from the students * Giving feedback to the students * Designing learning activities * Preparing learning resources | | | |
| **How are the learning outcomes in this unit assessed?** | | Number of hours | 7 |
| * E-tivity 7.1 * E-tivity 7.2 * E-tivity 7.3 * E-tivity 7.4 | | | |
| **How does this section link to other sections of the module?** | | | |
| The content of this unit is relevant to Unit 5, Unit 6, Unit 8, Unit 9 and Unit 10. | | | |

|  |  |
| --- | --- |
| = Total number of hours | 11 |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * [Unit brief notes Appendix 1, Unit 7](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.eq61mho3vtur). |
| How are students enabled to access the resources? | * URL * LMS |
| Where in this unit are students expected to work collaboratively? | * E-tivity 7.1 * E-tivity 7.3 * E-tivity 7.4 |
| How has an inclusive approach been incorporated in this unit? | * Randomizing discussion groups to include learners with different abilities * Class discussions to include all the learners in the class. |
| How will feedback on the unit be obtained from students? | * Through E-tivities |
| How will student feedback be used to improve the unit? | * Unit review * Improving on pedagogical approaches * Enhancement of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will need to submit your work by the end of week 7. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** | **8** |
|  | **ROLE OF EDUCATIONAL MANAGERS** | | |
| Aim of the topic: | The aim of this topic is to enable you to develop knowledge and skills on the key roles of an educational manager in managing and leading educational institutions. | | |
| This topic covers: | In this topic, we will discuss the roles of the educational managers that fall under six major categories.   * Management of approved curriculum and instruction * Management of school finance * Management of staff personnel * Management of student personnel * Promotion of school-community relations * Management of physical facilities and material resources. | | |
| Intended learning outcomes: | At the end of this topic, you will be able to:  Discuss the roles of educational managers in the management of educational institutions. | | |

|  |  |
| --- | --- |
| Overview of student activity: | Please read [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.e9htudrqh4q) (unit 8) and the book chapters in the links so as to deepen your knowledge in the topic:  <https://open.lib.umn.edu/principlesmanagement/chapter/1-5-planning-organizing-leading-and-controlling-2/> and [https://nroer.gov.in/home/file/readDoc/ 59835e9016b51cc4c4db26bc/Theories%20Related%20to%20Educational% 20Administration.pdf](https://nroer.gov.in/home/file/readDoc/%2059835e9016b51cc4c4db26bc/Theories%20Related%20to%20Educational%25%2020Administration.pdf) and attempt E-tivity 8.1. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| Discuss the roles of educational managers in the management of educational institutions. | 3 and 4 | E-tivity 8.1 | Discussion forum 8.1 in the LMs |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work online before coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1. Demonstrate understanding of roles of the educational managers in the management of educational institutions. 2. Effectively manage finances in educational institutions. | | | |
| Purpose of the unit/week/section: | | | |
| The purpose of this unit is to equip you with knowledge, skills and attitudes towards the roles of the educational managers in the management of educational institutions. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| The educational manager is the key person in the school management. S/he has the overall responsibility of running and controlling the learning institution. In this topic, you will find the details on the roles of educational managers largely in educational institutions. The key roles include management of approved curriculum and instruction, management of school finances, management of staff personnel, management of student personnel, promotion of school-community relations, and management of physical facilities and material resources. Try to integrate the management functions to each of the key roles of educational managers for better understanding of the principals’ role in educational management. To do this , you are going to read [Unit brief notes Appendix 1, Unit 8](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.e9htudrqh4q), read book chapter and an article provided in the links below <https://open.lib.umn.edu/principlesmanagement/chapter/1-5-planning-organizing-leading-and-controlling-2/> and <https://nroer.gov.in/home/file/readDoc/59835e9016b51cc4c4db26bc/Theories%20Related%20to%20Educational%20Administration.pdf> .  Attempt E-tivity 8.1. | | | |
| Pre-topic activity: | | Number of hours | 1 |
| E-tivity 8.0  This activity is designed to help you reflect on this unit prior to our face-to-face instructional session.   * You will refer to management functions according to Henri Fayol. Following this link for a recap: <https://youtu.be/90qpziPNRnY> (8.24 minutes) * State the management functions according to Henri Fayol. * Post your answers to the discussion forum 8.0 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| Summarize the management functions of a manager and integrate these functions to the key roles of a school’s principal.  Moderate student groups’ presentation | | | |
| Online activity: | | Number of hours | 7 |
| What should students do? | To successfully complete this topic, you will need to familiarize yourself with the topic’s learning outcome(s), [Appendix 1, Unit 8](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.e9htudrqh4q), read book chapter and an article provided in the links below <https://open.lib.umn.edu/principlesmanagement/chapter/1-5-planning-organizing-leading-and-controlling-2/> and <https://nroer.gov.in/home/file/readDoc/59835e9016b51cc4c4db26bc/Theories%20Related%20to%20Educational%20Administration.pdf> and listen to the recommended video (<https://youtu.be/90qpziPNRnY>  Then attempt e-tivity 8.1.  **E-tivity 8.1**  Using the cited links discuss the roles of an educational manager in the management of educational institutions. Post your answers to the discussion forum 8.1 by the end of week 8. | | |
| Where should they do it? | Learning management system | | |
| When should they do it? | By the end of Week 8 | | |
| E-moderator/tutor role | | | |
| * Receiving and using feedback from the students * Giving feedback to the students * Preparing learning resources * Giving focus points to the learners * Moderating discussions | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 7 |
| Graded discussion, E-tivity 8.1 | | | |
| How does this section link to other sections of the module? | | | |
| This unit has dealt with roles of managers in educational institutions. This is linked to Unit 9, Unit 10 and Unit 11. | | | |

|  |  |
| --- | --- |
| = Total number of hours | 11 |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | By reading unit’s brief notes provided as [Appendix 1 Unit 8](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.e9htudrqh4q) and articles / references given  A computer with internet connectivity to access relevant links and copyright free resources  Multimedia resources like Videos  Library resources |
| How are students enabled to access the resources? | URL  LMS  Library resources |
| Where in this unit are students expected to work collaboratively? | In group discussions |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups |
| How will feedback on unit be obtained from students? | Through:   * oral questions and answers * virtual classroom chats /connect sessions * Through E-tivity 8.1 |
| How will student feedback be used to improve unit? | Unit review  Improving on pedagogical approaches  Enhance the selection of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of week 8. |

**UNIT/WEEK/ LECTURE -LEVEL TEMPLATE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** | **9** |
| Topic name: | **COMMUNICATION IN EDUCATIONAL MANAGEMENT** | | |
| Aim of the Topic | The aim of this topic is to enable you to demonstrate understanding of the various aspects of communication in any educational institution. This is because managers' effectiveness in leading educational institutions depends upon an effective communication system. | | |
| This Topic Covers | This topic covers;   * + - 1. Meaning of the term communication and its importance       2. Components of communication       3. Types of communication       4. Barriers to effective communication.       5. Ways of improving communication in educational institutions | | |
| Intended learning outcomes: | At the end of this unit, you will be expected to:   1. Explain the meaning of the term communication and its importance in educational institutions. 2. Describe the components of communication 3. Analyse types of communication 4. Discuss barriers to effective communication 5. Explain ways of improving communication in educational institutions. | | |
| Overview of student activity: | For you to achieve the intended learning outcomes, it is important that you;   * Read unit brief notes in [Appendix 1 Unit 9](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.bui6691w5k6r) * Read a journal article by Bucate, G and Rizescu, M (2017) provided in this unit * Undertake the e-tivities 9.1, 9.2, 9.3 and 9.4 | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment  (Pressing <Tab> at the end of the table will provide additional rows in the table, if required.) | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| At the end of this unit, you will be able to: | | | |
| 1. Explain the meaning of the term communication and its importance in educational institutions. | 3 | E-tivity 9.1 | Post in the discussion forum 9.1 |
| 1. Describe the components of communication | 3 | E-tivity 9.2 | Post in the discussion forum 9.2 |
| 1. Analyse types of communication | 3 | E-tivity 9.3 | Post in the discussion forum 9.3 |
| 1. Discuss barriers to effective communication | 3 | E-tivity 9.4 | Post in the discussion forum 9.4 |
| 1. Explain ways of improving communication in educational institutions. | 3 | E-tivity 9.5 | Post in the discussion forum 9.5 |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 3. Demonstrate understanding of roles of the educational managers in the management of educational institutions. | | | |
| Purpose of the unit/week/lecture: | | | |
| The purpose of this unit is to equip you with knowledge on various aspects of communication as a key factor in leadership and management of any given educational institution. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, we are going to discuss the meaning and importance of communication, types of communication, components of communication, barriers to effective communication and ways of improving communication in institutions of learning. It will therefore be important for you to read unit brief notes provided as [Appendix 1, Unit 9](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.bui6691w5k6r), journal articles provided in this unit and any other relevant library resources. Undertake e-tivity 9.1, 9.2, 9.3, 9.4 and 9.5. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| For this pre-topic activity you need to search and watch video clips on types of communication, then identify and list types of communication that have been used. This will be presented in class during a face-to-face session. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| Teacher exposition of meaning of communication, importance of communication, components of communication, types of communication and barriers of communication.  Class discussions and presentations  Teacher moderation of the discussion. | | | |
| Online activity: | | Number of hours | 7 |
| What should students do? | Read [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.bui6691w5k6r) (unit 9) and a journal article by Bucate, G and Rizescu, M (2017). The Role of Communication in Enhancing Work Effectiveness of an organization; the link <https://www.armyacademy.ro/reviste/rev1_2017/Bucata.pdf> and any other relevant library resources. Carry out e-tivities 9.1, 9.2, 9.3, 9.4 and 9.5.  **E-tivity 9.1**   * In about 50 to 100 words, give your own meaning of the term communication? * In about 100 to 150 words, discuss types of communication that you commonly use? * Post your responses in the discussion forum 9.1 by end ofweek 9   **E- tivity 9.2**   * Critically, evaluate the relationship between the major components of communication showing how they influence effective communication in your institution * Post your responses in the discussion section 9.2 in the LMS by the end of week 9.   **E- tivity 9.3**   * Which are the common types of communication used in your educational institution? Make a justification for your answer. * Post responses in the class discussion forum 9.3 by the end of week 9.   **E-tivity 9.4**  Assume that you are the Chief Executive Officer of an educational institution;   * What are possible communication barriers that you may experience? Post your responses in the discussion forum 9.4 by the end of week 9   **E.-tivity 9.5**   * Referring to e-tivity 9.4, show how you can mitigate communication barriers in your school. * Post your responses in the discussion forum 9.5 by the end of week 9.   **This activity will require 7 hours** | | |
| Where do they do it? | Learning management system | | |
| By when should they do it? | By the end of week 9 | | |
| **E-moderator/tutor role** | | | |
| * Receiving feedback from the students * Giving feedback to the students * Designing learning activities * Preparing learning resources | | | |
| **How are the learning outcomes in this unit assessed?** | | Number of hours | 7 |
| Through;   * E-tivity 9.1 * E-tivity 9.3 * E-tivity 9.2 * E-tivity 9.4 * E-tivity 9.5 | | | |
| **How does this section link to other sections of the module?** | | | |
| This unit is linked to Unit 8 on the roles of educational managers. | | | |

|  |  |
| --- | --- |
| = Total number of hours | 11 |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.bui6691w5k6r)  Journal Articles |
| How are students enabled to access the resources? | URL  LMS |
| Where in this unit are students expected to work collaboratively? | Group discussions  Class discussion |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups  Using multi-media resources – video clips |
| How will feedback on unit be obtained from students? | Through E-tivities |
| How will student feedback be used to improve unit? | Unit review  Improving on pedagogical approaches  Enhancement of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of week 9 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** | **10** |
| Topic name: | **DISCIPLINE IN EDUCATIONAL INSTITUTIONS** | | |
| Aim of the topic: | The aim of this topic is to help you develop knowledge and skills on discipline to facilitate management of student and staff personnel in educational institutions. | | |
| This topic covers: | This topic covers;   1. The concept of discipline and its importance in educational institutions 2. Causes of indiscipline in educational institutions 3. The role of the educational manager in maintaining discipline | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:   1. Explain the concept of discipline and its importance in educational institutions 2. Discuss the causes of indiscipline in educational institutions 3. Examine the role of the educational managers in maintaining discipline in educational institutions | | |
| Overview of student activity: | You will:   * Read unit brief notes [Appendix 1, Unit 10](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.34ns42vjw4f3) * Read articles provided in this unit * Undertake the e-tivity 10.1, 10.2 and 10.3. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the concept of discipline and its importance in educational institutions | 3 | E-tivity 10.1 | Discussion forum 10.1 in the LMs |
| 1. Discuss the causes of indiscipline in educational institutions | 3 | E-tivity 10.2 | Discussion forum 10.2 in the LMs |
| 1. Examine the role of the educational managers in maintaining discipline in educational institutions | 3 | E-tivity 10.3 | Discussion forum 10.3 in the LMs |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 3. Demonstrate understanding of roles of the educational managers in the management of educational institutions. | | | |
| Purpose of the unit/week/section: | | | |
| To successfully achieve the objectives of an educational institution, the students, teaching and non-teaching staff are required to adhere to stipulated behaviour patterns necessary for maximum performance (discipline). It is necessary that education managers use appropriate disciplinary mechanisms to maintain the required organizational standards. The purpose of this unit therefore is to further extend the role of educational managers in establishing policies and guidelines that need to be followed by all the members of the educational institution. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In every educational institution, students are expected to adhere to certain patterns of behaviour. Rules and regulations are designed to create order and a favourable environment for teaching and learning. Conformity to rules and regulations is mandatory for all. The purpose of discipline in an educational institution is to create and maintain conditions favourable for teaching, learning and inculcating appropriate values, attitudes and skills. Therefore, breaking some rules, infringement upon the good will of members of the educational institutions, acts of mischief, and other forms of behaviour are undesirable and punishable. This topic tackles discipline, its types, and its importance, causes of indiscipline and ways in which the educational manager can deal with indiscipline in their institutions. You will read the [unit’s brief notes Appendix 1, Unit 10](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.34ns42vjw4f3) and the listed links in this unit and undertake e-tivity 10.1, 10.2, and 10.3. | | | |
| Pre-topic activity: | | Number of hours | 1 |
| E-tivity 10.0  In this e-tivity, make a reflection on that moment in high school life when a disciplinary action was meted on you. How did you feel? Why did you harbour those feelings? If you were the school’s principal, how would you have dealt with the same issue? Post your work in the class discussion forum 10.0. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| Teacher exposition of concepts  Class discussion  Teacher moderation | | | |
| Online activity: | | Number of hours | 7 |
| What should students do? | It is important that you read the [unit's brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.34ns42vjw4f3) (unit 10) as well as the listed links. Then attempt e-tivities 10.1, 10.2, and 10.3. Post your answers to the discussion forum and assignment section of the LMS for grading.  **E-tivity 10.1**   * <https://en.wikipedia.org/wiki/School_discipline> importance and disciplinary actions * “Discipline is the key to academic excellence.” Justify this assertion from what you have read. * Post your response to the discussion forum 10.1.   **E-tivity 10.2**  Use the links provided here and discuss the causes of indiscipline in educational institutions.   * <https://core.ac.uk/download/pdf/228534063.pdf> on causes of indiscipline and <https://globaljournals.org/GJHSS_Volume13/2-Management-of-Disciplinary-Problems.pdf> and <http://journalcra.com/article/managing-discipline-kenyan-schools-integrated-disciplinary-strategy-model> * Post your response to the discussion forum 10.2.   **E-tivity 10.3**   * Read the resources provided in these links   <https://serek.or.ke/conferencejournals/index.php/AJESSR/article/view/43how> discipline problems manifest and strategies of dealing with them and <http://www.opentextbooks.org.hk/ditatopic/38108> strategies of discipline.   * From what you have read, discuss ways educational managers use to curb indiscipline in their institutions of learning. * Your answer should be between 300 to 350 words. * Post your response to the assignment section 10.3 of the LMS. | | |
| Where do they do it? | Learning management system | | |
| By when should they do it? | By the end of week 10 | | |
| E-moderator/tutor role | | | |
| Receiving feedback from the students  Giving feedback to the students  Preparing learning resources | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 7 |
| Through;   * E-tivity 10.1 * E-tivity 10.2 * E-tivity 10.3 | | | |
| How does this section link to other sections of the module? | | | |
| This unit links to unit 8 on the roles of educational managers in educational institutions. | | | |

|  |  |
| --- | --- |
| **= Total number of hours** | **11** |

|  |  |
| --- | --- |
| **Some important questions** | |
| **Which learning resources/ references will scaffold the students’ learning?** | [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.34ns42vjw4f3) (unit 10)  Articles |
| **How are students enabled to access the resources?** | URL  LMS |
| **Where in this unit are students expected to work collaboratively?** | Group discussions in  E-tivity 10.1  E-tivity 10.2 |
| **How has an inclusive approach been incorporated in this unit?** | Randomizing discussion groups |
| **How will feedback on the unit be obtained from students?** | Through E-tivities 10.1, 10.2, and 10.3 |
| **How will student feedback be used to improve the unit?** | Unit review  Improving on pedagogical approaches  Enhancement of resources both physical and human. |
| **At which point(s) will students receive formative feedback on the work they have done in the unit?** | By the end of week 10 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** | **11** |
| Topic name: | **FINANCIAL MANAGEMENT IN EDUCATIONAL INSTITUTIONS** | | |
| Aim of the topic: | The aim of this topic is to help you gain knowledge, skills and key competencies in preparing you to undertake and implement budgeting, accounting and auditing processes as you manage finances in educational institutions. | | |
| This topic covers: | In this unit we are going to learn the following subtopics;   1. Budgeting process 2. Accounting process 3. Auditing process | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Prepare a budget for a school considering major steps in the budgeting process 2. Explain effective ways of accounting for school finances using relevant accounting documents 3. Explain auditing and its purpose in educational management | | |

|  |  |
| --- | --- |
| Overview of student activity: | In this unit you will be engaged in the process of learning by reading unit brief notes provided as [Appendix 1, Unit 11,](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.8odq7r219trg) also reading the manual by the Government of Kenya (2017) Financial Management Training Manuals for Primary Schools provided in this link ( <https://www.education.go.ke/index.php/downloads/file/349-financial-management-training-manual-2017> ) and undertake e-tivities 11.1, 11.2, and 11.3. |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Prepare budget for a school considering major steps in the budgeting process | 4 | E-tivity 11.1 | Post in the discussion forum 11.1 |
| 1. Explain effective ways on how to account for school finances using relevant accounting documents | 4 | E-tivity 11.2 | Post in the discussion forum 11.2 |
| 1. Explain auditing and its purpose in the educational management | 4 | E-tivity 11.3 | Post in the discussion forum 11.3 |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1. Effectively manage finances in educational institutions | | | |
| Purpose of the unit/week/section: | | | |
| The unit aims at equipping you with knowledge, skills and key competencies in preparing you to undertake and implement budgeting, accounting and auditing processes as you manage educational institutions finances. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, you will find it interesting and mind provoking to reflect and understand the concept and the processes of financial management in education. You will spare some time to understand the processes of budgeting, accounting, and auditing and how they are important to you as an educational manager in achieving educational goals and objectives. For you to do this you will read [unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.8odq7r219trg) (unit 11) and also read the manual by the Government of Kenya (2017) Financial Management Training Manuals for Primary Schools ( <https://www.education.go.ke/index.php/downloads/file/349-financial-management-training-manual-2017> ) pages 10-16 and undertake e-tivity 11.1, 11.2, and 11.3. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| E-tivity 11.0  Visit a nearby school in your locality   * Discuss with the principal/head teacher on the sources of finances in the school. * List down and explain each source with an example. * Post in the discussion forum 11.0 by Wednesday of Week 11. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| During face to face the teacher will review feedback from the pre-topic activity, explain the overview of the processes of budgeting, accounting and auditing. | | | |
| Online activity: | | Number of hours | 8 |
| What should students do? | At this point, read Unit brief notes provided as [Appendix 1, Unit 11](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.8odq7r219trg) in the files/resource section. In addition read the manual by the Government of Kenya (2017) Financial Management Training Manuals for Primary Schools (<https://www.education.go.ke/index.php/downloads/file/349-financial-management-training-manual-2017>) pages 10-16 and 55-75 to grasp the meaning of financial management in education as well as having an overview of the processes of budgeting, accounting and auditing in an educational institution. Then undertake e-tivity 11.1, 11.2, and 11.3.  **E-tivity 11.1**   * Assume you are the principal of ABC high school, using steps provided in the Government of Kenya (2017) Financial Management Training Manuals for Primary Schools (<https://www.education.go.ke/index.php/downloads/file/349-financial-management-training-manual-2017>) pages 10-16. * Explain various items that would be included in the annual budget (2022) for your school. * Post your work in discussion forum 11.1 by the end of week 11.   **E-tivity 11.2**   * Making reference to unit brief notes provided as [Appendix 1, Unit 11](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.8odq7r219trg) and the manual by the Government of Kenya (2017) Financial Management Training Manuals for Primary Schools (<https://www.education.go.ke/index.php/downloads/file/349-financial-management-training-manual-2017>) pages 71-75. * Explain why accounting and auditing are important components of financial management in a school? * Post your work in the discussion forum 11.2 by the end of week 11.   **E-tivity 11.3**   * With five points answer the question   “How does the management of an educational institution demonstrate to the government, stakeholders, parents and students, that the institution’s resources have been obtained and used prudently?   * Post your work in the discussion forum 11.3 by the end of week 11.   **This activity will require 8 hours** | | |
| Where do they do it? | Learning management system | | |
| By when should they do it? | By the end of week 11 | | |
| E-moderator/tutor role | | | |
| Receiving feedback from the students  Giving feedback to the students  Preparing learning resources | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 8 |
| * E-tivity 11.1 * E-tivity 11.2 * E-tivity 11.3 | | | |
| How does this section link to other sections of the module? | | | |
| Referring to Unit 8 on Roles of educational managers, management of finances is one of the roles of the managers. This unit provides further information on how educational managers can effectively and efficiently manage finances in an educational institution. | | | |

|  |  |
| --- | --- |
| = Total number of hours | 12 |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [Appendix 1, Unit 11 Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.8odq7r219trg)  Government of Kenya (2017) Financial Management Training Manuals for Primary Schools ( <https://www.education.go.ke/index.php/downloads/file/349-financial-management-training-manual-2017> ) |
| How are students enabled to access the resources? | URL  LMS |
| Where in this unit are students expected to work collaboratively? | Group discussions |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups |
| How will feedback on the unit be obtained from students? | Through E-tivities 11.1, 11.2 and 11.3 |
| How will student feedback be used to improve the unit? | Unit review  Improving on pedagogical approaches  Enhancement of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of the week 11 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit** | **12** |
| Topic name: | **ORGANIZATIONAL STRUCTURE OF EDUCATION AND THE ROLE OF KEY STAKEHOLDERS IN THE MANAGEMENT OF EDUCATION IN KENYA** | | |
| Aim of the topic: | The aim of this topic is to enable you to conceptualize the organizational structure and to be able to evaluate the best organizational structures for educational institutions with a view of enhancing effectiveness and efficiency in educational management. The unit also allows you to analyse the roles of various stakeholders in the management of education in Kenya. | | |
| This topic covers: | In this topic we are going to cover the following subtopics;   1. Organizational structure and role of the Ministry of Education in Kenya 2. The role of Teacher Service Commission in management of education in Kenya 3. The role of trade unions in management of education in Kenya. A case study of KNUT and KUPPET. | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe the organization structure and role of the Ministry of Education in Kenya 2. Discuss the role of TSC in the management of education in Kenya 3. Discuss the role of KNUT and KUPPET in the management of education in Kenya | | |

|  |  |
| --- | --- |
| Overview of student activity: | In this unit, it will be important to spend some time in building understanding of the organizational structure of Kenya’s Ministry of Education, as well as gaining knowledge on the roles of various stakeholders in education in Kenya. These include but are not limited to TSC, KNUT and KUPPET. For you to do this you will need to read unit brief notes provided as [Appendix 1, Unit 12](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.i2xk7x3791qf) and also visit the Ministry of Education Website <https://www.education.go.ke/> and undertake e-tivities 12.1, 12.2 and 12.3. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe the organization structure and role of the Ministry of Education in Kenya | 1, 3 and 5 | E-tivity 12.1 | Post in the discussion forum 12.1. |
| 1. Discuss the contribution of TSC in the management of education in Kenya | 1, 3 and 5 | E-tivity 12.2 | Post in the discussion forum 12.2. |
| 1. Discuss the contribution of KNUT and KUPPET in the management of education in Kenya | 1, 3 and 5 | E-tivity 12.3 | Post in the discussion forum 12.3. |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1. Apply theories of management in management of educational institutions.  3. Demonstrate understanding roles of the educational managers in the management of educational institutions.  5. Analyse the structure and functions of the Ministry of Education and other key stakeholders and their relation to the management and leadership of educational institutions. | | | |
| Purpose of the unit/week/section: | | | |
| The purpose of this unit is to enable you to develop an understanding of the organizational structure of the Ministry of Education in Kenya and the roles played by key stakeholders in the management of education in Kenya. In this unit, you will develop an understanding of the structure and the functions of the Ministry of Education, the role of Teacher Service Commission (TSC), Kenya National Union of Teachers (KNUT) and Kenya Union of Post-Primary Education Teachers (KUPPET) in the management of education in Kenya. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This unit will help you acquire knowledge and skills to demonstrate an understanding of organizational structures and roles of the Ministry of Education, Science and Technology (Kenya) as well as roles of other key stakeholders in education in Kenya. These stakeholders are the Teacher Service Commission (TSC), Kenya National Union of Teachers (KNUT) and KUPPET. Understanding each component of this unit will help you as a student teacher and a future educational manager to conceptualize how decisions are made at various levels and relationship between one level to the other in managing and leading educational institutions. It will also help you to understand the roles of each stakeholder in education. For you to build this understanding you will spend some time reading [unit brief notes Appendix 1, Unit 12](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.i2xk7x3791qf), visiting the Ministry of Education, Science and Technology (Kenya) website (<https://www.education.go.ke/> ) and undertake e-tivities 12.1, 12.2 and 12.3. | | | |
| Pre-topic activity: | | Number of hours | 1 |
| E-tivity 12.0  In this activity,   * Refer to Unit 2, Bureaucratic theory of management by Max Weber. * What kind of organizational structure does Max Weber recommend for the institutions and why? * Post your work in class discussion forum 12.0 by the beginning of week 12. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| Teacher exposition of concept of organizational structure  Moderating students’ discussion through question-and-answer techniques in class. | | | |
| Online activity: | | Number of hours | 7 |
| What should students do? | You are going to spend at least 7 hours reading Unit brief notes provided as [Appendix 1, Unit 12](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.i2xk7x3791qf) in the files/resource section to build an understanding of organizational structure and roles of the Ministry of Education, Science and Technology (Kenya). As well as understanding the roles of TSC, KNUT and KUPPET in management of education in Kenya. You will need to read [Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.i2xk7x3791qf) provided and also visit the Ministry of Education, Science and Technology (Kenya) website ( <https://www.education.go.ke/> ) and undertake the following e-tivities 12.1, 12.2 and 12.3.  **E-tivity 12.1:**  In a group of two students that I have created visit the Kenya Ministry of Education website( <https://www.education.go.ke/> ) and undertake the following task:   * Draw the organizational structure of the Ministry of Education * Explain the roles and responsibilities of each directorate. * Draw the organizational structure of education at the County level expounding on the role and responsibilities * Draw the organizational structure of education at school level * Post your work in the discussion forum 12.1 by the end of week 12 for grading.   **E-tivity 12.2:**   * In the same group of two students, using not more than 300 words, in your own opinion, how can we improve the effectiveness of TSC in discharging its mandates and responsibilities? * Post this in the discussion forum 12.2 by the end of week 12.   **E-tivity 12.3:**   * Discuss the contribution of KNUT and KUPPET in the management of education in Kenya * Post this in the discussion forum 12.3 by the end of week 12.   **This activity will require 7 hours** | | |
| Where do they do it? | Learning management system | | |
| By when should they do it? | By the end of week 12 | | |
| E-moderator/tutor role | | | |
| * Receiving feedback from the students * Giving feedback to the students * Designing learning activities * Preparing learning resources | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 7 |
| Through;   * E-tivity 12.1 * E-tivity 12.2 * E-tivity 12.3 | | | |
| How does this section link to other sections of the module? | | | |
| This unit links to Unit 2 on bureaucratic theory of Management. The knowledge on characteristics of bureaucratic institutions gained in unit 2 will help you to conceptualize organizational structures of the Ministry of Education in relation to the management and leadership of educational institutions. | | | |

|  |  |
| --- | --- |
| = Total number of hours | 11 |

|  |  |
| --- | --- |
| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [Appendix 1, Unit 12 Unit brief notes](https://docs.google.com/document/d/1gD14SYUpuSyXokfU18uV9K-FDFcMtVFT/edit#heading=h.i2xk7x3791qf)  Kenya Ministry of Education website ( <https://www.education.go.ke/> ) |
| How are students enabled to access the resources? | URL  LMS |
| Where in this unit are students expected to work collaboratively? | Group discussions |
| How has an inclusive approach been incorporated in this unit? | Randomizing discussion groups |
| How will feedback on unit be obtained from students? | Through E-tivities 12.1, 12.2 and 12.3 |
| How will student feedback be used to improve unit? | Unit review  Improving on pedagogical approaches  Enhancement of resources both physical and human. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | By the end of week 12 |