



FACULTY

OF LANGUAGES, CULTURES AND COMMUNICATIONS

STUDY PROGRAMME FOR POSTGRADUATE STUDIES

(Master of Arts)

NAME OF THE PROGRAMME:

**EDUCATIONAL LEADERSHIP
AND MANAGEMENT**

INTRODUCTION

Faculty of Pedagogy	
1. Institution/ Title issuing body	SEE University
2. Academic institution	SEE University
3. Location of instruction	SEEU Campus (Tetovo)
4. Programme accredited by	Accreditation Board MA
5. Final scholarly degree	
6. Programme	Educational Leadership and Management
7. Completion date/revision	September, 2007 2008/2009 Academic Year Generation
8. Student group	
9. Programme objectives	
•Students will undertake leading roles in educational institutions (both public and private) in the Republic of Macedonia and broader	
•They will be trained and competent in undertaking responsibilities and education advancement.	
•Through mandatory training students will be able to function efficiently in multicultural and multilingual environment.	
•Students will become leaders in educational innovations.	

10. Learning outcomes	
Acquired knowledge	Lectures/instruction, or teaching methods and assessment strategies used for acquiring and presenting of the outcomes
<p>A. Acquired knowledge and comprehension in:</p> <ul style="list-style-type: none"> •the research field •knowledge of detailed analysis and prospects in order to identify causes and effects in education •policy design in education •planning the local need of the country for experts who suit the environment economic conditions •educational institutions Management •experience application from countries with developed educational system •pragmatic knowledge or prospect of managing by individual Knowledge •tackling the successive situation at all educational levels •understanding the changes in education as inevitable need •conducting a research 	<p>Lectures/ instruction</p> <ul style="list-style-type: none"> •lectures (short); •interactive participation; •presentations; •debates; •role plays; •comparative groups; •project work; •demonstrations; •case studies; •active learning; •observations. <p>Assessment</p> <ul style="list-style-type: none"> •case studies •seminar paper •close observations •field research •planning attempts

B. Skills and other features	
<p>Abilities for intellectual skills Transfer</p> <p>Upon successful completion of the programme students will possess:</p>	<p>Lectures/instruction</p>
<ul style="list-style-type: none"> •operational skills (both intellectual and transferable) •technical skills (both practical and based on knowledge) •human, economic and technological resources management skills •prospects for knowledge application •ability to distinguish between old and new •ability to differentiate causes and Effects •team working methods •experience in cooperation with environment 	<p>Assessment:</p> <ul style="list-style-type: none"> •project work; •discussions; •close observations; •problem solving.

C. Special skills application:	Lectures/instruction
Application and solving a legal case	
<p>Upon successful completion of the programme students:</p> <ul style="list-style-type: none"> •will be able to conduct an evaluation of teaching resources (programmes, staff, educational policy) •will be able to apply modern information technology and communications in the classroom, administration and beyond. •will be equipped with communication skills •will be familiarised with the reforms of the educational process in Macedonia and the region and will be equipped with skills for implementation of reform action Programmes •will project advanced approach to education laws 	<p>Assessment:</p> <ul style="list-style-type: none"> •curriculum perceptions; •communication abilities; •action research; •debates on legal issues.
D. Resources, research and Assessment	Lectures/ instruction
<p>Upon successful completion of the programme students will possess:</p> <ul style="list-style-type: none"> •experiences from countries with developed educational system •prospect for pedagogic statistics and methodology application •evaluation prospects for participants in education (programmes, staff, students) 	<p>Assessment:</p> <ul style="list-style-type: none"> •debates on other experiences; •examination of correct methodological standards application; •evaluation debates; •debates on legal issues.

E. Main skills:	Lectures/instruction
<p>Communication and literacy</p> <p>Upon successful completion of the programme students will be skilled in:</p> <ul style="list-style-type: none"> •application of modern information technology and communications in the classroom, administration and beyond; •communication skills; •academic writing application; •prospects for scientific resources application. 	<p>Assessment:</p> <ul style="list-style-type: none"> •Academic writing application; •Scientific resources application.
<p>11. Structure of the academic programme, study conditions, levels, models, credits, and awards.</p>	

POSTGRADUATE STUDIES STUDY PROGRAMME

Second cycle Master's programme in **Educational Leadership and Management** consists of the following curriculum:

Semester 1	Credits	W/ S	Lectures:	Tutorials:	Overall classes:	Group size
Statistics	6	W	30	15	180	20-30
Educational institutions evaluation	6	W	30	15	180	20-30
Introduction to Educational Management	6	W	30	15	180	20-30
Strategic planning	6	W	30	15	180	20-30
Elective	6	W	30	15	180	20-30
Total:	30		150	75	900	

Electives:

1. School budgeting and accountancy
2. Educational philosophy
3. Anthropology

Semester 2	Credits	W/S	Lectures:	Tutorials:	Overall classes:	Group size
Research methodology	6	S	30	15	180	20-30
Information technology and communications in education	6	S	30	15	180	20-30
Multicultural education	6	S	30	15	180	20-30
Educational leadership and training	6	S	30	15	180	20-30
Elective	6	S	30	15	180	20-30

Modifications and supplements of study programmes

Total:	30		150	75	900	
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Electives:

1. Legal issues in education
2. Educational psychology
3. Ecology

Semester 3	Credits	W/S	Lectures:	Tutorials:	Overall classes:	Group size
Learning and Recognition in Education	6	W	30	15	180	20-30
Quality Assurance in Teaching	6	W	30	15	180	20-30
Human Resources Management	6	W	30	15	180	20-30
Thinking Strategies Development in Teaching	6	W	30	15	180	20-30
Elective	6	W	30	15	180	20-30
Total:	30		150	75	900	

Electives:

1. School research
2. Educational sociology
3. Cybernetics- systems theory

Semester 4	Credits	W/S	Lectures:	Tutorials:	Overall classes:	Group size
Masters Thesis Writing	30	S			900	
Total:	30		0	0	900	

COURSE DESCRIPTION

Semester I

1. **Statistics.** Statistics is the basic and inevitable tool of Research Methodology. Students should acquire basic knowledge and skills that will enable them to convert statistical data into visual graphic indicators.
2. **Educational Institutions Evaluation.** ‘Evaluation’ phenomenon is both inevitable and historical. The content of this programme is expected to offer students knowledge, skills and competence for external and internal evaluation of resources that realize quantitative and qualitative values in educational institutions and beyond.
3. **School Budgeting and Accountancy.** This programme is expected to cover the two fundamental material- financial institution phenomena, that is: on the one hand, budget material sources, and, on the other hand, financial exit channels contributing to its realization.
4. **Introduction to Educational Management.** This area is considered as a modern scientific field. The content of this curriculum is expected to offer the students the fundamental leadership concepts, as well as the basic characteristics of a leader. A distinction is made between management and leadership as social phenomena with a special emphasis on leadership of educational changes.
5. **Strategic Planning.** This area is also considered as modern scientific field that is closely related to public policy field. This programme is expected to enable students to intelligently predict long- and short-term social, material, cultural and financial future on specific and wider social, technical, technological or material productive resources.

Semester II

1. **Research Methodology.** Research Methodology is the basic tool for stimulation of changes acknowledged in particular environments. Students should acquire appropriate knowledge, skills and competencies for suitable application of certain research methods, techniques, tools and research mechanisms.
2. **Information Technology and Communications in Education (ITCE).** This technology is a cybernetic discipline covering unlimited area of imaginary dimensions. This programme is expected to offer basic skills and knowledge for

3. two-way communication and information in the classroom, inside and outside of school, as well as knowledge for utilization of the Internet communication.
4. **Legal Issues in Education.** The educational system functioning as a subsystem of the country as a system is the focus area. The school is one element of the educational system. In order to function properly the education has to comply with the legal system codex of the country.
5. **Multicultural Education.** This education analyses the current trend of globalization in the society, by which the phenomenon of multicultural education is brought into focus. This phenomenon is currently present in our multicultural and multinational country and should be included and analyzed into the content of this programme field.
6. **Educational Leadership and Training.** The content of this programme focuses on the mobilization of intelligent ideas for application of appropriate strategies leading to permanent educational changes. Essentially, the student should acquire sufficient leadership knowledge, skills and competencies.

Semester III

1. **Learning and Recognition in Education.** The objective of this programme is to focus students in the learning world and offer explanation of how one should learn. In this context students are expected to gain knowledge and skills for active methods application in education.
2. **Quality assurance in teaching.** The content of this programme focuses on enabling students to lead schools, to create working climate in the classroom which will result in rational, qualitative and pragmatic education. This all implies that the traditional education, from studying for diploma will be transferred to studying for knowledge, skills and competencies for material production.
3. **School Research.** Educational leadership focuses on creating appropriate climate of challenges for change of the traditional into modern educational models. On the other hand research is fundamental and inevitable base for application of permanent changes in the school.
4. **Human Resources Management.** The human as a factor is irreplaceable. The managing of the human and his/her resources is extremely sensitive. This leads to the conclusion that the content of this programme is determined by the results from the appropriate sciences.

- 5. Thinking Strategies Development in Teaching.** The educational system is (a) basic and unique (industry for human mind production), whereas the mind produces everything that surrounds us. The content of this programme is expected to focus on creating strategies that develop thinking (critical, problematic, creative) of generations as an assumption of the qualitative changes of the environment.
- 6. Education from traditional to modern concepts.** In this context, skills for staff training are also offered.

Ratification of professional occupations

I- Certificate of School Management

(after acquiring 60 credits)

II Educational Management Specialist

(after acquiring 90 credits)

III Master of Science in Educational Management

(after defending the Masters Thesis)