

國立中正大學課程大綱
National Chung Cheng University Course Syllabus
Educational Leadership and Management Development

開課學年度/學期 School Year/ Semester	Fall 2025
課程名稱 Course Title	Seminar on Policy Analysis and Leadership Practices in Educational Governance
學分數 Credit	3
授課教師資料 Professor Information	Joclarisse Albia, PhD Assistant Professor, ELMD jalbia@ccu.edu.tw
教學目標及範圍 Course Description and Learning Objectives	The governance of educational institutions and sectors is defined, informed and shaped by the intersections of public affairs, policy, and leadership. Public affairs emphasises stakeholder engagement and can influence policy. Policy analysis on the other hand facilitates evidence-based foundation for educational decision-making. Leadership management translates these into actionable strategies that define and drive forward institutional directions and culture. Anchored on such premise, the course examines the intersections of these three within education governance systems. It will explore some key policy processes and analytical frameworks as applied to educational contexts. Students will critically analyse policy implementation, stakeholder engagement, and leadership strategies in various educational environments. Upon completion of the course, students should be able to: • Examine the role of stakeholder engagement in policy processes; • Synthesise literature on educational leadership and policy effectiveness; and • Use policy analysis frameworks to examine education governance challenges.
授課方式 Instructional Methods	Lectures Small group discussions/workshops Reporting/presentations
教科書及 延伸閱讀 Course Materials and Additional Resources	DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields Elmore, R. F. (2004). <i>School reform from the inside out: Policy, practice, and performance</i>. Harvard Education Press. Fowler, F. C. (2013). <i>Policy studies for educational leaders: An introduction</i> (4th ed.). Pearson McDonnell, L. M. (2009). A political science perspective on education policy analysis. In G. Sykes, B. Schneider, & D. N. Plank (Eds.), <i>Handbook of education policy research</i> (pp. 57-70). Routledge.

	Marshall, C., & Gerstl-Pepin, C. (2005). <i>Re-framing educational politics for social justice</i>. Rizvi, F., & Lingard, B. (2010). <i>Globalizing education policy</i>. Routledge. (more detailed references are provided in weekly session schedule)
評量方式 Grading	Class Participation – 25% Reporting – 25% Final Paper – 50% (report – 35%; paper presentation – 15%)

授課大綱 (週次表及每週課程詳細內容說明)

Schedule

Session	Topic
Session 1	Introduction to the Course Introduction to Educational Policy Analysis We begin the course with a general introduction on the key concepts of public affairs, policy analysis, and educational leadership, and how they interconnections in educational governance systems. <u>Recommended Readings:</u> Fowler, F. C. (2013). <i>Policy studies for educational leaders: An introduction</i> (4th ed.). Pearson. (Chapters 1-2) Stone, D. (2011). <i>Policy paradox: The art of political decision making</i> (3rd ed.). W. W. Norton. (Chapters 1-2)
Session 2	Theories in Educational Governance – 1 In this session, we look at educational systems as complex adaptive systems. We examine educational governance structures from the lens of systems theory/systems thinking and make further connections with policy design and implementation. <u>Recommended Readings:</u> Honig, M. I. (2006). Complexity and policy implementation: Challenges and opportunities for the field. In M. I. Honig (Ed.), <i>New directions in education policy implementation</i> (pp. 1-23). SUNY Press. Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. <i>Review of Educational Research</i>, 72(3), 387-431.
Session 3	Theories in Educational Governance – 2 We continue the discussion on theoretical frameworks in educational governance with an exploration of how institutional theory (and related neo-institutionalism) shape educational governance structures and management.

	<u>Recommended Readings:</u> DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. <i>American Sociological Review</i>, 48(2), 147-160. Scott, W. R. (2014). <i>Institutions and organizations: Ideas, interests, and identities</i> (4th ed.). SAGE Publications.
Session 4	The Policy Design Process: Agenda-setting in Education In this part of the course, we begin the exploration of the nexus of public affairs, policy and leadership practices. This session particularly begins with an introduction to the policy design process, focusing on agenda-setting. Here we look at how certain education issues reach policy agenda and the role of leadership in agenda-setting. <u>Recommended Readings:</u> Kingdon, J. W. (2014). <i>Agendas, alternatives, and public policies</i> (2nd ed.). Pearson. (Chapters 1-4) McDonnell, L. M. (2009). A political science perspective on education policy analysis. In G. Sykes, B. Schneider, & D. N. Plank (Eds.), <i>Handbook of education policy research</i> (pp. 57-70). Routledge.
Session 5	The Policy Design Process: Multiple Streams Framework In this session we zero in on Kingdon's model as a framework for analysing how education issues are turned into policy agenda. This view, which sits within the larger process of agenda-setting, focuses on the interplay of problems, policies and politics, to highlight how/why educational reforms emerge. <u>Recommended Readings:</u> Chow, Anthony. (2014). Understanding Policy Change: Multiple Streams and National Education Curriculum Policy in Hong Kong. <i>Journal of Public Administration and Governance</i>, 4(49). Hoefer R. (2022). The Multiple Streams Framework: Understanding and Applying the Problems, Policies, and Politics Approach. <i>Journal of Policy Practice & Research</i>. 3(1), 1–5.
Session 6	The Policy Design Process: Stakeholder Analysis and Engagement Public affairs are largely concerned with stakeholder engagement. In this session, we draw upon stakeholder and multi-network governance theories to understand how diverse stakeholder interests and power dynamics inform education policy processes. <u>Recommended Readings:</u> Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. <i>Journal of Public Administration Research and Theory</i>, 18(4), 543-571. Bryson, J. M. (2004). What to do when stakeholders matter: Stakeholder identification and analysis techniques. <i>Public Management Review</i>, 6(1), 21-53 Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmar, B. L., & De Colle, S.

	(2010). <i>Stakeholder theory: The state of the art</i> . Cambridge University Press.
Session 7	The Policy Design Process: Decision-making and Implementation In this session, we focus on these key steps in the policy design process: the relationship between policy design choices and implementation. Here we draw upon implementation analysis frameworks to examine how educational policies move from formal documents into actual practice, noting hierarchical structures and ground-level adaptations. <u>Recommended Readings:</u> Hill, H. C. (2003). Understanding implementation: Street-level bureaucrats' resources for reform. <i>Journal of Public Administration Research and Theory</i>, 13(3), 265-282.
Session 8	Educational Leadership in the Context of Policy Implementation How do leadership paradigms influence policy implementation at the institutional level? How do educational leaders transform and enact policy in their institutions to lead organisational change? These are some of the key questions this session will focus on. <u>Recommended Readings:</u> Coburn, C. E. (2005). Shaping teacher sensemaking: School leaders and the enactment of reading policy. <i>Educational Policy</i>, 19(3), 476-509 Elmore, R. F. (2004). <i>School reform from the inside out: Policy, practice, and performance</i>. Harvard Education Press. (Chapters 1-2) Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. <i>Review of Educational Research</i>, 72(3), 387-431.
Session 9	Performance and Accountability New public management (NPM) agenda has pervaded educational institutions, with the emphasis on accountability and measuring of performance ever more pronounced. In this session, we examine these concepts and their implications within the frame of educational governance and leadership and how they inform public affairs and policy processes. <u>Recommended Readings:</u> Figlio, D., & Loeb, S. (2011). School accountability. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), <i>Handbook of the economics of education</i> (Vol. 3, pp. 383-421). Elsevier. Hood, C. (2007). Public service management by numbers: Why does it vary? Where has it come from? What are the gaps and the puzzles? <i>Public Money and Management</i>, 27(2), 95-102.
Session 10	Equity and Social Justice in Education Policy Issues of equity and social justice are critical in education policy processes,

	leadership, and governance. In this session, we examine policies, leadership practices and governance structures from the lens of equity and related social justice concepts. <u>Recommended Readings:</u> Marshall, C., & Gerstl-Pepin, C. (2005). <i>Re-framing educational politics for social justice</i>. Pearson. (Chapters 1-3) Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. <i>Educational Administration Quarterly</i>, 46(4), 558-589. Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. <i>Educational Administration Quarterly</i>, 43(2), 221-258. Welner, K. G., & Carter, P. L. (2013). Achievement gaps arise from opportunity gaps. In P. L. Carter & K. G. Welner (Eds.), <i>Closing the opportunity gap</i> (pp. 1-10). Oxford University Press
Session 11	Innovation and Change Management This session explores how educational leaders can manage educational innovations, policy processes and stakeholder engagement for organisational change. <u>Recommended Readings:</u> Fullan, M. (2020). <i>The change leader: Learning what matters most</i>. Jossey-Bass. Hargreaves, A., & Goodson, I. (2006). Educational change over time? The sustainability and nonsustainability of three decades of secondary school change and continuity. <i>Educational Administration Quarterly</i>, 42(1), 3-41.
Session 12	Collaborative Governance and Educational Partnerships Key to organisational innovation and change management are governance models that emphasise collaboration and networks. In this session, we will look at collaborative governance models and inter-organisational partnerships are at play in educational contexts. <u>Recommended Readings:</u> Provan, K. G., & Kenis, P. (2008). Modes of network governance: Structure, management, and effectiveness. <i>Journal of Public Administration Research and Theory</i>, 18(2), 229-252. Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. <i>Educational Management Administration & Leadership</i>, 43(2), 269-289.
Session 13	Comparative Policy Analysis In this session we focus particularly on education policy borrowing and its implementation implications for leadership and educational governance.

	<u>Recommended Readings:</u> Levin, B. (1998). An epidemic of education policy: (What) can we learn from each other? <i>Comparative Education</i>, 34(2), 131-141. Steiner-Khamsi, G. (2004). <i>The global politics of educational borrowing and lending</i>. Teachers College Press.
Session 14	Prospects and Future Directions, Integration <u>Recommended Readings:</u> Rizvi, F., & Lingard, B. (2010). <i>Globalizing education policy</i>. Routledge.
Session 15	Paper preparation
Session 16	Final Paper Reporting/Presentations