

ΜΕΤΑΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
«ΕΚΠΑΙΔΕΥΣΗ, ΗΓΕΣΙΑ ΚΑΙ ΔΙΟΙΚΗΣΗ»
ΛΕΥΚΩΣΙΑ

RESPONSE TO THE SUGGESTIONS OF THE EXTERNAL EVALUATION
COMMITTEE

First and foremost, we would like to thank CYQAA for organizing a most fruitful and successful evaluation procedure for our postgraduate Programme in “Education, Leadership and Management”. The Professors of the External Evaluation Committee appointed were of high professional and academic standards. The way they performed their duties was exemplary and helpful.

We fully endorse the conclusion of the Committee that “The program under evaluation has been established in order to meet specific needs of the educational community in Cyprus as these were indicated by teachers, educational leaders, administrators and professional bodies. The program seems to enjoy good reputation. It is a well-managed program with enthusiastic and highly qualified staff. During the evaluation procedure the committee noticed several strengths of the program which include the professional and friendly atmosphere in the program, its high reputation, and the flexibility of the program (e.g., blocks of courses).”

We gladly accept the suggestions of the Committee as well. We have already implemented their proposals in our Programme as follows:

“Comment no. 1: ...

1.1. & 1.2 Skills of Communication and Conflict Resolution could be embedded within all existing modules and be replaced by a module such as “Educational Leadership for Social Justice: A Comparative Approach”. Such a module introduces social justice into the curriculum, and opens up the program to international, comparative and cross-cultural knowledge from different societies globally.”

ACTION TAKEN: We have already replaced the “Skills of Communication and Conflict Resolution” course by a module in “Educational Leadership for Social Justice: A Comparative Approach”. See Appendix 1.

“1.3. Organizing and Managing the Teaching Process and the Classroom could be rolled into the module “School Self-Evaluation and Action Research”, OR removed, thereby making way for another core module on “Instructional Leadership”.”

ACTION TAKEN: From the two options proposed by the Committee we have chosen the first one. The “Organizing and Managing the Teaching Process and the Classroom” module is rolled into the module “School Self-Evaluation and Action Research”. See Appendix 2.

“1.4. Introduction to Education, Leadership and Management could be revised and retitled as “Educational Leadership & Management: Theories and Perspectives” or “Principles of Educational Leadership & Management” or similar.”

ACTION TAKEN: The “Introduction to Education, Leadership and Management” course is revised and retitled as “Principles of Educational Leadership & Management”. See Appendix 3.

“1.5. The course in Technology needs to be more directly related to educational contexts and processes rather than mainly to general technology.”

ACTION TAKEN: The course in Technology is revised, in order to be more directly related to educational contexts and processes. See Appendix 4.

“1.6. The course organizational effectiveness and improvement should be taken at later stages and includes a project component (e.g., improvement project).”

ACTION TAKEN: The course “Organizational effectiveness and improvement” is going to be taken at later stages and include a project component (improvement project). See Appendix 5.

“Comment No. 2: The syllabi should contain updated references from the field's books and journals. The committee will be happy to provide some suggested references if required.”

ACTION TAKEN: The syllabi are revised where necessary, in order to contain updated references from the field's books and journals. See Appendix 6.

“Comment no. 3: It may be a good idea to consider revising hand-in dates in order to minimize, if not eliminate, cross-over between starting a new module and students continuing to working on an existing module.”

ACTION TAKEN: Hand-in dates are revised, in order to minimize cross-over between starting a new module and students continuing to working on an existing module. See Appendix 7.

“Comment No. 3: The program should be more explicitly aligned with contextual and policy issues in Cyprus. For example, the syllabi should be connected to overarching policy such as EU 2020, local legislative agendas, current problems in Cypriot schools, and the like.”

ACTION TAKEN: The syllabi are revised where necessary, in order to be connected to overarching policy such as EU 2020, local legislative agendas, current problems in Cypriot schools, and the like. See Appendix 6.

“Comment No. 4: Core courses should be taught by faculty members whose orientations and expertise are in educational leadership and management rather than other disciplines or fields of management, whose publications appear in the field's referred journals.”

ACTION TAKEN: Core courses on Educational Leadership and Management are scheduled to be taught by resident and visiting faculty members whose orientations and expertise are in Educational Leadership and Management and their publications appear in the field's referred journals. See Appendix 6.