A series of Integrated Projects for Enhancing
Educational Leadership Competencies
Master of Education Program
In Educational Administration
(International Program/Revised Curriculum 2026)

**Faculty of Education**
St Theresa International University

Academic Year 2026

# Preface

In the Master of Education Program in Educational Administration at the Faculty of Education, Saint Theresa International College, we aim not only to equip students with professional knowledge and skills in educational administration and research but also to cultivate outstanding leadership qualities in school and educational management. Students are expected to be responsible, lifelong learners and academic leaders with vision, professional commitment, and adherence to ethical standards. These competencies will be demonstrated as students participate in supplementary activities designed to foster their development as educational administrators, as stipulated by the program.

To strengthen these essential competencies, the Faculty of Education at Saint Theresa International College has developed this set of supplementary activities for students to engage in throughout their studies.

Students enrolled in the Master of Education Program in Educational Administration must complete supplementary activities to enhance their competencies as educational administrators, as outlined in this plan. The program specifies five key activities. Students must study the details, complete each activity thoroughly, and document their progress in a concrete manner. An **E-Portfolio** must be maintained, continuously compiling evidence of work, and kept ready for evaluation by academic advisors or a committee appointed by the Faculty of Education.

**Committee for Professional Practice in Educational Administration**
**May 2026**

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# A series of Integrated Projects for Enhancing Educational Leadership Competencies

**Project 1: Developing Professional Ethics and Morality in Educational Administration[Enriching Moral and Ethics]**

**Objectives:** After completing this activity, students should be able to:

1. Explain the ethical principles essential for educational administrators.
2. Self-assess their ethical strengths and weaknesses in educational leadership.
3. Develop a personal improvement plan for ethical growth.
4. Implement and continuously refine their ethical development with measurable results.

**Procedures:**

1.1 Students individually or in groups study and analyze ethical principles for educational administrators, then collaboratively design an ethics self-assessment tool.
1.2 Students use the assessment tool to evaluate their own ethical conduct, identifying weaknesses in thought, speech, and action.
1.3 Students create a concrete development plan targeting their top three ethical weaknesses, submitting it to their academic advisor for approval.
1.4 Students execute their plan, conduct a formative self-evaluation at the end of Semester 1, and adjust their plan for Semester 2. A final self-assessment at the end of Semester 2 must summarize progress, lessons learned, strengths, and areas for continued growth, documented in their E-Portfolio for advisor review.

**Project 2: Participation in National or International Academic Seminars on Education or Social Development[Active Learners]**

**Objectives:** After completing this activity, students should be able to:

1. Explain the concepts and best practices of academic seminars.
2. Synthesize contemporary educational theories or trends from seminars and share insights with peers.

**Procedures:**

2.1 The Faculty of Education will periodically announce recommended seminars. Students may also propose relevant local seminars for advisor approval.
2.2 Students attend seminars, documenting:

- Key takeaways
- Seminar methodologies

- Atmosphere and outcomes
- An evaluation of the seminar's quality

  2.3 Students reflect on lessons learned and draft a 1–3 page article to share with peers, optionally presenting via distance learning platforms.

## Project 3: Self-Development as an Active Member of Society and the Professional Community[Active Citizens]

**Objectives:** After completing this activity, students should be able to:

1. Explain best practices for being an engaged community member.
2. Participate in social or academic activities with enthusiasm.

**Procedures:**

3.1 Students self-assess their level of volunteerism, public-mindedness, and social engagement (e.g., excellent, good, moderate, needs improvement).

3.2 Students create a concrete annual plan for self-improvement in social and professional engagement.

3.3 Students implement their plan, evaluate progress each semester, and document reflections in their E-Portfolio under "Active Citizenship in Society and Academia," ready for advisor review at the end of Semesters 2 and 3.

## Project 4: Strengthening Strategic Management Skills

**Objectives:** To develop students as academic leaders capable of systemic management, including:

- Organizational analysis and problem-solving
- Strategic planning
- Performance monitoring and evaluation
- Quality assurance

**Implementation:**

Students will complete **five integrated projects** across four semesters, applying these skills in real-world settings.

## Year 1, Semester 1

## Project 4.1: Needs Assessment & Risk Analysis of the School

Study the concepts and practices of organizational needs assessment and risk analysis. Then, conduct a needs assessment and risk analysis of the school you

belong to, compile the findings into a report, present it to the class, and include it in your portfolio.

## Project 4.2: Creating Strategic Plan, Operation Plan, and Risk Management Plan

Analyze the strategic or development plan of your affiliated school. If none exists, develop a new one, along with an annual operation plan (or analyze the strengths and weaknesses of an existing operation plan). Present the strategic and operational plans to the class and include them in your portfolio.

## Year 1, Semester 2

## Project 4.3: Creating the Monitoring Calendar and Monitoring the Curriculum & Instruction, Follow-up, and Supervising Teachers

Develop a monitoring and supervision plan or calendar for your school or department. Then, organize supervision activities and knowledge-sharing sessions according to the plan.

## Year 2, Semester 1

## Project 4.4: Creating an R&D Project to Improve Educational Quality (Focus on Academic and Student Affairs)

**Option 1:** Develop a small-scale research and development project, such as creating new instructional media, innovations, or management techniques, and pilot them in the school.

**Option 2:** Study one educational management research or innovation project and hold a meeting with stakeholders to critically assess how the research findings could benefit the school—whether and how they should be implemented.

## Year 2, Semester 2

## Project 4.5: Evaluating Strategies/Programs/Projects or Conducting Self-Assessment According to School Standards

Evaluate one selected strategy, program, or project, OR conduct a self-assessment at the subject department level and prepare a self-assessment report.

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**Summary of the Activity Plan for Enhancing Educational Administration Competencies**
(Categorized by Academic Year and Semester)

| Activities | Year 1 | | Year 2 | |
|---|---|---|---|---|
| | SEM.1 | SEM.2 | SEM.1 | SEM.2 |
| **Project 1:** Self-development in ethics and morality for educational administration professionals | ✓ | ✓ | ✓ | ✓ |
| **Project 2:** Participation in national or international academic seminars on education or social development | - | ✓ | ✓ | ✓ |
| **Project 3:** Self-improvement to be an active member of society and the professional community | ✓ | ✓ | ✓ | ✓ |
| **Project 4:** Academic leadership and strategic management skills development[Project 4.1 to 4.5] | ✓ | ✓ | ✓ | ✓ |
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