

MODULE SPECIFICATION PROFORMA

Module Title:	Leadership and Management in Education	Level:	7	Credit Value:	30
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Module code:	EDM705	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre(s):	GAPE	JACS3 code:	X370
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With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	John Luker
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Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>
MA Education (Leadership route)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: *Enter date of initial approval/validation event*

APSC approval of modification: August 17

Version: 1

Module Aims

This module provides an opportunity for learners to explore the impact of a change within the context of an educational organisation that they are associated with. They will develop and critical understanding of how policy developments can impact the development of an organisation. Through engagement with current texts and policy documents, students will gain a rigorous and thorough understanding of contemporary issues and theories. Knowledge and understanding of key themes and issues in educational leadership and management will include theories, values, leading change and strategy, partnerships and collaboration. Through the module assessment students will develop a critical understanding of the process of change in an appropriate educational setting or role.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

		Key Skills	
1	Conceptualise how leadership is defined in a range of educational contexts;	KS1	KS2
		KS7	
2	Evaluate critically the impacts of leadership and management when policy changes are implemented in an organisation;	KS1	KS2
		KS5	KS6
3	Describe and critically analyse how different leadership approaches can impact upon organisational development;	KS2	KS7
4	Critically evaluate the role of leaders in relation to issues of quality management and assurance in education.	KS2	KS4
		KS8	

Transferable skills and other attributes			
<ul style="list-style-type: none"> • Develop critical thinking skills and scholarship relating to the wider topic of organisational development; • Reflect critically on personal practice and leadership skills as well as those of others in order to enhance quality standards within the organisation's standards; • Review critically the appropriateness of current practice in relation to occupational leadership standards; • Evidence academic writing skills to develop arguments for the process of change management within an organisational context. 			

Derogations
None

Indicative assessment:					
Students will produce a professional portfolio where they demonstrate a critical engagement with an organisational change at the systems or process level in line with principles of organisational development. The portfolio will be developed in relation to own practice and current theory. Current theory will be interrogated through the development of an annotated bibliography that forms the core of the portfolio document. The portfolio will consist of a structured and reflective document that is independent of artefacts or evidential documents but critically analyses and evaluates practice in relation to current leadership theory.					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Portfolio	100%	N/A	6,000

Learning and Teaching Strategies:
<p>Learning will be supported through active learning and interactive teaching approaches including blended learning using on-line materials. The interactive teaching paradigm will be based on group and work-based learning and peer tutoring. Participants will be required to actively engage in workshops and seminars as well as practical work-based tasks.</p> <p>Learners will be encouraged to reflect on their practice and to make connections between theory and practice throughout. The approach seeks to utilise a wide range of independent and work-based paradigms reflecting a learner-centred philosophy.</p>

Syllabus outline:

- Leading and managing for diversity within a policy context;
- Leadership values and educational philosophy;
- Communication skills for effective leadership;
- Decision making and managing conflict;
- Motivation and delegation;
- Performance management and quality assurance;
- Working in and with teams;
- The importance of managing time and stress;
- Emotional intelligence and leadership;
- Growing as an individual within an educational setting.

Bibliography:

Essential reading

Carmichael, J., Collins, C., Emsell, P., and Haydon, J. (2011), *Leadership and Management Development*. Oxford: Oxford University Press.

Coleman, M. and Glover, D. (2010), *Educational Leadership and Management*. Maidenhead: Open University Press.

Davies, B. (2011), *Leading the Strategically Focused School*. Second Edition. London: SAGE Publications Ltd.

Gill, R. (2011), *Theory and Practice of Leadership*. Second Edition. London: SAGE Publications Ltd.

Other indicative reading

Anderson, L., and Bennett, N. (2003), *Developing Educational Leadership*. London: Paul Chapman Publishing.

Avery, G. (2004), *Understanding Leadership*. London: SAGE Publications Ltd.

Brundrett, M. (2003), *Leadership in Education*. London: Paul Chapman Publishing.

Bush, T. (2011), *Theories of Educational Leadership and Management*. Fourth Edition. London: SAGE Publications Ltd.

Bush, T. and Bell, L. (2002), *The Principles and Practice of Educational Management*. London: SAGE Publications Ltd.

Fullan, M. (2003), *Change Forces with a Vengeance*. London: RoutledgeFalmer.

Fullan, M. (2008), *The Six Secrets of Change*. San Francisco: Jossey-Bass.

Fullan, M. (2009), *The Challenge of Change*. Second Edition. Thousand Oaks: Corwin Press.

Fullan, M. (2015), *The New Meaning of Educational Change*, Fifth Edition. Fifth Edition. New York: Teachers College Press.

Fullan, M. and Ballew, A. C. (2004), *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

Kydd, L. and Newton, W. (Eds.). (2003). *Leading People and Teams in Education*. London: Paul Chapman Publishing.

Northouse, P. G. (2015), *Leadership: Theory and Practice*. Seventh Edition. London: SAGE Publications Ltd.

Owens, R. G. and Valesky, T. C. (2011), *Organizational Behavior in Education*. Tenth Edition. Boston: Pearson.

Robertson, J. M. (2008), *Coaching Educational Leadership*. London: SAGE Publications Ltd.