

Module Title: Leading and Managing Professionals	Level: 7	Credit Value: 30
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Module code: EDS732	Cost Centre: GAPE	JACS2 code: X370
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Semester(s) in which to be offered: 1 / 2	With effect from: September 2012
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Office use only: To be completed by AQSU:	Date approved: August 2012 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): Not Applicable
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Originating Academic area: Education	Module Leader: John Luker
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Module duration (total hours) 300	Status: core/option/elective (identify programme where appropriate): Option
Scheduled learning & teaching hours 30	
Independent study hours 270	

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered: MA Education MA Education (Leadership) Postgraduate Diploma in Education Postgraduate Diploma in Education (Leadership) Postgraduate Certificate in Education	Pre-requisites per programme (between levels):	None
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Module Aims:

- To demonstrate a systematic understanding of the differences between the roles of leadership and management in the educational context.
- To evaluate critically the various roles played by members of teams and recognise the importance of team dynamics.
- To evaluate methodologies which facilitate the analysis of team dynamics and the practicalities of working with teams that internally and externally influence the educational setting.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Have a comprehensive understanding of how leadership is defined in a range of educational contexts.
2. Evaluate critically the impacts of leadership and the management of changing policy.
3. Demonstrate a critical awareness of leadership and how it impacts on organisational development.
4. Apply a comprehensive understanding of techniques to analyse and evaluate selected leadership approaches in a chosen setting.
5. Interpret with a practical understanding the implications of effective leadership on quality issues in education.

Transferable/Key Skills and other attributes:

At the end of this module, students should be able to:

- Develop research, critical thinking, and scholarship in relation to individual's role and responsibilities.
- Reflect on own and others' practice in order to enhance quality.
- Review empirical research in a field relevant to their discipline.
- Evidence good practice in writing to a suitably high academic level.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

1. Leadership and Teamwork: Evaluative Report. Identify an area for development and lead a group of staff to address the issue. Produce a report that analyses their leadership role within the group and critically evaluates the effectiveness of teamwork they have supported. The report should make a critical judgment of the effectiveness of the team and its ability to progress the issue.
2. Critical incident: Evaluative report that demonstrates a critical awareness of the issues relating to one critical incident that arose during the team's period of working. The response will be comprehensively informed by appropriate theoretical models.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1, 3 and 4	Report	70%	N/A	4,200
Two	2, 3 and 5	Report	30%	N/A	1,800

Learning and Teaching Strategies:

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.

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.

Syllabus outline:

- Leading and managing for diversity within a policy context
- Leadership values
- 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*. 2nd ed. London: SAGE Publications Ltd.

Gill, R. (2011), *Theory and Practice of Leadership*. 2nd ed. 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. and Bell, L. (2002). *The Principles and Practices of Educational Management*. London: SAGE Publications Ltd.

Bush T. (2003) (3rd edition) *Theories of Educational Leadership and Management*. London: SAGE Publications Ltd.

Educational Management Administration and Leadership Journal. London: SAGE Publications Ltd.

Fullan, M. (2001). *The New Meaning of Educational Change*. London: Routledge/Falmer.

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco: Jossey Bass.

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

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

Fulan, M. (2009). *The Challenge of Change*. Thousand Oaks: Corwin.

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

Management in Education. The Journal of Professional Practice. SAGE Publications Ltd.

Northouse, P. (2007). *Leadership Theory and Practice*. London: SAGE Publications Ltd.

Owens, R. And Valesky, T. (2007). *Organizational Behavior in Education*. Boston: Pearson.

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