

Professional Masters Programme Award Handbook

Educational Leadership and Management

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Professional Masters Programme
Award Handbook: Educational Leadership and Management
Revised: 19th April, 2011

Introduction

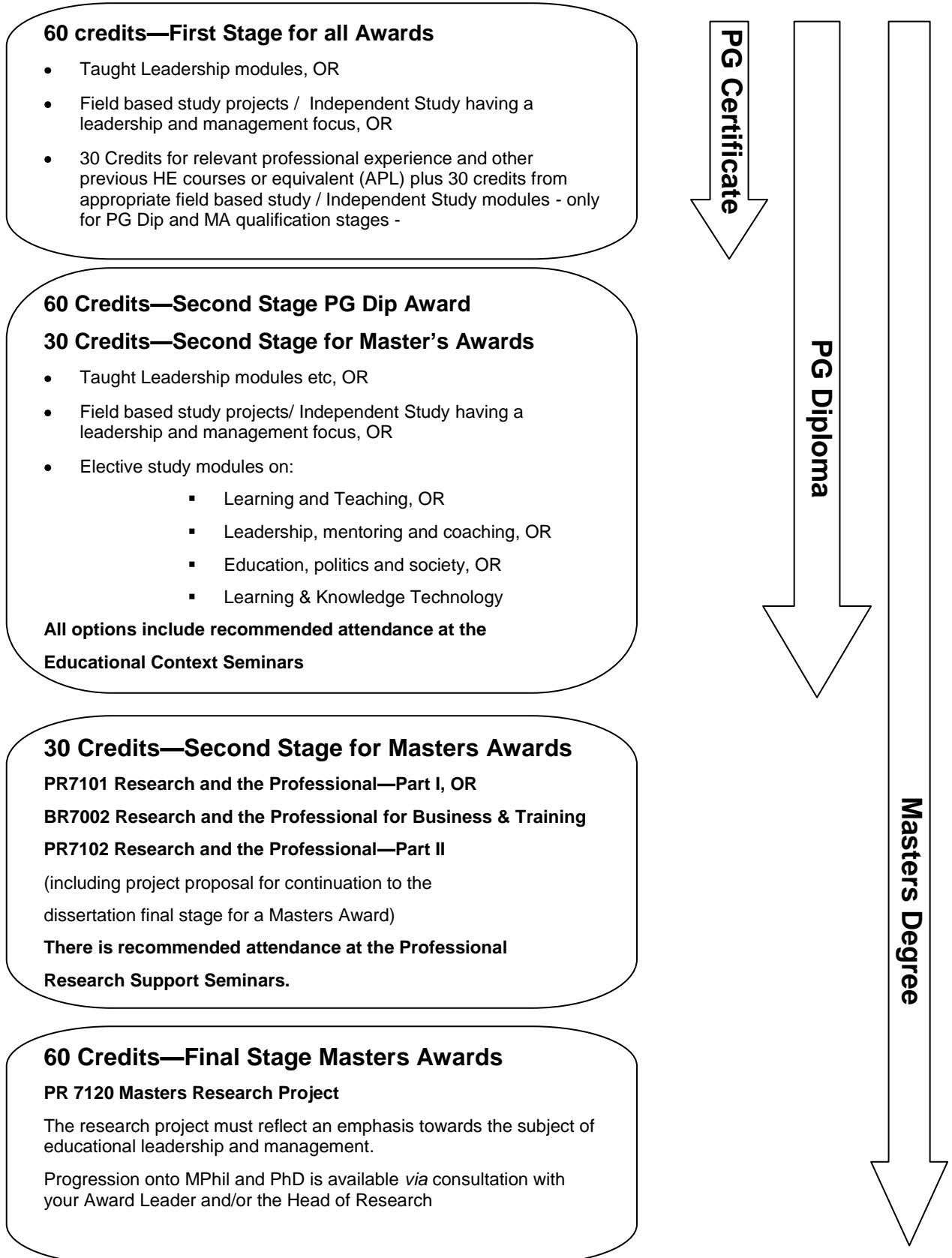
Welcome to the Professional Masters Programme (PMP) at Bath Spa University! We hope that you will find your study rewarding and are looking forward to embarking on your Master's journey. This award handbook contains all the specific information that you need to complete a programme in Educational Leadership and Management and gives specific details about required and elective modules. It should be read in conjunction with the main PMP generic student handbook that contains detailed information on matters covering overall PMP learning outcomes, assessment criteria, modes of assessment, overall route structures, general APL and student support systems.

Admission Requirements for this Award

The admission requirements for this award are the same as in the main generic PMP handbook.

The PMP Award Route for Educational Leadership and Management

There are three stages in the Professional Masters Programme and for this award it is possible to exit with a PG Cert, PG Dip and MA and/or MTeach.



APL and Progression Requirements

Accreditation of Prior Learning (APL) is the term used for recognising academic credit from previous higher education study or professional work.

The recognition of credit is not automatic, and must be applied for through the Departmental CPD Board, held three times per year. Generally speaking APL has to be related to the award title and the previous work to not be more than 6 years old. Further information on the rules of this process is provided in main PMP generic handbook and an APL form for students to complete and submit is available from the CPD office.

Please contact the CPD Administration Office or your tutor if you think you may be able to transfer credit from a different Higher Education Institution.

CPD Office Contact Details:

Email: cpdadmin@bathspa.ac.uk

Tel: 01225 875593

Staff Profiles for this Award

The Award Leader is Nick Sorensen

Nick Sorensen – Senior Lecturer in CPD: Leadership and Management

Nick runs our Leadership and Management programme and coordinates the affiliated tutor network, some members of which also contribute to this award programme.

01225 875742 n.sorensen@bathspa.ac.uk

07745 456646

Other School of Education staff involved in facilitating this programme award:

Paulette Wisdom – Senior Lecturer in CPD: Leadership and Management

Paulette coordinates and teaches on a range of leadership development courses

07581 628829 p.wisdom@bathspa.ac.uk

07581 628829

Dr Steven Coombs – Head of CPD and Chair of the PMP

Steve is responsible for the whole of our PMP provision.

01225 876149 s.coombs@bathspa.ac.uk

Fiona Maine – Programme Leader for CPD

Fiona oversees the part time PMP programme.

01225 876315 f.maine@bathspa.ac.uk

Ruth Barrington – Senior Lecturer in Mentoring, Coaching and Induction

Ruth coordinates and manages the SBM and NQT programmes and leads projects related to coaching

01225 875414 r.barrington@bathspa.ac.uk

Anthony Caston – Senior Lecturer in CPD

Tony develops and coordinates work-based action enquiry projects

01225 876563 a.caston@bathspa.ac.uk

Contributors to modules from other School Departments

Professor Dan Davies (Head of Applied Research and Consultancy)

Dr Janet Rose (Early Years Team, Early Childhood Studies Award Leader)

Viki Bennett (Early Years Team)

Christine Eden (Assistant Dean)

Christopher Collier (Primary PGCE, Primary Core subjects)

Bob Davies (Primary PGCE, Primary Mathematics)

Dr Howard Gibson (Programme Leader for the full-time Professional Masters Programme)

Miriam Hutchings (Education Studies, Vulnerable Learners and Inclusion)

Kendra McMahon (Primary Science, PGCE)

Dr Tilly Mortimore (Education Studies, Dyslexia)

Anny Northcote (Primary English, PGCE)

Catherine Simon (Education Studies, Children's Services)

In order to respond to the ever-widening and fast-changing professional development needs and demands from client settings, we are further supported by a large and developing network of Affiliated Field Tutors, most of whom are either currently working in the contributing areas of Children's Services, or as experienced independent consultants. Those members who contribute to the Educational Leadership and Management programme nearly all have a professional association with the National College of School Leadership.

Final words

We intend that all participants will have a successful and stimulating time whilst working within the Educational Leadership and Management Award of the Professional Masters Programme and that this experience will lead to a fulfilling career.

Best wishes with your studies!

Nick Sorensen

PMP Award Leader for Educational Leadership and Management

Senior Lecturer in CPD: Leadership and Management

Appendix: The modules offered within the PMP Award in Educational Leadership and Management

All generic and core modules that can be taken across the programme are denoted with a 'G', whereas award specific modules are depicted with an 'A'.

All generic PMP modules are included in the PMP Generic Student Handbook. Award specific PMP modules are included within this appendix section of the PMP Award Handbook.

Summary of the PMP accredited modules within this award

PMP Module Code	Module Name (Short)	Credits	PG Level 6 &/or 7	Generic (G) or Award (A)
PR7101	Research and the Professional – Part 1	15	7	G
PR7102	Research and the Professional – Part 2	15	7	G
PR7120	Masters Research Project	60	7	G
PR7110	Learning & Knowledge Technology	15	7	G
PR7211	Education, Politics & Society	15	7	G
TT7363	Frameworks for Thinking	60	6 & 7	A
TT7366	Children's Services: Supporting vulnerable learners	60	7	A
TT7311	Science Subject Leaders	60	6 & 7	A*
TT7335	ICT Subject Leaders	60	6 & 7	A*
TT7512	Effective Inclusion	60	6 & 7	A
TT7541	ICT Leadership & Management	15	6 & 7	A*
TT7815–60	Work-based action enquiry	15, 30, 45, 60	6 & 7	G
TT7561	Leadership in Practice	60	6 & 7	A*
TT7562	Leadership, Context and Challenges	60	6 & 7	A*
IN7715-60	Independent Study Module & APEL	15, 30, 45, 60	6 & 7	G
ED7101	International Education & Globalisation	30	6 & 7	A
ED7102	Global Citizenship	30	6 & 7	A
ED7103	Educational Policy	30	6 & 7	A
BR7001	Change Management for Learning Organisations	30	7	A*
BR7002	Research and the Professional for Business & Training	15	7	A*

All generic modules listed above are appended to the main PMP generic student handbook.

*These award specific modules for Educational Leadership and Management are appended to this appendix section. Other award specific modules are contained in separate award handbooks across the PMP scheme.

Course Module Code	TT7311
Name of course module	Subject Co-ordination/Leadership in Science in the Primary School
Short name (if any)	Science Subject Leaders
Course module co-coordinator	Kendra McMahon
Other tutor(s) (if any)	Dan Davies,
Module level(s)	Levels 6 & 7
Semester(s)	Semesters 1 & 2
Contact time	7 full days of contact time
Credit points	60
Subject Area(s)	Core Curriculum Studies
Acceptable for:	Diverse awards and qualifications across the PMP
Prerequisites (if any)	QTS
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	<p>The role of the subject leader in primary schools is recognized by OfSted, TDA and others as playing a significant part in school improvement. This unit focuses on the particular needs of science coordinators in making the transition to subject leadership, addressing issues such as the strategies direction, resourcing and monitoring of the science curriculum. It is also important, however, to equip science subject leaders with the necessary scientific subject knowledge and pedagogic research to teach the subject effectively and support their colleagues in driving up standards.</p> <p>The following themes will be covered: Theme 1 - Subject leadership</p>

	<p>Theme 2 - The use of ICT to support learning in science</p> <p>Theme 3 - Science as a context for literacy and numeracy</p> <p>Theme 4 - Development of subject knowledge and understanding</p>
Teaching and learning strategies	<p>The course involves tutor exposition, workshops, seminars and discussion groups. It will be structures to ensure opportunities exist for the introduction of new skills, role modeling, coaching and the application of those skills in professional settings. Participants are expected to work collaboratively with other participants and with colleagues in school. Action enquiry approaches are encouraged. All participants will undertake a core study-skilled programme to support their writing of assignments.</p>
Learning outcomes	<p>By the end of the module students will be able to :</p> <ul style="list-style-type: none"> ▪ Understand the roles and responsibilities of science subject leaders and the nature of the management of changes within schools in the context of school improvement; ▪ develop specific competencies within the key areas of the National Standards for Subject Leader, leading to raised standards in science within their schools; ▪ critically analyse the development of science teaching and learning within their schools, reflect on need, produce and begin implementing an action plan for future development; ▪ have developed their own knowledge and classroom practice in specific aspects of science, up to TDA requirements in order to improve the learning of their pupils in science; ▪ develop key skills related to communication and ICT relevant for leading science within their schools.
Key text(s)	<p>Bell, D and Ritchie, R (1999) <u>Towards Effective Subject Leadership in the Primary School</u> Open University Press.</p> <p>Harlen, W (2000) <u>The Teaching of Science in Primary</u></p>

	<u>Schools</u> (3 rd edition) David Fulton
Assessment scheme	<p>100% coursework, two assignments:</p> <p>Assignment One is in three parts; A, B and C.</p> <p>Part A is an 'essay-like' piece of prose (2,500 +/-500 words).</p> <p>Part B is a portfolio of evidence of your audit of scientific enquiry and reflection on that evidence.</p> <p>Part C is a literature log showing evidence of your reading.</p> <p>Assignment Two Strategic direction and development of science (30 credits from one of the PMP assessment modes)</p> <p>Written reflection on the process of leading change (2,500 +/-500 words depending on amount of portfolio evidence)</p>

Course Module Code	TT7335
Name of course module	Subject Co-ordination/Leadership in ICT in the Primary School
Short name (if any)	ICT Subject Leadership
Course module co-coordinator	Fiona Maine
Other tutor(s) (if any)	
Module level(s)	Levels 6 & 7
Semester(s)	Semesters 1 & 2
Contact time	8 hours tutorial time
Credit points	60
Subject Area(s)	Core Curriculum Studies
Acceptable for:	PGCert, PGDip and MA/MTeach
Prerequisites (if any)	QTS
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	The role of the subject leader in primary schools is recognized by Ofsted, TDA and others as playing a significant part in school improvement. This unit focuses on the particular needs of science coordinators in making the transition to subject leadership, addressing issues such as the strategic direction, resourcing and monitoring of the science curriculum. It is also important, however, to equip science subject leaders with the necessary scientific subject knowledge and pedagogic research to teach the subject effectively and support their colleagues in driving up standards.
Teaching and learning strategies	The course involves tutor exposition, workshops, seminars and discussion groups. It will be structured to ensure opportunities exist for the introduction of new skills, role modelling, coaching and the application of those skills in professional settings. Participants are expected to work collaboratively with other participants and with colleagues in school. Action enquiry approaches are encouraged. All participants will undertake a core study-skills programme to support their writing of assignments.

<p>Learning outcomes</p>	<p>By the end of the module students will be able to :</p> <ul style="list-style-type: none"> ▪ Understand the roles and responsibilities of ICT subject leaders and the nature of the management of changes within schools in the context of school improvement; ▪ develop specific competencies within the key areas of the National Standards for Subject Leader, leading to raised standards in ICT within their schools; ▪ critically analyse the development of ICT teaching and learning within their schools, reflect on need, produce and begin implementing an action plan for future development; ▪ have developed their own knowledge and classroom practice in specific aspects of science, up to TDA requirements in order to improve the learning of their pupils in ICT; ▪ develop key skills related to communication and ICT relevant for leading ICT within their schools.
<p>Key text(s)</p>	<p>Ager, R (2000) The Art of Information and Communications Technology for Teachers. London: David Fulton Publishers.</p> <p>Bell, D & Ritchie R (1999) From Subject coordination to subject leadership. London: Open University Press.</p>
<p>Assessment scheme</p>	<p>Coursework 100%</p> <p>Submissions of 10,000 (+/- 2,000) words for 60 credits.</p>

Course Module Code	TT7541
Name of course module	ICT for Leadership and Management
Short name (if any)	ICT Leadership.
Course module co-coordinator	Fiona Maine
Other tutor(s) (if any)	ICT team and ICT subject leadership specialists recruited from the local region
Module level(s)	Levels 6 & 7
Semester(s)	Semesters 1 & 2
Contact time	15 hours. Problem-solving workshops held within an appropriate professional context. The course would comprise a series of five, three-hour sessions, which would include ICT teaching, tutor input and participant problem-solving seminar discussions.
Credit points	60
Subject Area(s)	ICT and Educational leadership.
Acceptable for:	PGCert, PGDip and MA in Professional Learning
Prerequisites (if any)	None
Excluded Combinations	None
Type (Compulsory or Optional)	Optional
Description (overview)	ICT capability is a fundamental part of the professional management repertoire, but often leaders and decision makers lack the opportunity to develop these essential skills and the understanding of how to apply them to professional tasks. This course would help educational leaders to develop ICT knowledge, skills and understanding within the context of their duties and would build upon ICT skill requirements covered within other areas such as the NPQH. The course would also require participants to develop ideas towards their ICT action plan.
Teaching and learning strategies	Lectures; seminars; workshops; online learning support and discussion. Audit of professional needs and ICT skills survey of participants. Preparation for follow-on project work as part of TT4860 work-based action enquiry report producing an ICT policy document as part of the school improvement plan.
Learning outcomes	Improved ICT capability and the understanding needed to use ICT effectively for enabling the duties of administrative leadership, namely: communication, analysis, presentation, investigation and planning. Investigation of ICT curriculum integration policy and case studies as a precursor to progression into the action enquiry phase that would require a revised ICT Action Plan update, as part of the school improvement plan for LEAs etc.

<p>Key text(s)</p>	<p>Ofsted, BECTa & NCSL reports and research on school effectiveness and the use of ICT. Comparable literature relating to other professions.</p> <p>In particular: Ofsted reports on ICT; HMI 423, 362, 382. Ofsted reports on management training HMI 457 and Ofsted's website report on Action Planning for school improvement.</p> <p><u>Robyler, M. and Edwards, J. (2000) <i>Integrating Educational Technology into Teaching</i>, 2nd edition. Prentice Hall.</u></p> <p><u><i>The Essence of Management Creativity</i> (Proctor, 1995).</u></p>
<p>Assessment scheme</p>	<p>Case studies/ participant observations of practice and ICT management systems supported by critical reading.</p> <p>System development and implementation using ICT tools and procedures.</p> <p>Preparation and assessed seminar presentation report (15 credits) for follow-on project work as part of TT380 work-based action enquiry report producing an ICT policy document as part of the school improvement plan (45 credits). There will also be an opportunity for those with a NPQH qualification to submit a professional development portfolio for an additional 60 credits at M Level. Thus, a total of up to 75 credits are available. All assessment evidences required would be aligned to the PMP assessment modes framework specifications for level H & M.</p>

Course Module Code	BR7001
Name of course module	Change Management for Learning Organisations.
Short name (if any)	Change Management
Course module co-ordinator	Dr Steven J Coombs.
Other tutor(s) (if any)	To be drawn from the CPD Affiliated Field Consultants (AFCs).
Module level(s)	7
Semester(s)	Flexible elective for either semester 1 or 2.
Contact time	6 x 3 hour formal sessions plus directed e-learning time.
Credit points	30
Subject Area(s)	Educational and organisational research methods and systems adapted for leadership participants drawn from the public and private sector.
Acceptable for:	Either Full or Part-time PMP career tracks, particularly Leadership & Management. Leading to all Professional Learning PMP awards.
Prerequisites (if any)	Offered as a core module within the PMP scheme to both full-time and part-time students following the private sector pathway within the Leadership and Management track. There is an expectation that participant students would come to the module with knowledge of ICT skills, e.g. can use Office applications such as Word and PowerPoint and can use the Internet for basic research.
Excluded Combinations	N/A
Type (Compulsory or Optional)	Compulsory within the commercial training version of the career track in Leadership and Management.
Description (overview)	<p>Overview of factors involved in the beneficial pursuit of change as a management process embodied in the structure of organisations. Discussion of processes for both disruptive change and continuous improvement. Introduction to the four approaches to change management, identification of organisation type and discussion of strategy for attaining an organisation which is best suited to sustaining beneficial change and taking control of its destiny through organisational learning.</p> <p>Examination of the human factors that can be powerful barriers to change and how these factors may be addressed. Understanding how to lead change and bring significant change initiatives to a successful conclusion. Positioning the role of management research as an introduction to the following core module: Research and the Professional for Business.</p>

Teaching and learning strategies	To include a mixture of short lectures and student-led seminars. Resource-based learning tasks to be focussed upon the use of downloadable courseware materials available from the BSU VLE 'Minerva' and wider internet sources.
Learning outcomes	<p>It is intended that participants will be able to:</p> <ul style="list-style-type: none"> • Learn to become an effective Change Agent within organisations. • Contribute to organisational dialogue about the value and means of migrating towards a Learning Organisation. • Play a lead role in initiating and delivering change initiatives
Key text(s)	<ol style="list-style-type: none"> 1. Hayes, J, 2002, The Theory and Practice of Change Management, Palgrave 2. Senge, P M, 1990, The Fifth Discipline, Century Business 3. Senge, P M et al., 1994, The Fifth Discipline Field Book, Nicholas Brealey 4. Senge P M et al., 1999, The Dance of Change, Nicholas Brealey
Assessment scheme	<p>Written assignment report to be based upon a personal examination of Change Management for Learning Organisations related to the core themes of this course either as: a work-based case study, literary review drawn from the field, or, an evaluation of a business initiative. The written assignment will be for 15 credits and therefore requires 2,500 +/- 500 words or equivalent.</p> <p>The remaining 15 credits for this module will be assessed through an oral presentation of a chosen topic given during a seminar session and will complete the assessment policy using the standard PMP presentation reporting scaffold.</p>

Course Module Code	BR7002
Name of course module	Research and the Professional for Business & Training
Short name (if any)	
Course module co-ordinator	Dr Steven J Coombs
Other tutor(s) (if any)	CPD AFCs drawn from the field of Leadership and Management
Module level(s)	7
Semester(s)	Flexible elective for either semester 1 or 2
Contact time	3 x 3 hour formal sessions plus directed e-learning activities time
Credit points	15
Subject Area(s)	Educational and organisational research methods and systems adapted for leadership participants drawn from the public and private sector.
Acceptable for:	Either Full or Part-time PMP career tracks, particularly Leadership & Management. Leading to all Professional Learning PMP awards.
Prerequisites (if any)	Offered as a core module within the PMP scheme to both full-time and part-time students following the private sector pathway within the Leadership and Management track. This is equivalent to and would be <i>in lieu</i> of taking PR4101. There is an expectation that participant students would come to the module with knowledge of ICT skills, e.g. can use Office applications such as Word and PowerPoint and can use the Internet for basic research.
Excluded Combinations	N/A
Type (Compulsory or Optional)	Compulsory within the commercial training version of the career track in Leadership and Management.
Description (overview)	<p>Students will be introduced to the concepts behind research in business and learn the impact that their work can have on the subject being studied.</p> <p>They will be presented with an overview of tools and techniques, and be introduced to recommended approaches to the design and delivery of medium- and large-scale research projects. This core module will provide foundation knowledge for the selection and delivery of a major research project leading to the award of a Masters degree from this programme.</p>
Teaching and learning strategies	To include a mixture of short lectures and student-led seminars. Resource-based learning tasks to be focussed upon the use of downloadable courseware materials available from the BSU VLE 'Minerva' and wider internet sources.
Learning outcomes	It is intended that participants will be able to:

	<ol style="list-style-type: none"> 1. Understand the role of research in the context of business 2. Appreciate the impact that research can have on the business environment under study 3. Collect and analyse data that is suited to their purpose 4. Design and implement medium- and large-scale research projects
Key text(s)	<ol style="list-style-type: none"> 1. Bryman, A and Bell, E 2003, Business Research Methods, Oxford University Press 2. Saunders M Lewis P and Thornhill A 2000, Research Methods for Business Students, Prentice Hall
Assessment scheme	<p>Written assignment report to be based upon a personal examination of Change Management for Learning Organisations related to the core themes of this course either as: a work-based case study, literature review drawn from the field, or, an evaluation of a business initiative (2,500 +/- 500 words or equivalent).</p> <p>An un-assessed oral presentation of a chosen topic given during a seminar session will support the above written assessment.</p>

Course Module Code	TT7561
Name of course module	Leadership in Practice
Short name (if any)	LIP
Course module co-coordinator	Nick Sorensen
Other tutor(s) (if any)	Paulette Wisdom, Charles Sisum, Clive Cooper, Mike Rix and other designated Affiliated Field Consultants may tutor on this course through negotiation.
Module level(s)	Level 7 Master's
Semester(s)	Semester 1 and 2
Contact time	20 hours face to face tuition (3 whole days and 1 twilight session or 10 x 2 hour twilight sessions) plus tutorial time.
Credit points	60
Subject Area(s)	<ul style="list-style-type: none"> • Theoretical perspectives and background to leadership • The impact that leadership styles have on organizational climate • Creating and leading effective teams, distributed leadership • The leadership of change v the leading of change • Academic, conceptual, practical and research issues in the field
Acceptable for:	Suitable for Educational Leadership and Management Awards
Prerequisites (if any)	None
Excluded Combinations	None
Type (Compulsory or Optional)	An optional module for the part-time PMP programme. It can be taken either as a stand-alone elective or in combination with TT5762 for a PG Dip exit Award.
Description (overview)	This module will develop critical thinking and a theoretical understanding of leadership, giving leaders an opportunity to reflect on their practice and develop it. Time will be spent in sessions exploring current thinking and research around the area of leadership, with teachers encouraged to undertake work-based action research in their schools or settings between sessions.
Teaching and learning strategies	<ul style="list-style-type: none"> • Personal and professional reflection and evaluation • Critical discussion and debate of current policy and

	<p>research</p> <ul style="list-style-type: none"> • Critiquing of theoretical frameworks • The sharing of practice and development of a professional learning community.
Learning outcomes	<p>The key learning outcomes are:</p> <ul style="list-style-type: none"> • An understanding of the theoretical background and frameworks relating to self-awareness • Enhanced knowledge, skills and understandings of the issues surrounding the ways in which leadership styles impact upon an organizational climate • Understanding the characteristics of effective teams • The disposition to be a critically reflective practitioner • An ability to effect change and critically evaluate the impact of changes to practice.
Key text(s)	<p>Capra, F. (2002) <i>The Hidden Connections</i>. London: HarperCollins.</p> <p>Fullan, M. (2007) <i>The New Meaning of Educational Change</i> (4th ed.), London: Routledge.</p> <p>Goleman, D. (1998) <i>Working with Emotional Intelligence</i>, London: Bloomsbury.</p> <p>Stoll, L.; Fink, D.; Earl, L. (2003) <i>It's About Learning (and It's About Time,)</i> London: RoutledgeFalmer.</p> <p>Senge, P. (2006) <i>The Fifth Discipline</i> (revised ed.), London: Random House.</p> <p>Ritchie, R.; Deakin Crick, R. (2007) <i>Distributing Leadership for Personalizing Learning</i>, London: Network Continuum.</p> <p>Arrow Smith, T. (2004) Distributed Leadership: three questions, two answers. A Review of the Hay Group Education Research, <i>Journal of Management in Education</i> 2005: Vol. 19 (3).</p> <p>Crawford, M. (2009) <i>Getting to the Heart of Leadership: Emotion and Education leadership</i>, London: Sage</p> <p>Meredith, R. & Belbin, R. (2010) <i>Management Teams: Why They Succeed or Fail</i> (3rd ed.), Oxford: Butterworth Heinemann.</p>
Assessment scheme	<p>The assessment scheme is drawn from the standard PMP assessment modes. The total of 60 credits will be made up of a combination of assignments that can be offered for tasks linked to either 15 credits (2,500 +/-500 words) or 30 credits (5,000 +/-1,000words).</p> <p>The four possibilities are:</p> <ul style="list-style-type: none"> • reflective case study of self; • action research case study;

	<ul style="list-style-type: none">• research report: impact evaluation; and,• assessed presentation on leadership in action.
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Course Module Code	TT7562
Name of course module	Leadership Principles: Context and Challenges
Short name (if any)	LPCC
Course module co-coordinator	Nick Sorensen
Other tutor(s) (if any)	Paulette Wisdom, Charles Sisum, Clive Cooper, Mike Rix and other designated Affiliated Field Consultants may tutor on this course through negotiation.
Module level(s)	Level 7 Master's
Semester(s)	Semester 1 and 2
Contact time	20 hours face to face tuition (3 whole days and 1 twilight session or 10 x 2 hour twilight sessions) plus tutorial time.
Credit points	60
Subject Area(s)	<ul style="list-style-type: none"> • Comparative theoretical perspectives on leadership • Perspectives on the link between leadership and educational outcomes • Distributed leadership, building and leading effective teams • The leadership of change v leading for change • Academic, conceptual, practical and research issues in the field vis-à-vis the role and nature of leadership in the changing educational landscape.
Acceptable for:	Suitable for Educational Leadership and Management Awards
Prerequisites (if any)	None
Excluded Combinations	None
Type (Compulsory or Optional)	An optional module for the part-time PMP programme. It can be taken either as a stand-alone elective or in combination with TT5761 for a PG Dip exit Award.
Description (overview)	This module will develop critical thinking and a practical understanding of leadership, giving leaders an opportunity to explore concepts of leadership and consider models relevant to their working context. Time will be spent in sessions exploring current research and thinking regarding leadership, with teachers encouraged to undertake further research and reading to challenge and develop their understanding of effective leadership within their particular context.
Teaching and learning	<ul style="list-style-type: none"> • Personal and professional reflection and evaluation

strategies	<ul style="list-style-type: none"> • Critical discussion and debate of theory, international, national and local research, thinking and policy • Critiquing of theoretical frameworks • The sharing of practice and development of a professional learning community.
Learning outcomes	<p>The principal learning outcomes are:</p> <ul style="list-style-type: none"> • An understanding of different theoretical perspectives about leadership and the paradigms that underpin them. • Enhanced knowledge, skills and understanding of the issues surrounding leadership and the challenge of leadership in differing contexts. • A critical understanding of distributed leadership and the nature and challenge of leading through effective teamwork • Critical consideration of the nature and leadership of change vis-à-vis closing the achievement gap.
Key text(s)	<p>Capra, F. (2002) <i>The Hidden Connections</i>. London: HarperCollins.</p> <p>Fullan, M. (2007) <i>The New Meaning of Educational Change</i> (4th ed.), London: Routledge.</p> <p>Goleman, D. (1998) <i>Working with Emotional Intelligence</i>, London: Bloomsbury.</p> <p>Stoll, L.; Fink, D.; Earl, L. (2003) <i>It's About Learning (and It's About Time,)</i> London: RoutledgeFalmer.</p> <p>Senge, P. (2006) <i>The Fifth Discipline</i> (revised ed.), London: Random House.</p> <p>Ritchie, R.; Deakin Crick, R. (2007) <i>Distributing Leadership for Personalizing Learning</i>, London: Network Continuum.</p> <p>Arrow Smith, T. (2004) Distributed Leadership: three questions, two answers. A Review of the Hay Group Education Research, <i>Journal of Management in Education</i> 2005: Vol. 19 (3).</p> <p>Crawford, M. (2009) <i>Getting to the Heart of Leadership: Emotion and Education leadership</i>, London: Sage</p> <p>Meredith, R. & Belbin, R. (2010) <i>Management Teams: Why They Succeed or Fail</i> (3rd ed.), Oxford: Butterworth Heinemann.</p>
Assessment scheme	<p>The assessment scheme is drawn from the standard PMP assessment modes. The total of 60 credits will be made up of a combination of assignments that can be offered for tasks linked to either 15 credits (2,500 +/-500 words) or 30 credits (5,000 +/-1,000words).</p> <p>The four possibilities are:</p>

	<ul style="list-style-type: none">• reflective case study of self;• action research case study;• research report: impact evaluation; and,• assessed presentation on leadership in action.
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