

**MA EDUCATION
ALL-WALES MODULE TEMPLATE**

Faculty/School/College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham University		
Date of Approval	2 nd December 2021		
Module Title	Leading Within and Across Education Systems	Module Code	EDW715
Level	7	Credits	20
Type of Module		Method of Delivery	Blended
Formal Contact Hours	22	Total Notional Hours	200
Placement Learning Hours	0	Independent Learning Hours	178
Delivery Location	All institutions	Evaluation Method (for Governance)	<i>PTES Institutional Programme Monitoring</i>
Cost Centre	All institutions		

Module Synopsis to be printed in the catalogue - please provide a short outline of the module.

System leadership within and across educational organisations is increasingly important to build the necessary professional capital and professional capacity for improvement. There is international evidence that when properly deployed, system leaders/ship can be a positive force for change

This module will focus on the leadership roles, functions, and responsibilities of those acting as system leaders, at different levels. The international evidence about system leaders/ship, however, consistently points to the need for clarity about:

- The definition, role, and functions of system leaders.
- The criteria for selection and the process of appointment.
- Core responsibilities and the expectations placed upon system leaders.
- The accountability structures and evaluative processes that surround their role as a system leader.
- Gauging the impact of system leaders/ship through agreed monitoring and evaluation processes.

Hence the 4 core strands of this module will cover the micro and macro aspects of leading within, across and between systems.

Notes to be printed in catalogue - please state if the module is a core, compulsory or optional module for a programme. Please outline the target audience for this module, etc.	
This is an optional module. Its target audience will be education professionals who wish to study the Leadership Pathway of the MA Education (Wales)	
Is there a placement component to the module? Please provide details.	Choose an item. No
Will the module be delivered in collaboration with another organisation? Please provide details.	Choose an item. All institutions
What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?	100%
Module Aims - please provide a couple of short aims outlining the intentions of the module: e.g. This module aims to prepare practice teachers for their role in facilitating learning for students studying for a postgraduate qualification.	
This module aims to enable students to critically: <ul style="list-style-type: none"> • examine the concept of system leadership and the role of system leaders. • appraise the way policy impacts on leading system change and improvement. • reflect on the ways in which teachers can be system leaders and how different forms of professional collaboration can build the capacity for change at the system level. 	
Module Intended Learning Outcomes	
By the end of the module the student should be able to: <ol style="list-style-type: none"> 1. Critically evaluate different approaches to system change and improvement. 2. Critically appraise how system leadership processes and practices are enacted. 3. Compare different systems internationally to identify and evaluate different system leadership roles. 4. Assess the specific roles and responsibilities of individual system leaders and understand the specific leadership skills required. 5. Critically evaluate teacher collaboration as a catalyst for system level change and the barriers that might prevent change from occurring. 	
Transferable/Employability/Graduate Skills	
<i>I = included in module content; A = included in module assessment; N/A</i>	

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.
4. And holders will have the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required

Throughout the module, students will be encouraged to:

- a. Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need.
- b. Be reflective such that they can take responsibility for the decisions they make.

c. Understand where they can turn to in order to further inform their decision-making.

Syllabus – Indicative Content - *please provide information about the curriculum*

The module will be divided into four core strands as follows:

Core Strand 1 Macro level interpretations of system leaders/ship

By the end of the module the student should be able to:

6. Critically evaluate different approaches to system change and improvement.
7. Critically appraise how system leadership processes and practices are enacted.
8. Compare different systems internationally to identify and evaluate different system leadership roles.
9. Assess the specific roles and responsibilities of individual system leaders and understand the specific leadership skills required.
10. Critically evaluate teacher collaboration as a catalyst for system level change and the barriers that might prevent change from occurring. This core strand will include theories of systems thinking, system change and system learning. A macro focus emphasises the *collective* impact of system leaders/ship to change, transform or improve the system. At the macro level, system leaders/ship is presented as broad set of expectations and leadership practices focused on change and improvement at scale.

Core Strand 2 Exploring change within education systems, and sub-systems internationally

This core strand will look at examples of system level change and the policies that have framed school and system improvement. It will look specifically at the processes of educational change and the system leader/ship roles.

Core Strand 3 Micro level interpretations of system leaders/ship. This core strand will focus on the specific roles, responsibilities, and functions of *individual* system leaders (including teachers, school leaders and other educational experts) within a specific educational context or setting. These roles and responsibilities include:

- a) advocacy
- b) activism
- c) facilitation
- d) change agency
- e) gatekeeping
- f) mobilisation
- g) improvement
- i) subsidiarity

Core Strand 4 Teachers Leading System Change – this core strand will focus on the specific ways in which teachers within a system can contribute to change and improvement. This core strand will consider how different forms of teacher collaboration can create the capacity for change and improvement. It will also consider the barriers to system leadership in practice.

Leading for equity and excellence is at the core of this specialist leadership pathway where equity is viewed as the central policy driver that aligns and adheres all other education policies in Wales. All too often, equity is seen as a bolt on issue, a project or a sub-set of policy priorities dealing separately with race, gender, sexuality etc. Policy alignment is critical if the equity is to be more than an aspiration or an afterthought. As the high performing education systems show, equity is a precursor to excellence not a byproduct of excellence. Hence all leaders within, between and across the system need to converge their practice around equity and excellence and this pathway will focus on the skills and aptitudes necessary to achieve system transformation.

Learning and Teaching Delivery Strategies/Methods

(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)

Method	Rationale	Type of Contact (scheduled/ guided independent study/ placement)	Total hours
Lectures	Students will engage in lectures and workshops, face-to-face and online, to explore and examine the key concepts in this module.	Scheduled	16
Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6
Self-Directed Tasks and Individual Study Time	Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice.	Independent	178

Required Reading (Max 2)

Please list 5-7 seminal and/or current texts. Please check that the texts / editions are in the library before you add to the reading list. A more detailed reading list can be provided in the handbook and on VLE.

Jones, M., & Harris, A. (Eds.). (2020). *Leading and transforming education systems: evidence, insights, critique and reflections*. Springer.

Senge, P. M. (1990) *The fifth discipline: The art and practice of the learning organization*, New York: Doubleday/Currency (Seminal text)

Recommended Further Reading

Boylan, M. (2016). *Deepening System Leadership- Teachers Leading From Below* Educational Management Administration & Leadership, 44(1), 57-72. doi: 10.1177/1741143213501314

Dimmock, C. (2016). *System leadership for school improvement: A developing concept and set of practices*. Scottish Educational Review, 48(2), 60-79.

Harris, A., & Jones, M. (2017). *Leading educational change and improvement at scale: some inconvenient truths about system performance*. International Journal of Leadership in Education, 20(5), 632-641.

Mowat, J. G. (2018). 'Closing the gap': systems leadership is no leadership at all without a moral compass – a Scottish perspective. School Leadership & Management, 39(1), 48-75. doi: 10.1080/13632434.2018.1447457

Sahlberg P. & Cobbold T. (2021) *Leadership for equity and adequacy in education*, School Leadership & Management, DOI: [10.1080/13632434.2021.1926963](https://doi.org/10.1080/13632434.2021.1926963)

Shaked, H., & Schechter, C. (2020). *Systems thinking leadership: New explorations for school improvement*. Management in Education, 089202062090732. doi: 10.1177/0892020620907327

Please provide details of inclusive learning and teaching approaches/access to specialist requirements.

All teaching materials will be available on the VLE.

All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.

The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.

Assessment & Feedback

Method of Moderation to be used

Moderation by sampling of the cohort.

Assessment Methods

Assessment Code and Method	Learning Outcomes to be met	Duration/Length of Assessment Method	Weighting of Assessment (%)	Threshold	Approximate Date of Submission
OTHR1 A critical account and evaluation of either a macro level system change (i.e country level) or micro level system change (i.e. local level).	All	4000 words Equivalent	100	50	Approximately 31 st August 2023.

Rationale for Assessment

A critical account and evaluation of either a macro level system change (i.e country level) or micro level system change (i.e. local level). The assessment will

1. Outline the context for change
2. Summarise the main drivers for change
3. Outline the role of system leaders- key players, core expectations, actions
4. Give an account of what happened
5. Provide a critical assessment of the impact of the change and conclude whether system leaders/ship made a difference or not.

Rules for Multiple Assessments (*Please *delete* as appropriate.)

Choose an item.

There are no multiple assessments for this module.

In what ways will students receive feedback on assessed work, including formal examinations?

Please *delete* those statements that do not apply. This list is not exhaustive, and you may add additional feedback methods as appropriate.

Turnitin	Written feedback followed by verbal clarification of issues at student's request Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin. Marks to be returned via Turnitin.
----------	--

Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Please provide details of how students would redeem a failure in the module.

**N.B. Level 6 students on traditional programmes will resit/ resubmit according to level 6 regulations*

All students have one opportunity to retrieve a failure in a module (second attempt is capped at 50%). No further retrieval opportunities will be offered.

Other Information

Module Information			
Module Leader	Local to each HEI	External Examiner	Local to each HEI
JACS/HECOS Code	Topic(s)Subject(s)	Subject Area (e.g. Department)	%
		All institutions.	
		All institutions.	
Are there any pre- or co-requisites for this module?		No for all modules except dissertation, whereby the pre-requisite is ‘Advanced Research Skills’.	
Programme(s) in which to be offered (not including exit awards)		Core	Option
MA Education (Wales) Leadership Pathway*		✓	✓
Completion as a standalone module leads to WU Certificate of Continuing Education		☐	✓
*Nomenclature to be agreed		☐	☐
For what teaching & learning activities do you intend to use e-learning? Please add specific requirement as appropriate.		All	

For what assessment activities do you intend to use e-learning? E.g. MCQs	
Maximum number of students that can enrol on the module?	100 per institution
How often will the module run during each session?	Choose an item. Once.
When? <i>(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)</i>	Choose an item. Y1 PGCE Replacement Modules – End of Sept-Jan / Jan-April / April-August Y2 Research Methods – Jan-Aug Optional Module 1 – Sept-Jan Optional Module 2 – Jan-April Optional Module 3 – April - August Y3 Dissertation – Nov-Sept

Does the module replace an existing module?	<i>Choose an item.</i> No
If so which one?	N/A
Date of approval by College Committee	

Signature of Chair of College Learning and Teaching Committee	
Modifications	June 2025: approved as standalone module