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Module Code:	EDN604
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Module Title:	Leadership and Professional Development
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Level:	6	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	101246

Faculty	SLS	Module Leader:	Julian Ayres
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Scheduled learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Working with Children and Families	✓	<input type="checkbox"/>
BA (Hons) Education	✓	<input type="checkbox"/>
BA (Hons) ALN/SEND	✓	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 03/04/2020

Version no: 1

With effect from: 01/09/2020

Date and details of revision:

Version no:

Module Aims

This module is designed to support the development of leadership skills. The module considers the key issues of leadership, management and teamwork. In addition the module explores theories of motivation, commitment and engagement in relation to developing effective leadership skills.

Module Learning Outcomes - at the end of this module, students will be able to

1	Critically evaluate effective leadership characteristics and methods of leadership development and the theory and practice of motivation, commitment and engagement.
2	Analyse and reflect on the essential people management skillset required to lead and influence others, make sound and justifiable decisions and solve problems effectively
3	Critically evaluate and display capability to manage self (including career development opportunities), others and interpersonal relationships effectively within a work or professional context.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	N/A
Enterprising	I, A
Ethical	I, A
KEY ATTITUDES	
Commitment	A
Curiosity	I
Resilient	A
Confidence	A
Adaptability	I, A
PRACTICAL SKILLSETS	
Digital fluency	A
Organisation	I, A
Leadership and team working	I, A
Critical thinking	I, A
Emotional intelligence	I, A
Communication	I, A
Derogations	
N/A	

Assessment:

Indicative Assessment Tasks:

Participants will be required to complete an essay of up to 4000 words.

Students will write an essay that meets the three intended learning outcomes. The essay will be supported by appropriate literature and research in order to demonstrate an understanding of the key theories associated with effective leadership and opportunities for developing leadership skills.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3	Essay	100%

Learning and Teaching Strategies:

A variety of learning and teaching strategies may be used to include a selection from:

- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:

The following provides an indicative module content:

- Knowledge and understanding of essential people management skills.
- Links between people management practices and positive organisational outcomes
- An introduction to major debates about theory and practice in the fields of leadership and management practice.
- Managing others fairly and effectively to increase levels of engagement, commitment, motivation and performance.
- Develop a strong sense of self-awareness of own strengths and weaknesses as a leader
- Skills development and specifically the development and improvement of a range of definable skills (thinking, decision making, management of financial information, managing budgets, team working and interpersonal skills) that are pivotal to successful leadership and management practice, effective leadership, personal effectiveness and credibility in the workplace
- Opportunities for applied learning and continuous professional development.

Indicative Bibliography:**Essential reading**

Bolton, G. (2014), *Reflective Practice: Writing and Professional Development*. 4th ed. London: Sage Publications Ltd.

Bush, T. and Middlewood, D. (2013), *Leading and Managing People in Education. (Education Leadership for Social Justice)*, London: Sage Publications Ltd

Mullins, L. J. and Christy, G. (2013), *Management and Organisational Behaviour*, London: Pearson Education

Siraj-Blatchford, I. and Hallet, E. (2013), *Effective and Caring Leadership in the Early Years*. London: SAGE.

Other indicative reading

Armstrong, M. (2012), *Armstrong's Handbooks of Management and Leadership: Developing Effective People Skills for Better Leadership and Management*, (3rd Edition), London: Kogan Page.

Brookfield, S. (1995), *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

Hayes, C., Daly, J., Duncan, M., Gill, R., Whitehouse, A. (2014), *Developing as a Reflective Early Years Professional*. Northwich. Critical Publishing.

Owen, J. (2014), *The Leadership Skills Handbook: 50 Essential skills You Need to be a Leader*, (3rd Edition), London: Kogan Page.

Rodd, J. (2013), *Leadership in early childhood: the pathway to professionalism*. Maidenhead, Berkshire: McGraw-Hill.