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<b>Module Code:</b>	ONLED01
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<b>Module Title:</b>	Leadership and Management in Education
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<b>Level:</b>	7	<b>Credit Value:</b>	15
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	X200 / 100459
		<b>HECoS code:</b>	

<b>Faculty</b>	SALS	<b>Module Leader:</b>	John Luker
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Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>15 hrs</b>
Placement / work based learning	
Guided independent study	135 hrs
<b>Module duration (total hours)</b>	<b>150 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
MA Education with Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

<b>Office use only</b>	
Initial approval: 04/11/2019	Version no: 1
With effect from: 02/03/2020	
Date and details of revision:	Version no:

### Module Aims

This module provides an opportunity for learners to explore and evaluate the impact of a change within the context of their educational organisation. They will develop a critical understanding of how policy developments can impact the organisation. Through engagement with current texts and relevant policy documents, students will critically analyse and evaluate 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 the skills to critically reflect upon and contextualise the process of change in an appropriate educational setting or role.

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

1	Critically analyse and evaluate definitions of leadership in a range of educational contexts;
2	Evaluate critically the impacts of different approaches to leadership and management in relation to policy changes in an organisation;
3	Explore different leadership approaches in current literature and critically analyse the impact upon organisational development;
4	Critically analyse the role of leaders, in relation to issues of quality management and assurance in education.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I
Enterprising	I
Ethical	A
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	I

Organisation	I
Leadership and team working	I
Critical thinking	A
Emotional intelligence	A
Communication	I, A
<b>Derogations</b>	
None	

<b>Assessment:</b>			
Indicative Assessment Tasks:			
<p>Students will develop 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.</p> <p>The first assessment task will require students to reflect upon their own educational setting and the approaches to leadership that with links to theory. Additionally, students will critically analyse and evaluate their own leadership roles within the organisation and consider the degree of agency they have in order to assess and plan a small-scale organisational change project. (300 words)</p> <p>Part two of the assessment will be the systematic development of an annotated bibliography that can support the critical analysis and evaluation of the small-scale change project. (1,200 words)</p> <p>Part three will critically apply the learning from outcome three in order to complete the portfolio that includes a critically reflective account of the small-scale change project that evaluates the impact of the change within the organisation or educational setting against local or strategic goals. (1,500 words)</p>			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 and 2	Portfolio	10%
2	3	Literature Review	40%
3	3 and 4	Portfolio	50%

<b>Learning and Teaching Strategies:</b>
The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be

provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

### **Syllabus outline:**

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

- Models of educational leadership and management;
- Ethics of educational leadership in times of complexity or change;
- Excellence in educational leadership;
- Resource management;
- Stakeholder participation in educational leadership and management;
- Leading educational organisations in challenging circumstances;
- Education leadership in developing countries;
- Education leadership, globalisation and conflict.

### **Indicative Bibliography:**

#### **Essential reading**

Bush, T., Bell, L. and Middlewood, D. (Eds) (2019), *Principles of Educational Leadership and Management*. Third Edition. London: SAGE Publications Ltd.

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

Davies, B. (2011), *Leading the Strategically Focused School*. 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.

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

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

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

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