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Module Code:	ONLED02
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Module Title:	Leading and Managing Professionals
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Level:	7	Credit Value:	15
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Cost Centre(s):	GAEC	JACS3 code:	X200 / 100459
		HECoS code:	

Faculty	SALS	Module Leader:	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
Total contact hours	15 hrs
Placement / work based learning	
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	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"/>

Pre-requisites
None

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

Module Aims

Engagement with this module will enable learners to demonstrate a systematic and critical understanding of the roles of leaders and managers in their educational context with particular reference to concepts of human resource leadership and management. Learners will explore the differences between the role of leader and manager and how they intersect when managing groups and teams in an organisation. The module provides an opportunity to evaluate critically the roles played by members of teams and recognise the importance of team dynamics in effective leadership of change. Learners will critically evaluate methodologies that facilitate the analysis of teams and the practicalities of working with teams that internally and externally influence the educational setting.

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

1	Have a comprehensive understanding of how leadership and management are defined in a range of educational contexts with regards to leading and managing people;
2	Evaluate critically the impacts of leadership and the management on professionals during times of changing policy and practice;
3	Demonstrate a critical understanding and analysis of leadership and critically evaluate how it impacts professional learning;
4	Apply a comprehensive understanding of methodologies to analyse and critically evaluate selected leadership that focuses upon unexpected outcome or unintended consequences of change.

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

Critical thinking	A
Emotional intelligence	I, A
Communication	I, A
Derogations	
None	

Assessment:			
Indicative Assessment Tasks:			
1. Engage with a variety of literature relating to leading and managing professionals in educational contexts. (300 words approx.)			
2. Critical incident: Reflective report that demonstrates a critical awareness of the issues relating to one critical incident that arose during the team's change management project. The response will be comprehensively informed by appropriate theoretical models. (900 words)			
3. Leadership and Teamwork: Evaluative Report. Identify an area for development and lead a team of staff to address the issue. Students will write a systematic 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 management of change. (1,800 words)			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Multiple Choice Questions	10%
2	4	Reflective Practice	30%
3	2 and 3	Report	60%

Learning and Teaching Strategies:
<p>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.</p> <p>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.</p>

Syllabus outline:

- Models of leadership and management in education;
- Excellence in educational leadership that leads to improved learner outcomes;
- Leading and managing professional learning;
- Leading and managing professional staff;
- Appraisal and performance management and succession planning;
- Leadership for diversity and inclusion;
- Leadership, culture and high quality outcomes for learners.

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.

Banks, S., Butcher, H., Henderson, P. & Robertson, (Eds.) (2013) *Managing Community Practice; principles, policies and programmes*. Second Edition. Bristol: Policy Press.

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), *Theories of Educational Leadership and Management*. Third Edition. 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: Routledge Falmer.

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