

EQ906-30 Leading Educational Change and Improvement (online)

22/23

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Pontso Moorosi

Credit value

30

Module duration

26 weeks

Assessment

100% coursework

Study location

Distance or Online Delivery

Description

Introductory description

This is an online variant of the Leading Educational Change and Improvement module and is only available for part time students. The module is built around eight study units, which can be studied in any order. You will have the opportunity to participate in Skype sessions where guest speakers will lead seminars on their special interest and experience in leading educational change and improvement.

Module aims

- To develop an understanding of leadership, educational change and improvement from a theoretical, research and practical perspective. • To compare, evaluate and critique international educational reform efforts. • To develop knowledge about the dynamics of leading improvement as a strategy for educational change. • To assist students to lead organisational improvement and change. • To understand the relationship between leadership, educational improvement and learner outcomes.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will incorporate the following areas:

- Educational Change and Reform
- Improvement and Change
- Educational Effectiveness
- Educational Improvement
- Building the Capacity for Improvement
- Leading Improvement
- Improving Teaching and Learning
- Evaluating Improvement

Learning outcomes

By the end of the module, students should be able to:

- To demonstrate report writing, research skills and methods, and working with and leading other professionals.
- Describe and discuss a range of influences on organisational improvement and apply that understanding in order to undertake change and development in the participant's organisation.
- Outline alternative leadership theories and interpretations of effective leadership practice.
- Collect and use data to diagnose areas for improvement.
- Evaluate theory and research on improving pupil and student achievement, and apply this knowledge.
- Use models, theories, and conceptual frameworks from research and other literature to plan improvements and evaluate activities and programmes to improve achievement.

Indicative reading list

Bush, T. (2020) Theories of Educational Leadership and Management: Fifth Edition, London, Sage.

Courtney, SJ et al (eds) (2021) Understanding Educational Leadership: Critical Perspectives and Approaches, London: Bloomsbury Publishing.

Chapman, C., Muijs, D., Reynolds, D., Sammons, P. & Teddlie, C. (eds) (2016) The Routledge International Handbook of Educational Effectiveness and Improvement: research, policy, and practice, New York: Routledge.

Bush, T., Bell, L. & Middlewood, D. (2019) (Third edition) The Principles of Educational Leadership and Management, London, Sage.

Harber, C. and Davies, L. (1997), School Management and Effectiveness in Developing Countries. London, Continuum.

Miller, P. (2017) Cultures of Educational Leadership: Global and Intercultural Perspectives. London, Palgrave Macmillan

Townsend, T (2007) International Handbook of school effectiveness and improvement, Netherlands, Springer Press

Research element

Students' assessment entails writing up a review of literature. To complete this assessment task they are expected to search and review academic literature which requires them to possess an understanding of research findings from existing published research.

Interdisciplinary

Participants of the module are drawn from various disciplines including education. Students are thus encouraged to engage leading change (and related concepts) as an interdisciplinary subject that is applicable to different institutional contexts.

International

The module draws on international case studies and literature and students are expected to develop awareness of global influences on local educational systems.

Subject specific skills

Students should demonstrate a critical understanding of:

- the underlying values, theories and concepts relevant to educational leadership and management and their application
- the diversity of learners, teachers and leaders and the complexities of educational change and educational contexts
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners, teachers and leaders) can influence change and improvement
- the societal and organisational cultures, structures and purposes of educational systems, and the possible implications for learners, teachers, leaders and the learning process
- constructively critique theories, practice and research in the area of educational leadership and management

Transferable skills

Leadership skills

Written communication skills

Independent learning skills

Communication and presentation skills

Interpersonal communication skills

team building skills

Self-awareness skills

Analytical and critical skills

ICT skills

Time management skills

Problem solving skills

Study

Study time

Type	Required
Online learning (independent)	10 sessions of 3 hours (10%)
Private study	270 hours (90%)
Total	300 hours

Private study description

For each study unit there will be a PowerPoint presentation and a number of study activities for which formative feedback will be given.

Students will be able to participate in at least two Skype seminars which will be led by guest speakers who are experts in aspects of leading educational change and improvement.

Students will be offered a Skype tutorial and a main focus will be on the feedback given on the assignment proposal.

If students live relatively locally they will be offered the opportunity of face-to-face tutorials.

There will be regular email communications between the Course Tutor and students.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A2

	Weighting	Study time
Assignment	100%	
A 5,000-word assignment.		

Feedback on assessment

Students will be given formative feedback on course activities; these are preparatory steps towards developing the assignment. Students will receive formative feedback upon completing

and submitting these activities to the Course Tutor (via e-submission). This is an opportunity for students to receive feedback related to the assignment (in addition to the formal feedback received upon submitting the assignment). Students will also be given written feedback on the Assignment Proposal that is a compulsory activity before students embark on the 5,000 word assignment.

Availability

Courses

This module is Core optional for:

- Year 2 of TIEA-X31M Postgraduate Taught Educational Leadership and Management

This module is Optional for:

- RIEA-X3X8 Postgraduate Research Doctorate in Education
 - Year 1 of X3X8 Education [EdD]
 - Year 1 of X3X8 Education [EdD]
 - Year 2 of X3X8 Education [EdD]
- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
 - Year 1 of X35R Education (Part-time - 2 years)
 - Year 2 of X35R Education (Part-time - 2 years)
- TIEA-X31L Postgraduate Taught Educational Innovation
 - Year 1 of XL20 Educational Innovation (Early Years)
 - Year 1 of XL02 Educational Innovation with Specialism in Assessment
 - Year 1 of XL04 Educational Innovation with Specialism in Childhood
 - Year 1 of XL05 Educational Innovation with Specialism in Drama
 - Year 1 of XL06 Educational Innovation with Specialism in English
 - Year 1 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
 - Year 1 of XL07 Educational Innovation with Specialism in Further Education
 - Year 1 of XL08 Educational Innovation with Specialism in History
 - Year 1 of XL14 Educational Innovation with Specialism in Language and Literacy
 - Year 1 of XL09 Educational Innovation with Specialism in Leadership
 - Year 1 of XL10 Educational Innovation with Specialism in Mathematics
 - Year 1 of XL11 Educational Innovation with Specialism in Mentoring and Coaching
 - Year 1 of XL13 Educational Innovation with Specialism in New Technology
 - Year 1 of XL15 Educational Innovation with Specialism in Primary Education
 - Year 1 of XL16 Educational Innovation with Specialism in Religious Education
 - Year 1 of XL17 Educational Innovation with Specialism in Science
 - Year 1 of XL18 Educational Innovation with Specialism in Special Educational Needs
 - Year 2 of XL20 Educational Innovation (Early Years)
 - Year 2 of XL02 Educational Innovation with Specialism in Assessment
 - Year 2 of XL04 Educational Innovation with Specialism in Childhood
 - Year 2 of XL05 Educational Innovation with Specialism in Drama

- Year 2 of XL06 Educational Innovation with Specialism in English
- Year 2 of XL12 Educational Innovation with Specialism in Foreign Language Teaching
- Year 2 of XL08 Educational Innovation with Specialism in History
- Year 2 of XL09 Educational Innovation with Specialism in Leadership
- Year 2 of XL10 Educational Innovation with Specialism in Mathematics
- Year 2 of XL15 Educational Innovation with Specialism in Primary Education
- Year 2 of XL16 Educational Innovation with Specialism in Religious Education
- Year 2 of XL17 Educational Innovation with Specialism in Science
- Year 2 of XL18 Educational Innovation with Specialism in Special Educational Needs
- Year 3 of X31L Educational Innovation
- Year 3 of X31L Educational Innovation
- Year 3 of XL02 Educational Innovation with Specialism in Assessment
- Year 3 of XL04 Educational Innovation with Specialism in Childhood
- Year 3 of XL05 Educational Innovation with Specialism in Drama
- Year 3 of XL06 Educational Innovation with Specialism in English
- Year 3 of XL08 Educational Innovation with Specialism in History
- Year 3 of XL10 Educational Innovation with Specialism in Mathematics
- Year 3 of XL17 Educational Innovation with Specialism in Science
- Year 3 of XL18 Educational Innovation with Specialism in Special Educational Needs
- Year 4 of X31L Educational Innovation
- Year 4 of X31L Educational Innovation
- TEQS-X3AN Postgraduate Taught Global Education and International Development
 - Year 1 of X3AN Global Education and International Development
 - Year 2 of X3AN Global Education and International Development
- TEQA-C8X3 Postgraduate Taught Psychology and Education
 - Year 2 of C8X3 Psychology and Education
 - Year 3 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
 - Year 1 of C8X4 Psychology and Education
 - Year 2 of C8X4 Psychology and Education
- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 1 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)
 - Year 2 of X3V5 Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Core option list A for:

- TIEA-X31M Postgraduate Taught Educational Leadership and Management
 - Year 1 of X3M2 Educational Leadership and Management by Professional Route
 - Year 1 of X3M3 Educational Leadership and Management by Professional Route (SSAT)

This module is Option list B for:

- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-

time - 2 years)