

# IE903-20 Leading Educational Change & Improvement

**22/23**

**Department**

Education Studies

**Level**

Taught Postgraduate Level

**Module leader**

Pontso Moorosi

**Credit value**

20

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module will develop an understanding of educational change and improvement from a research and practical perspective, and look at how that can impact teaching and learning outcomes. You will be comparing, evaluating and critiquing international reform efforts and developing knowledge about the dynamics of improvement as a strategy for change.

### 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	Optional
Lectures	8 sessions of 3 hours (12%)	
Seminars	2 sessions of 3 hours (3%)	
Tutorials	(0%)	1 session of 15 minutes
Private study	170 hours (85%)	
Total	200 hours	

### Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

### Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A2

	Weighting	Study time
tbc	100%	

### 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 4,000 word assignment.

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## **Availability**

## **Courses**

This module is Option list A for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research