

Module Outline

Part 1- as validated

1.	Title	Mentoring, Managing and Leading in Education
2.	Level *	7
3.	Credits	30
4.	Indicative Student Study Hours	Taught class sessions: 35 hours Individual academic tutorials: 2 x 30 minutes Self-directed study hours: 264 hours Total Study hours: 300 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	COMPULSORY

5. Brief Description of Module (purpose, principal aims and objectives)

In this module, students will explore leadership theories, concepts and models, and apply them to a familiar educational context in order to assess their relevance. Students reflect on and evaluate their own leadership potential, and facilitate their development as independent and critical thinkers.

The purpose of the module is to enable participants to develop analytical and self-reflective insights into educational leadership and management. This will involve an examination of different models of educational leadership and of contemporary manifestations of both leadership and management in educational contexts. Module participants will be exposed to, and study, practices designed to develop their understanding of leadership and management in areas including coaching and mentoring.

6. Learning Outcomes - On successful completion of this module a student will be able to:

(Add more lines if required)

1.	Critically analyse and evaluate the nature and impact of contextual factors, which influence educational organisations and their leadership.
2.	Explore and critically evaluate the role of communication and interpersonal skills within leadership, with links to models of leadership.
3.	Critically analyse the theoretical concepts of innovation and creativity in teaching and learning and their application to a particular specialist area.
4.	Synthesise and apply theoretical constructs to organisational leadership; identify the relevance of these to own practice, future research studies and personal development
Generic outcomes	
5	Demonstrate the ability to construct evidence-based arguments.
6	Manage a diverse range of scholarly activities effectively and independently.

7. Assessment

Pass on aggregate or Pass all components <i>(modules can only be pass all components if this is a PSRB requirement)</i>	Pass on aggregate
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Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1	Research project	100	YES	4000	LOs 1-6	

Further Details of Assessment Proposals Give brief explanation of each assessment activity listed

The research project is an opportunity to apply both theory and practice to a topic of your choice. It may involve documenting a small-scale research project to evaluate what a creative and reflective leader and a manager is in contemporary educational organisations.

A small-scale research project provides an opportunity for you to identify and explore an area of personal educational interest in your own context and to give you experience of and insights into the realities of conducting research in an educational setting. When selecting a topic to examine, consider links to optional course modules you may select later in the course.

In order to demonstrate appropriate knowledge relating to educational research methodology, the data that you use for the final investigative project must be newly collected or reflect knowledge developed by conducting a critical literature review of methodology and methods used in a similar research project by peer reviewed authors.

8. Summary of Pre and / or Co Requisite Requirements
N/A

9. For use on following programmes
Masters in Education studies

Module Specification annually	Part 2- to be reviewed
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1.	Module Leader	TBC
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2.	Indicative Content	Topics explored as part of the lectures in this module include: <ul style="list-style-type: none"> • The manager as a reflective practitioner;
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	<ul style="list-style-type: none"> • Reflective writing – journals and critical incident reports; • Self-assessment and monitoring; • Personal and professional development planning; • Theories of learning; • Organisational culture; • Intelligences: cognitive and emotional; • Organisational and time-management skills, interpersonal skills; • Managing conflict; • Theory and practice of leadership, applying leadership skills; • Persuasion, influence and negotiation; • Understanding critique and challenging key positions and roles/responsibilities within an educational setting; • Developing teams and critically evaluating the theories behind team dynamics; • Identifying external influences on educational organisations and the pressures to evolve.
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3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
X					

If the Delivery Method is **Classroom Based** please complete the following table:

Activity	(lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lectures	35		LOs 1-6
2	Individual academic tutorials	2 x 30 minutes		LOs 2, 5
3	Guided and self-directed research and study	264		
Total Hours		300		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 30 minutes academic tutorials per module.
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4. Learning Resources

To include contextualised Reading List.

Highly Recommended

Andreanoff, J., (2016) *Coaching and Mentoring in Higher Education*. London: Institute of Education

Ballantine, J., Spade, J., (Eds) (2014) *Schools and Society: A Sociological Approach to Education*. London: Sage.

Coates, S., (2015) *Headstrong: 11 Lessons of School Leadership*. Woodbridge: John Catt Educational Ltd.

English, F. (Ed) (2015) *The SAGE Guide to Educational Leadership and Management*. London: Sage.

Fullan, M., (2014) *The Principal: Three Keys to maximizing impact*. Bognor Regis: Jossey-Bass C/O Wiley and Sons.

Recommended

Blandford, S., (2015) *Take the lead: Make the difference you want in your school*. Woodbridge: John Catt Educational Ltd.

Boyatzis, R. E. (2006) The ideal self as the driver of intentional change. *Journal of Management Development*, 25(7), 624-642.

Fullan, M., (2011) *Change Leader: Learning to do what matters most*. Bognor Regis: Jossey-Bass C/O Wiley and Sons.

Ingleby, E. and Tummons, J. (2012) Repositioning Professionalism: Teachers, Mentors, Policy and Praxis, *Research in Post-Compulsory Education*, 17(2), 163-178.

Jansen, J., (2015) *Leading for Change: Race, intimacy and leadership on divided university campuses*. London: Routledge Press.

Kidd, L (2009) *Leading People and teams in Education*. Maidenhead: Open University Press.

Smith, S. (2014) *Leading Schools in Challenging Circumstances: Strategies for Success*. London: Bloomsbury Publishing.

Other useful texts, websites or resources

Recommended Websites:

National College for Teaching and Leadership www.gov.uk/government/organisations/national-college-for-teaching-and-leadership (Early Years to 16 years sectors) Education and Training Foundation www.et-foundation.co.uk (Post-16 sector)