IE903-30 Leading Educational Change & Improvement

22/23

Department
    Education Studies
Level
    Taught Postgraduate Level
Module leader
    Pontso Moorosi
Credit value
    30
Module duration
    10 weeks
Assessment
    100% coursework
Study location
    University of Warwick main campus, Coventry

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 (8%)	
Seminars	2 sessions of 3 hours (2%)	
Tutorials	(0%)	1 session of 15 minutes
Private study	270 hours (90%)	
Total	300 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.

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).\r\nStudents will also be given written feedback on the Assignment Proposal that is a compulsory activity before students embark on the 5,000 word assignment.\r\n

Availability

Courses

This module is Core for:

- Year 1 of TIEA-X30R Postgraduate Award in Leading Educational Change and Improvement
- Year 1 of TIEA-X31M Postgraduate Taught Educational Leadership and Management

This module is Core optional for:

- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 1 of X3M6 Educational Leadership and Management (KLC II)
  - Year 2 of X3M2 Educational Leadership and Management by Professional Route

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
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education
- 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 X31L Educational Innovation
  - Year 1 of X31L Educational Innovation
  - Year 1 of XL20 Educational Innovation (Early Years)
  - Year 1 of XL02 Educational Innovation with Specialism in Assessment
  - Year 1 of XL03 Educational Innovation with Specialism in Business
  - 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 XL03 Educational Innovation with Specialism in Business
- ○ 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
- ○ Year 5 of X31L Educational Innovation
- ○ Year 5 of X31L Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - ○ Year 1 of X3M3 Educational Leadership and Management by Professional Route (SSAT)
  - ○ Year 1 of X3M5 Educational Leadership and Management by Professional Route (School Networks)
  - ○ Year 1 of X3M4 Educational Leadership and Management by Professional Route (UCST)
- 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
- Year 1 of TEQA-C8X3 Postgraduate Taught 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 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-time)

- 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 X3M1 Educational Leadership and Management by Dissertation
  - Year 1 of X3M2 Educational Leadership and Management by Professional Route
  - Year 1 of X3M5 Educational Leadership and Management by Professional Route (School Networks)
  - Year 1 of X3M4 Educational Leadership and Management by Professional Route (UCST)

This module is Core option list B for:

- TIEA-X31M Postgraduate Taught Educational Leadership and Management
  - Year 2 of X3M2 Educational Leadership and Management by Professional Route
  - Year 3 of X3M2 Educational Leadership and Management by Professional Route
  - Year 4 of X3M2 Educational Leadership and Management by Professional Route
  - Year 5 of X3M2 Educational Leadership and Management by Professional Route

This module is Option list A for:

- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)

This module is Option list B for:

- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)