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# School of Education

## Masters in Educational Leadership & Management

MA • Diploma • Certificate

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[www.nottingham.ac.uk/education](http://www.nottingham.ac.uk/education)



This programme is designed to meet the interests of leaders at all levels who are keen to improve their leadership and management understanding and practices

The Masters in Educational Leadership and Management is a core programme of study designed to help school leaders, whether at senior or middle management levels, to critically reflect upon their practices of leading and managing other adults in the school, through a focus upon published research about leadership and management and ways in which this may interact with the lived experience of participants. Where participants are not currently in a formally designated leadership and management role, then the programme will seek to help them reflect critically upon their aspirations in the broader social, cultural, political and policy contexts and the workplace contexts in which they are working or are intending to work.

A unique focus of this programme is its emphasis upon supporting practice based inquiry in schools and in particular, first order inquiry into the participants' roles as leaders of other adults and/or second order inquiry into the ways in which the participants may lead others to engage in practice based inquiry.

Postgraduate Study

The programme aims to strengthen leadership and management skills; enable participants to apply theory and ideas within their workplace; and utilise existing and emerging research-informed knowledge of educational leadership internationally. It will enable participants to develop, broaden and deepen their critical understanding of the organisation, and the environment in which they operate, lead and manage change and promote the development of themselves, their colleagues and the organisation.

The programme is vitally relevant for middle and senior managers and leaders in schools and post-compulsory educational organisations in the UK and overseas, and those who advise these managers and leaders e.g. Local Authority staff, educational consultants, policy advisors.

### **Cohort applications**

We welcome approaches from educational organisations who may wish to develop a bespoke cohort programme.

The programme is taught by experienced specialist staff with outstanding national and international reputations and teaching is informed by current research.

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# Programme Information

## Aims and objectives of the Programme

### The aims are to:

- provide a core programme of study for a range of leaders and managers in education, while meeting the specific needs of particular client groups;
- enable you to apply theory and ideas within your workplace;
- utilise existing and emerging research-informed knowledge of educational leadership internationally.

### The programme will enable you to:

- develop your critical understanding of the organisation and the environment in which you operate;
- lead and manage change and promote the development of yourselves, your colleagues and the organisation;
- examine critically and be able to apply knowledge of relevant and recent theory;
- investigate the ways in which effective leadership can be promoted;
- understand the broader contexts in which you operate by following a programme of study which extends your understanding of those contexts;
- carry out independent study in an area relevant to your needs and/or those of their organisation.

## Skills

### The following skills will be developed throughout the course:

- critical reflection, critical reading & critical writing;
- practice-relevant research skills;
- research design;
- literature searches;
- ethics in educational research.

## Timing and Assessment

Each of the modules has a contact time of 30 hours. In addition, there will be 270 hours private study, assignment preparation and tutorial support. The module assignments have been designed to increase skills and criticality (incrementally). Unless otherwise stated, each module has an assignment of 5,000 to 6,000 words that is submitted at the end of the module.

## Entry Requirements

To register for the Educational Leadership and Management programme, you normally need to be:

- a graduate of an approved university or institute of higher education, OR
- a holder of an approved professional qualification equivalent to a first degree.

International students are required to provide evidence of competence in English i.e. a minimum IELTS score of 6.5 (with no less than 6.0 in any element), or equivalent.

If you are interested in this course but do not meet these requirements, please enquire about the relevance of your professional and educational experience as exceptions can sometimes be made.

## Accreditation of Prior Learning

If you have prior learning or experience at an appropriate level, you may apply on entry for exemption for up to a maximum of 80 credits. If you have a National Programme of Specialist Leaders' completion certificate in a relevant topic you may upgrade your study to Diploma level by successfully completing 3 modules, or to Masters level by successfully completing 3 modules and the dissertation. Applications for consideration for remission under this scheme should be made at the time of application for admission and at least 4 weeks before the start of the course. All APL applications for this programme are processed free of charge. NB Credit remission cannot be considered for Planning Practice Based Inquiry.

Please contact Tricia King for further information.

E: [tricia.king@nottingham.ac.uk](mailto:tricia.king@nottingham.ac.uk) T: +44 (0) 115 14445.

## Applications

Applications are accepted throughout the year to start in Summer School (part-time) or September (full-time). Cohort applications are accepted each term.

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## Levels of Study & Routes

The programme is normally a minimum of one year full-time study or two years' part-time study, during which you attend sessions which may be in a range of patterns such as block weeks, weekdays, evenings, weekends or Summer School.

Students following the specialist programme can study for an MA in Educational Leadership and Management or a Postgraduate Diploma or Certificate.

For the **MA** in Educational Leadership and Management, you will need to successfully complete four core modules, including written work, representing thirty credits each. In addition, you will need to submit a dissertation (or equivalent) worth sixty credits in a subject related to one of the modules and approved by your tutor. (Total 180 credits.)

For the **Diploma** in Educational Leadership and Management, you will need to successfully complete all modules and associated assignments to the value of 120 credits. There is no dissertation requirement.

For the **Certificate** in Educational Leadership and Management you will need to successfully complete modules and associated assignments to the value of 60 credits.

Unless otherwise stated, each 30-credit module is assessed by a **written assignment** of 5,000-6,000 words. To complete the Masters programme successfully, a pass of 50 must be achieved on each assignment. To complete the Postgraduate Diploma or Certificate programmes, a pass of 40 must be achieved in each assignment.

The **dissertation** is an original piece of work and should be of 12,000-15,000 words (or their equivalent) related to one of the selected modules on an approved topic.

### Route 1

#### **Part-time International and Home Students**

The programme can be taken by Summer School only, with additional virtual learning support. Normally two modules will be studied each year.

*See page 4 for further details.*

### Route 2

#### **Full-time International and Home Students**

The programme can be taken full-time over one academic year, with additional seminar support.

*See page 5 for further details*

### Route 3

#### **Part-time Cohort attendance**

Schools/groups of schools may negotiate sequence, timings and locations for the delivery of the modules, which may be provided off site. A minimum number of participants is required for this route. Schools or groups of schools who are interested in this route should contact Dr Qing Gu direct.

*See page 6 for further details*

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# Route 1

Part-time Summer School only  
International and Home Students

The programme comprises 4 x 30 credit modules, plus a 60 credit dissertation or equivalent.

1. Understanding individual and organisational development <i>30 credits</i>	2. Effective leadership and change in education <i>30 credits</i>
3. Planning practice based inquiry <i>30 credits</i>	4. Issues in educational leadership <i>30 credits</i>
Dissertation – 60 credits (or equivalent)	

Part-time (Summer School only)

<b>Beginning in 2012</b>	Modules 3 and 4	Summer School 2012
	Modules 1 and 2	Summer School 2013
	Dissertation – 60 credits (or equivalent)	Spring 2014

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## Route 2

Full-time only

International and Home Students

The programme comprises 4 x 30 credit modules, plus a 60 credit dissertation or equivalent.

1. Understanding individual and organisational development <i>30 credits</i>	2. Effective leadership and change in education <i>30 credits</i>
3. Planning practice based inquiry <i>30 credits</i>	4. Issues in educational leadership <i>30 credits</i>
Dissertation – 60 credits (or equivalent)	

<b>Beginning in 2011</b>	Module 1	Autumn Term 2011	Starting October
	Module 2		Starting November
	Module 3	Spring Term 2012	Starting January
	Module 4		Starting March
	Dissertation (or equivalent)	Summer Term 2012	Starting April

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## Route 3

Year round recruitment by cohort  
International and Home Students

The programme comprises 4 x 30 credit modules, plus a 60 credit dissertation or equivalent.

1. Planning practice based inquiry <i>30 credits</i>	2. Effective leadership and change in education <i>30 credits</i>
3. Issues in Educational Leadership <i>30 credits</i>	4. Conducting and evaluating practice based inquiry <i>30 credits</i>
Dissertation – 60 credits (or equivalent)	

The pattern of attendance for those wishing to study part-time (cohort only) is subject to negotiation and agreement with schools. Teaching may take place in schools, the University or a mixture of both in the evenings, during the day, weekends or in intensive blocks during school holidays.

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# Module Outlines

## Module 1 XX4EL1 Understanding Individual and Organisational Development

(30 credits)

### Content description

This module will focus on awareness and understanding of self as a leader. The following themes will be addressed:

- Self as leader;
- Interpersonal and intrapersonal skills;
- Needs and motivation;
- Organisational culture;
- Tools for critical reflection and reflexivity.

## Module 2 XX4EL2 Effective Leadership and Change in Education

(30 credits)

### Content description

This module will critique the nature and practice of leadership. The following themes will be addressed:

- Leadership and management theories;
- Change leadership and management;
- Leadership skills, behaviours & competencies;
- Voice, power and authority;
- Staff development.

## Module 3 XX4460 Planning Practice Based Inquiry

(30 credits)

### Content description

The content will involve active critical consideration of the nature, purposes and practices of the leadership of educational inquiry in relation to workplace learning. These processes will be achieved through:

- modes of inquiry relevant to work-based understanding and development (purposes, processes, contexts, dilemmas, outcomes);
- examination of a range of approaches to planning educational inquiry.

## Module 4 – for Routes 1 and 2 only XX4EL4 Issues in Educational Leadership

(30 credits)

### Content description

This module provides access to key contemporary areas relating to leadership.

Examples of these which will be addressed in 2010 are:-

- perspectives on leadership in different cultures: international perspectives;
- the emotional work of leaders;
- trust in organisations.
- leadership for learning

## Module 4 – for Route 3 (cohort recruitment) only XX4053 Conducting and Evaluating Practice Based Inquiry

(30 credits)

### Content description

Much of the content, structure and organisation of this module stems from the process of inquiry itself, including:

- planning an inquiry;
- conducting an inquiry;
- evaluating its effectiveness;
- producing an analytical, reflective account of the experience

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# Journals

## **Appropriate journals would include:**

British Educational Research Journal  
British Journal of Educational Studies  
Educational Management, Administration and Leadership  
Educational Action Research  
Harvard Business Review  
Improving Schools  
International Studies in Educational Administration  
International Journal of Leadership in Education  
London Review of Education  
Management in Education  
Oxford Review of Education  
Personnel Management  
School Effectiveness and School Improvement  
School Leadership and Management  
Teachers and Teaching: Theory and Practice  
Teaching and Teacher Education

There are also several easily accessible international resources available through e-mail and the Internet.

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## Course Tutors

### Dr Qing Gu

Dr Qing Gu, PhD, is an Associate Professor in the School of Education, University of Nottingham, UK. She is a member of the Executive Committee of the British Association for International and Comparative Education, a member of the Compare Editorial Board and Reviews Editor of the International Journal of Educational Development. She is also a Research Fellow at the Asia Pacific Centre for Leadership and Change (APCLC) at the Hong Kong Institute of Education. Her research interests are teacher professional development, school leadership and improvement and intercultural learning. She is the Course Leader of MA in Educational Leadership and Management. Since she joined the University of Nottingham on completion of her PhD (Birmingham) in 2004, Dr Qing Gu has contributed to the success of a range of international and national research projects as Director, Co-Director and lead researcher including a Department for Education and the National College for School Leadership and Children Services (NCSL) funded study on the impact of school leadership on pupil outcomes, a Socrates funded Comenius European nine-country project on Leading Schools Successfully in Challenging Urban Contexts, and an NCSL funded project evaluating the impact of aspects of the London Leadership Strategy. She is co-director of an Economic and Social Research Council's (ESRC) seminar series on teacher resilience. She is author of *Teacher Development: Knowledge and Context* (Continuum, 2007), and co-author of *Teachers Matter* (Open University Press, 2007), *The New Lives of Teachers* (Routledge, 2010) and *School Leadership and Student Outcomes: Building and Sustaining Success* (Open University Press, 2011).

### Selected Publications

Gu, Q. (2011) "Sustaining the Passion for Learning: The Meaning of Capacity Building in Practice". In J. McBeath and T. Townsend (Eds.) *International Handbook on Leadership for Learning*. Routledge.

Sammons, P., Gu, Q., Day, C. and Yue, J. K. (2011) Exploring the impact of school leadership on pupil outcomes: a study of academically improved and effective schools in England. *International Journal of Educational Management*, 25 (1): 83-101.

Day, C. and Gu, Q. (2010) *The New Lives of Teachers*. London: Routledge (224 pages).

Gu, Q. (2010) "Knowledge in Context: Whose Knowledge and for What Context?" In P. Thomson and M. Walker (Eds.) *The Routledge Doctoral Students' Companion: Getting to Grips with Research in Education and Social Sciences*. London: Routledge.

Gu, Q. (2010) "Variations in Beliefs and Practices: Teaching English in Cross-cultural Contexts". *Language and Intercultural Communication*, 10 (1): 32-53.

Gu, Q., Schweisfurth, M. and Day, C. (2010) "Learning and Growing in a 'Foreign' Context: Intercultural Experiences of International Students". *Compare*, 40 (1): 7-23.

Day, C. and Gu, Q. (2009) "Veteran Teachers: Commitment, Resilience and Quality Retention." *Teachers and Teaching: Theory and Practice*, 15 (4): 441-457.

Day, C., Sammons, P. and Gu, Q. (2008) "Combining qualitative and quantitative methodologies in research on teachers' lives, work, and effectiveness: From integration to synergy". *Educational Researcher*, 37 (6): 330-342.

Gu, Q. and Day, C. (2007) "Teachers Resilience: A Necessary Condition for Effectiveness". *Teaching and Teacher Education*, 23: 1302-1316.

Gu, Q. (2005) "The perception gap in cross-cultural training – An investigation of British Council English Language Teaching Projects in China". *International Journal of Educational Development*, 25: 287-304.

### Professor Christopher Day

Christopher Day is Emeritus Professor of Education and Senior Fellow at the School of Education, University of Nottingham. He has worked, also, as a schoolteacher, teacher educator and local authority adviser. He has extensive research and consultancy experience in England, Europe, Australia, South East Asia, North America and with the OECD in the fields of teachers' continuing professional development, school leadership and change. He is the Editor of 'Teachers and Teaching: Theory and Practice', co-editor of 'Educational Action Research'; and Founding Director of the 14 country longitudinal research project, 'Successful School Principalship' (<http://www.ils.uio.no/english/research/project/isspp/>). He was recently awarded the 2011 Michael Huberman Award for Excellence in Research on the Lives of Teachers by the American Educational Research Association (AERA), Lives of Teachers SIG. Recent publications include *The International Handbook on Continuing Professional Development* (co-editor and contributor, Open University Press, 2004); *A Passion for Teaching* (Routledge-Falmer, 2004); *Teachers Matter: connecting work, lives and effectiveness* (lead author, Open University Press, 2007); *Successful Principal Leadership in Times of Change: International*

*Perspectives* (lead-editor and contributor, Springer, 2007); *The New Lives of Teachers* (Routledge, 2010); *Successful School Leadership: Linking with Learning* (Open University Press, 2011); *New Understandings of Teacher's Work: Emotions and Educational Change* (Springer, 2011) and the editor of the *International Handbook on Teacher and School Development* (Routledge, 2011). He is also a school governor, a founder member of the Milton Keynes Primary Schools Learning Network and Adjunct Professor at the Chinese University of Hong Kong and North East Normal University, Changchun, China.

#### Selected Publications

- 2011 (lead Author) *School Leadership and Student Outcomes: Building and Sustaining Success*. Maidenhead: Open University Press.
- 2011 What We Know About Who Successful Principals Are and What Successful Principals Do Which Contributes to Wellbeing and Achievement: The Layering of Leadership. In J. Robertson and H. Timperley (eds) *Leadership and Learning*. Sage Publications, pp 13-26.
- 2011 Building and Sustaining Successful Principals in An English School. In L. Moos, O. Johansson & C. Day (Eds) *How School Principals Sustain Success over Time - International Perspectives*. Dordrecht: Springer, pp 91-108 .
- 2011 Professional Learning and Development. In N. M. Seel (Ed) *Encyclopaedia of the Sciences of Learning*. Dordrecht: Springer.
- 2011 (co author) Sustaining Improvements in Student Learning and Achievement: The important of resilience in leadership. In L. Moos, O. Johansson & C. Day (Eds) *How School Principals Sustain Success over Time - International Perspectives*. Dordrecht: Springer, pp 167-182.
- 2011 (co editor and contributor) *How School Principals Sustain Success over Time*. Dordrecht: Springer, pp 200.
- 2011 (co author) New Insights: How successful school leadership is sustained. In L. Moos, O. Johansson & C. Day (Eds) *How School Principals Sustain Success over Time - International Perspectives*. Dordrecht: Springer, pp 223-230.
- 2011 (co author) Leading Organisational Learning and Capacity Building. In R. Ylimaki and S. Jacobson (eds) *US and Cross-national Policies, Practices and Preparation: Implications for successful instructional leadership, organizational learning, and culturally responsive practices*. Netherlands: Springer-Kluwer , pp 29-50.
- 2010 (lead author) Partnerships between schools and higher education. In: P. Peterson, E. Baker, B. McGaw (eds) *International Encyclopedia of Education*. 3rd ed. Oxford: Elsevier, pp. 757-763.
- 2010 (lead author) *Ten Strong Claims About Successful Leadership*. National College for Leadership of Schools and Children's Services, Nottingham, pp 22.

## Further Information

#### Dr Andrew Townsend

Dr Andy Townsend is Associate Professor in Educational Leadership in the School of Education. He is interested in a range of issues of relevance to educational leadership including, but not limited to: educational change; practitioner and institutional development; educational leadership and educational networks. He is especially interested in the participatory features of these aspects of leadership, including interest in participatory approaches to both research and change. He is a member of a number of professional associations including: CARN, the Collaborative Action Research Network (for whom he acted as the Academic Director of the 2006 Annual Conference) and the British Educational Leadership Management and Administration Society (BELMAS). He is also one of the editors of the journal *Educational Action Research* and has previously edited the 2007 CARN bulletin and the Specialist Schools and Academies Trust (SSAT) resource packs. His current academic career followed a period of work as an educational consultant supporting, researching and evaluating various educational development initiative. Over his period as a researcher and evaluator Andrew has worked on sixteen different research projects, seven of which he acted as principal investigator. The interests which have guided his work as a consult and academic are informed by his experience as a teacher of science over a period of nine years.

#### Selected Publications

Townsend, A (2011) Understanding and promoting educational networks: acknowledging the 'relational' features of education. *Journal für Schulentwicklung* 11(1)

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Townsend, A (2010) Why write about action research? *Action Researcher in Education* 1(1).

Townsend, A. (2010) Leadership and Educational Networks in Bush, T, Bell, L. and Middlewood, D. (eds): *The Principles of Educational Leadership* London, Sage.

Townsend, A. (2010) Action Research in Hartas, D (ed): *Educational Research and Inquiry: Qualitative and Quantitative Approaches* London: Continuum.

Hobson, A and Townsend, A. (2010) Interviews as Research Methods in Hartas, D (ed): *Educational Research and Inquiry: Qualitative and Quantitative Approaches* London: Continuum.

Day, C and Townsend, A. (2009) Networked Action Research, in: Somekh, B and Nofke, S. *The Sage Handbook of Educational Action Research* London: Sage.

Townsend, A. (2007) Introduction: Participation and Change: the Common Concerns of Action Research in: Townsend, A. (ed) *CARN Bulletin no 12: Differing Perceptions of the Participative Elements of Action Research*. Manchester: CARN.

Townsend, A. Researching in networks, the views of practitioners, in McLaughlin, C. Black-Hawkins, K. McIntyre, D. and Townsend, A. (2007). *Networking Practitioner Research: The Effective Use of Networks in Educational Research* London: Routledge.

McLaughlin, C. Black-Hawkins, K. and McIntyre, D. with Townsend, A. (2007). *Networking Practitioner Research: The Effective Use of Networks in Educational Research* London: Routledge.

Harris, A and Townsend, A. (2007) Developing leaders for tomorrow: releasing system potential, *School Leadership and Management*, 27(2), 167-177.

## Visiting staff

The course benefits from the involvement of a number of visiting professors, consultants and leading headteachers.

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## Further Information

### Fees

For up to date fee information, please visit the University of Nottingham finance website:

<http://www.nottingham.ac.uk/fees/tuitionfees/postgraduatetaughtcourses.aspx>

If after reading this course information you would like any professional advice, please contact:

**Dr Qing Gu**

Course Leader

T: +44 (0) 115 951 4538 E: [qing.gu@nottingham.ac.uk](mailto:qing.gu@nottingham.ac.uk)

If you have any administrative queries, please contact:

**Lucy Woodhead**

Masters Administrative Assistant

T: +44 (0) 115 951 4456 E: [lucy.woodhead@nottingham.ac.uk](mailto:lucy.woodhead@nottingham.ac.uk)

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### How to apply

Applications are accepted throughout the year at <http://pgapps.nottingham.ac.uk>

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Please note that all our MA programmes are subject to a minimum recruitment. We reserve the right to cancel a course if our minimum numbers are not met. If we need to cancel a course we will make you an alternative offer.