

MEd Leadership and Learning Course Descriptor

Course Title

[Self Study Enquiry](#)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	Home Students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	To follow	Taught in Gaelic?	No
Course description	<p>Self Study Enquiry is the first of 3 courses comprising a Certificate in Leadership for Learning: Core Processes for Leadership and Learning. Participants who wish to undertake the full degree, MEd Leadership and Learning, will normally achieve this course before they undertake the second course: Practitioner Enquiry. The focus for this Self Study Enquiry course is on the teacher/leader, and his/her conceptions of, and practices in, learning and teaching/leadership for learning.</p> <p>The course is designed to support participants engage in self-study enquiry to enable them to gain and articulate a considered account of their own learning processes, practices and trajectories. Situated within participants' own practice, the purposes, principles, processes and practices of systematic self-study enquiry will be considered and explored.</p> <p>In addition to scaffolding the introduction and development of the necessary research understanding and skills (including coherent research design; selecting, in terms of fitness for purpose and employing methods of data creation for self study; data analysis e.g. visual data and journal data). The course is designed to encourage and support participants, as they undertake to engage critically with a range of relevant literature (policy, theory, research and practice), therefore, participants will also be introduced to critical discourse analysis. Opportunities for professional discussion and debate, in which participants draw on</p>		

	<p>both this reading and their own professional learning journeys, will be offered throughout the course.</p> <p>As both process and product of participation in the course, participants will design and conduct a self-study enquiry into one aspect of their own practice. Participants will have the opportunity to work in a collaborative and supported manner, to enable them to examine their own values, beliefs, understandings and practices and to consider the ways in which these may be influenced by personal, professional and political factors.</p>
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Entry Requirements (not applicable to Visiting Students)

Pre-requisites	Current full GTCS registration (or equivalent)	Co-requisites	Current and regular access to conduct work-based learning
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	N/A
Displayed in Visiting Students Prospectus?	No

Summary of Intended Learning Outcomes

<p>On completion of this course participants will be able to:</p> <ol style="list-style-type: none"> 1. in relation to one aspect of their practice: <ul style="list-style-type: none"> - articulate a clear overview of their current conceptions of, and approach to, learning, teaching and assessment or leadership for learning and accordingly, - locate and plan own personal and professional development within the context of the relevant Professional Standard Framework; 2. design and conduct a self-study enquiry through which current theoretical, policy and research perspectives on teachers' professional learning and classroom learning and teaching/leadership for learning are connected up with the realities of day-to-day practice.
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3. identify and analyse key strengths and limitations of differing representations of learning, teaching and assessment or differing representations of leadership for learning;
4. begin to identify, critically reflect upon and articulate own: personal and professional values, knowledge and actions and the potential and/or actual impact of these on practice.

Assessment Information

Assessment

- **Self- assessment**

Participants will establish and maintain a reflective learning journal. They will also locate and plan their own personal and professional development within the context of the relevant Professional Standard Framework. The learning journals will not be formally assessed but the resultant processes and products will contribute to the summative assessment of the course.

- **Formative assessment**

Participants will locate, select (as relevant to their chosen focus) a number of sources that offer a range of views (including at least 2 peer reviewed research articles). To demonstrate the ways in which they are using academic and professional literature to challenge and inform their own thinking and practice, participants will submit a 2000 word written critical review and discussion of the literature. Formative feedforward will be given by course tutor(s). This feedforward should be used to inform the summative assessment task, as well as provide scaffolded support for the ongoing development of academic literacy, expected at SCQF Level 11.

- **Peer assessment**

In addition, to formative assessment from course tutor(s) a range of opportunities will be provided throughout the course for participants to share and receive peer feedback on thinking, learning and practice.

- **Summative assessment**

The summative assessment is in two parts and is equivalent to a written submission of 4000 words in length:

1. Submit a 2000 word written, critical review and discussion of relevant literature.
2. Draw on the literature review and analyses of data gathered in the self-study enquiry, to create and give an oral presentation in which evidence-informed reflections upon own learning journey, to date, are shared. (2000 word equivalent)

Assessment criteria

1. Draw on a range of relevant policy, theory, research and practice literature to construct a critical review of relevant literature to demonstrate the ways in which meaningful connections are being forged between academic reading and own professional learning and

<p>practice.</p> <ol style="list-style-type: none"> 2. Demonstrate an understanding of the key processes involved in carrying out a systematic self-study enquiry including: <ul style="list-style-type: none"> - self-study design - use of data: creation, collection and analyses - presentation of identification and reflection on personal, political and professional factors that influence own practice - presentation of critically informed reflection on own professional learning and practice with consideration of potential/actual impact and plan for next steps. 3. Demonstrate a standard of academic writing appropriate to an SCQF Level 11 course, including appropriate use of an accepted convention for citations and referencing.
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Special Arrangements

None

Additional Information

Academic description	<p>Self Study Enquiry is the first of 3 courses comprising a Certificate in Leadership for Learning: Core Processes for Leadership and Learning. Participants who wish to undertake the full degree, MEd Leadership and Learning, will normally achieve this course before they undertake the second course: Practitioner Enquiry.</p>
Syllabus	<p>Participants will design, conduct and evaluate a self-study enquiry into one aspect of their own practice. The course is designed to scaffold participants' learning throughout the process:</p> <ul style="list-style-type: none"> • Introduction to Self Study Enquiry as a method of practitioner enquiry and professional development – exploration into what, why, how and for whom • Introduction to and exploration of relevant data creation/ collection methods • Introduction to and engagement with academic reading and writing to enable meaningful connections across theory, research and practice to be made and demonstrated • Critical consideration of the personal, professional and political influences at play in relation to the specific focus of their self study enquiry <p>Academic Literacy</p> <ul style="list-style-type: none"> • Self-evaluation of confidence and practice in academic

	<p>reading and writing</p> <ul style="list-style-type: none"> • Reading to gain and be able to articulate critically informed thinking and practice • Critical consideration of types of knowledge and literature – practice, policy, research, theory.
Transferable skills	using evidence informed self-evaluation for personal and professional development; communicating effectively; being resourceful and positive, and adopting a problem-solving approach; being creative and imaginative, and having an open attitude to change.
Reading list	<p>Indicative reading list (recommended core texts in bold font): Bullough, Jr. R.V., Pinnegar, S. (2001) Guidelines for Quality in Autobiographical Forms of Self-Study Research. <i>Educational Researcher</i>, April 2001 30: 13-21. Feldman, A. (2003) Validity and Quality in Self-Study <i>Educational Researcher</i>, 32, 3: 26-28. Galton, M. (2007) <i>Learning and Teaching in the Primary Classroom</i> London: Sage. Lasonde, C., Galman, S., & Kosnik, C. (Eds) (2009) <i>Self-study research methodologies for teacher educators</i>. Rotterdam: Sense Publishing. Loughran, J. J., Hamilton, M. L., LaBoskey, V. K., & Russell, R. (2004) (Eds.) <i>International handbook of self-study of teaching and teacher education practices</i>. Dordrecht: Kluwer Academic Publishers. Pollard, A. (2014) <i>Reflective Teaching in Schools</i> London : Bloomsbury. Pollard, A. (2014) <i>Readings for Reflective Teaching in Schools</i>. London : Bloomsbury. Samaras, A. P. (2011) <i>Self-study teacher research: improving your practice through collaborative enquiry</i> [electronic resource]. Thousand Oaks CA: Sage. Samaras, A. P., & Freese, A. R. (2006). Self-study of teaching practices primer. New York: Peter Lang. Tidwell, D. L., Heston, M. L., & Fitzgerald, L. M. (2009) Research methods for the self-study of practice [electronic resource]. Dordrecht: Springer. Wallace, M. and Wray, A. (2011) Critical Reading and Writing for Postgraduates. London: Sage</p> <p>Websites http://www.actionresearch.net http://www.aera.net/SIG109/Self-StudyofTeacherEducationPractices/tabid/15029/Default.aspx</p>
Study Abroad	N/A

Course Descriptors MEd Leadership and Learning
 PG Certificate Leadership and Learning: Core Processes for Leadership and Learning

Study Pattern	20 Credits = 200 hours of notional effort Hours allocated as indicated below
	Taught = 20 hours Taught elements: face to face or digitally mediated sessions
	Directed Study = 40 hours Study activities to be carried out in preparation for and as follow up to taught sessions including formative tasks
	Practice based learning = 40 hours Tasks to be completed in school e.g. short investigations, discussions, evaluations
	Collaborative tasks = 20 hours Group activities, in-school mentoring and learner support
	Individual Study = 40 hours Individual reading and follow up tasks
	Assessment = 40 hours Formative and summative assessment
Keywords	self-study enquiry; work based learning; theory in practice

Contacts

Course organiser	Dr Andrea English Tel: 0131 651 6172 Email: Andrea.English@ed.ac.uk	Course secretary	TBC Tel: Email:
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**MEd Leadership and Learning
 Course Descriptor**

Course Title

[Practitioner Enquiry](#)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	Home students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	To follow	Taught in Gaelic?	No
Course description	<p>Practitioner Enquiry is the second of 3 courses comprising a Certificate in Leadership for Learning: Core Processes for Leadership and Learning. Participants who wish to undertake the full degree, Masters in Leadership and Learning, will normally undertake this course after they successfully complete the Self Study Enquiry course. This Practitioner Enquiry course is designed to:</p> <ul style="list-style-type: none"> • support and encourage the development of a critical understanding of approaches to teaching and learning, pedagogy and practice or leadership for learning. • support, and encourage the development and deployment of an enhanced understanding of pedagogy or leadership practices and of how constructive relationships with learners can be developed. • engage and support participants so that they continue to develop the necessary skills, knowledge and understanding to enable them to conduct meaningful practitioner enquiry. • develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice • support and encourage participants to adopt ‘inquiry-as-stance’. 		

Entry Requirements (not applicable to Visiting Students)

Course Descriptors MEd Leadership and Learning
 PG Certificate Leadership and Learning: Core Processes for Leadership and Learning

Pre-requisites	Current full GTCS registration (or equivalent)	Co-requisites	Current and regular access to conduct work-based learning
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	N/A
Displayed in Visiting Students Prospectus?	No

Summary of Intended Learning Outcomes

<p>On completion of this course participants will be able to:</p> <ol style="list-style-type: none"> 1. consider the contested nature of knowledge, learning and ‘effective’ pedagogies 2. construct a critically informed rationale for the pedagogical/leadership approach adopted within their enquiry 3. critically consider and explore ways in which the nature and extent of learning that actually occurs in their own setting, might be ascertained and evidenced 4. design, conduct and evaluate a small-scale practitioner enquiry 5. design and present a research poster (or similarly effective medium) which captures and makes public the process and learning gained from their enquiry.
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Assessment Information

<p>Self- assessment Participants will maintain a reflective learning journal, using analysis of data from this source to inform their poster presentation and written submission.</p> <p>Formative assessment</p> <ol style="list-style-type: none"> 1. After the 2nd taught session, to inform final drafting, participants will submit penultimate draft for formative feedback from Tutor(s) and peers: 2000 word critically informed rationale for pedagogical/leadership approach adopted, identifying theoretical and research background + critical consideration of strengths + limitations - in terms of nature and extent of learning/change targeted 2. A detailed, outline enquiry plan will be submitted (after the 3rd taught session).
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Tutor(s) will provide formative feed forward to inform final planning and implementation.

Summative assessment

Summative assessment consists of two components. Participants must complete each component satisfactorily to be awarded a pass grade:

1. A written rationale for the pedagogical/leadership approach(es) adopted in the enquiry-related practice (2000 words)
2. Oral Presentation of enquiry and learning gained, to date, using research poster (or equivalent means of recording and conveying both the process and learning gained from the enquiry)

Assessment Criteria

In meeting the summative assessment, participants will

1. demonstrate and provide evidence that they have engaged in critical examination of practice, with a view to:
 - improving teaching and learning
 - understanding and evidencing impact on learners and learning, showing the ways in which they have applied knowledge and understanding of the processes involved in systematic practitioner enquiry to design, conduct and evaluate a small-scale enquiry;
2. draw on contextual understandings, relevant theory, research and policy literature, to provide a clear, critically informed rationale for both:
 - the aspect in focus
 - the pedagogical/leadership approach(es) adopted;
3. demonstrate that responsibility has been taken for own work and/ or significant responsibility for the work of others, showing originality or creativity in the application of knowledge, understanding and/or practices;
4. to an audience that includes professional colleagues, communicate effectively using a poster or other chosen agreed method, to report and reflect upon the process and outcomes of the enquiry, to date;
5. demonstrate a standard of academic writing appropriate to an SCQF Level 11 course with appropriate use of an accepted convention for citations and referencing.

Special Arrangements

None

Additional Information

Academic description	Practitioner Enquiry is the second of 3 courses comprising a Certificate in Leadership for Learning: Core Processes for Leadership and Learning . Participants who wish to undertake the full degree, Masters in Leadership and Learning, will normally undertake this course after they successfully complete the Self Study Enquiry course.
Syllabus	<ul style="list-style-type: none"> • Practitioner Enquiry and ‘inquiry-as-stance’: introduction to why, what,

	<p>how.</p> <ul style="list-style-type: none"> • Exploration of conceptions of learning and teaching. Consideration of planning, teaching and assessing for progression. Exploration of ways in which the nature and extent of progression might be achieved. • Designing, planning, conducting a meaningful enquiry: <ul style="list-style-type: none"> - reading to critically inform thinking and practice - focusing the enquiry - identifying success criteria for self and for other learners involved - planning for data collection and analysis in terms of fitness for purpose. - analysing data - constructing a discussion which shows, through synthesis of analyses, what has been learned. - evaluating the design and what has been learned from the enquiry to inform planning next steps a) for practice b) for further enquiry into practice. <p>Academic literacy</p> <ul style="list-style-type: none"> • Support and embed the practice of using theory and research to justify, challenge and inform practice and to construct a critically informed written rationale; • Consideration of ways in which the rigorous process involved in and learning achieved through, practitioner research could be recorded and how any contribution to knowledge might be made public; • Citation and referencing – consistency and accuracy.
<p>Transferable skills</p>	<p>Research and enquiry to inform professional practice; communicating effectively; knowledge creation and knowledge transfer; being resourceful and positive, and adopting a problem-solving approach; being creative and imaginative, and having an open attitude to change; being systematic and well organised, focused, determined and hardworking.</p>
<p>Reading list</p>	<p>Indicative reading list (recommended core texts in bold):</p> <p>Burton, D.M.& Bartlett, S. (2005) <i>Practitioner research for teachers</i> [electronic resource] London : Paul Chapman, 2005. DOI: http://dx.doi.org.ezproxy.is.ed.ac.uk/10.4135/9780857024527</p> <p>Campbell, A., McNamara, O., & Gilroy, P. (2004) Practitioner research and professional development in Education [electronic resource] London : Sage. DOI: http://dx.doi.org.ezproxy.is.ed.ac.uk/10.4135/9780857024510</p> <p>Clough, P. and Nutbrown, C. (2012) <i>'A Student's Guide to Methodology'</i> 3rd edition. London: Sage.</p> <p>Cochran-Smith, M., Barnatt, J., Friedman, A., & Pine, G. (2009) Inquiry on Inquiry: Practitioner Research and Student Learning, <i>Action in Teacher Education</i>, 31:2, 17-32, DOI: 10.1080/01626620.2009.10463515</p> <p>Cochran-Smith, M. (2006) Teacher Education and the Need for Public Intellectuals, <i>The New Educator</i>, 2:3, 181-206, DOI: 10.1080/15476880600820136</p> <p>Cochran-Smith, M & Lytle, S. (2009) Inquiry as stance : practitioner research for the next generation. New York: Teachers College Press</p> <p>Cohen,L., Manion,L. and Morrison,K. (2011) <i>Research Methods in Education</i> 7th edition. Oxon: Routledge.</p> <p>Fox,M., Martin, P.,& Green, G. (2007) <i>Doing Practitioner Research</i> DOI:</p>

	<p>http://dx.doi.org.ezproxy.is.ed.ac.uk/10.4135/9781849208994 Gibbs, G. (2008) <i>Analysing Qualitative Data</i>. London: Sage. Kvale, S. (2007) <i>Doing Interviews</i>. London: Sage. Lawrence - Wilkes, L. & Ashmore, L. (2014). <i>The Reflective Practitioner in Professional Education</i>. [electronic resource] Basingstoke: Palgrave Macmillan Available at: http://www.palgraveconnect.com/pc/doi/finder/10.1057/9781137399595.0001.</p> <p>Journals Action Research Educational Action Research International Journal of Action Research</p> <p>Websites http://www.esri.mmu.ac.uk/carnnew/</p>
Study Abroad	N/A
Study Pattern	20 Credits = 200 hours of notional effort Hours allocated as indicated below
	Taught = 20 hours Taught elements: face to face or digitally mediated sessions
	Directed Study = 40 hours Study activities to be carried out in preparation for and as follow up to taught sessions including formative tasks
	Practice based learning = 40 hours Tasks to be completed in school e.g. short investigations, discussions, evaluations
	Collaborative tasks = 20 hours Group activities, in-school mentoring and learner support
	Individual Study = 40 hours Individual reading and follow up tasks
	Assessment = 40 hours Formative and summative assessment
Keywords	practitioner enquiry; inquiry-as-stance; knowledge creation

Contacts

Course organiser	Dr Gillian Robinson Tel: 0131 651 6426 Email: Gillian.robinson@ed.ac.uk	Course secretary	TBC Tel: Email:
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MEd Leadership and Learning Course Descriptor

Course Title

Developing as a Leader
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Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	Home Students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	To follow	Taught in Gaelic?	No
Course description	<p>Developing as a Leader is the third of 3 courses comprising a Certificate in Leadership for Learning: Core Processes for Leadership and Learning. Participants who wish to undertake the full degree, Masters in Leadership and Learning, will normally undertake this course after they successfully complete the Enquiry course and the Practitioner Enquiry course.</p> <p>This Developing as a Leader course is designed to:</p> <ul style="list-style-type: none"> • support and encourage the development of critical understandings of the nature of teacher leadership; • develop participants’ understandings of leadership principles and practices; • develop participants’ ability to critically reflect on theory, policy, strategy and experience to impact on practice and outcomes for learners; • develop participants’ awareness of their leadership potential and confidence as a teacher leader; • support and encourage the development and deployment of processes and practices for engaging in collaborative leadership for learning; • encourage and enable teachers to take first steps into leadership outside of their classroom to contribute to school leadership within a distributed perspective. For experienced leaders and managers, the focus would be on supporting teacher leadership. 		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	Current full GTCS registration (or equivalent); Normally a minimum of 2 years teaching experience	Co-requisites	Current and regular access to conduct work-based learning
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	N/A
Displayed in Visiting Students Prospectus?	No

Summary of Intended Learning Outcomes

On completion of this course participants will demonstrate:

1. knowledge and understanding of a range of different perspectives of educational leadership, critically reflecting upon policy, theory and practice within different contexts;
2. a critical awareness of the policy discourses seeking to link teachers' vision and values to concepts of educational leadership;
3. the ability to make informed judgments based on a critical understanding of principle theories in educational leadership, particularly those pertaining to teacher leadership;
4. skill in gathering **and analysing** evidence, including feedback, to inform critical reflection on leadership practices in order to identify key strengths and priorities for further professional development and practice;
5. the ability to communicate effectively with a range of colleagues and formally in the presentation of the assignment.

Assessment Information

Formative Assessment:

The formative assessment of this course is structured in two ways.

First, participants are asked to write around **400 words** and, having shared that piece of writing with a peer, receive informal feedback during a structured workshop activity. The focus for that piece of writing is:

‘Given all that you know from reading, discussing and reflecting on educational leadership, what are some of the key issues in defining leadership in schools?’

Second, participants write around **600 words** and, having shared that piece of writing with peers, receive formal written tutor feedback. The focus for that piece of writing is:

‘Given all that you know from reading, discussing and reflecting on educational leadership, what are some of the key issues in conceptualisations of teacher leadership?’

Summative Assessment:

The summative assessment assignment is structured in two parts. Each part must be completed successfully to achieve a pass grade. The assignment is 4,000 words:

1. Part 1 - A critical review of approaches to educational leadership as well as some of the issues relating to leadership, drawing from theory, policy and practice to identify key implications for the development of practice in schools. (2000 words)
2. Part 2 - A reflective discussion and review of the development of the participant’s teacher leadership skills, supported by illustrative examples. The discussion will include a review of the participant’s next steps for professional development. The participant will carry out an evaluation using feedback from significant colleagues that will inform the critical self-assessment. (2000 words)

Assessment Criteria:

On completion of this course participants will:

1. demonstrate a critical understanding of the principles underpinning leadership and management in schools, identifying key aspects from different perspectives, integrating references to relevant policy and literature;
2. demonstrate a critical awareness of the discourses behind policy initiatives locating leadership within the teacher role, identifying key aspects from different perspectives, integrating references to relevant policy and literature;
3. plan, gather and analyse appropriate evidence including feedback from significant colleagues, to inform critical reflection on their leadership practices and capabilities;
4. articulate an informed view of their current strengths and identify priorities for further development pertaining to teacher leadership, based on a critical understanding of relevant policy and literature;
5. demonstrate a standard of academic writing appropriate to an SCQF Level 11 course, including consistent, appropriate use of an accepted convention for citations and referencing.

Special Arrangements

None

Additional Information

Academic description	Developing as a Leader is the third of 3 courses comprising a Certificate in Leadership for Learning: Core Processes for Leadership and Learning . Participants who wish to undertake the full degree, Masters in Leadership and Learning, will normally undertake this course after they successfully complete the Self Study Enquiry course and the Practitioner Enquiry course .
Syllabus	<ul style="list-style-type: none"> • The distinctive natures of school leadership and management; • Models of leadership and management; • A distributed perspective on school leadership; • Identifying facilitators of and barriers to a distributed perspective within the school context; • Leading beyond the classroom into the wider school context; • Developing understanding of purposes of and practices in critical discourse analysis, particularly of policy and demonstrating critical reflection on findings. • Using a range of relevant literature to inform and challenge thinking and practice, critical reflection on teacher leadership experience including collaborative practice; • Preparation for the summative assessment process; • Planning next steps for teacher leadership professional development. <p>Academic literacy</p> <ul style="list-style-type: none"> • Critical engagement with a wide range of texts including policy theory and research. • Synthesis across policy, theory and practice literature to reach and be able to articulate a critically informed view.
Transferable skills	collaboration and influence; communicating effectively; being resourceful and positive, and adopting a problem-solving approach; being creative and imaginative, and having an open attitude to change; being systematic and well organised, focused, determined and hardworking.
Reading list	<p>Indicative reading list (core texts in bold font):</p> <p>Bush, T. (2011) (4th Ed.) Theories of Educational Leadership and Management. London: Sage.</p> <p>Danielson, C. (2006) 'The Skills of Teacher Leadership'. Chapter 9 in: <i>Teacher Leadership: That strengthens professional practice</i>. Virginia, USA: Association of Supervision and Curriculum Development, pp133-146.</p> <p>Durrant, J. and Holden, G. (2006) 'Enquiry Section 4: Reflecting on practice'. Extract from chapter 4 in: <i>Teachers Leading Change: Doing research for school improvement</i>. London: Paul Chapman, pp83-89.</p> <p>Forde, C. (2010) 'Being a Teacher Leader'. Chapter 12 in: McMahon, M.,</p>

	<p>Forde, C. and Martin, M. (eds.) <i>Contemporary Issues in Learning and Teaching</i>. London: Paul Chapman, pp153-164.</p> <p>MacBeath, J. (2005) Leadership as Distributed: A matter of practice. <i>School Leadership and Management</i>, 25 (4), 349-366.</p> <p>Muijs, D. and Harris, A. (2007) Teacher Leadership in (In)action : Three case studies of contrasting schools. <i>Educational Management Administration & Leadership</i> 35 (1), 111-134.</p> <p>Murphy, J. (2005) Connecting Teacher Leadership and School Improvement. London: Sage.</p> <p>Northouse, P.G. (2015) (3rd Ed.) An Introduction to Leadership: Concepts and Practice. Thousand Oaks, California: Sage</p> <p>Torrance, D. (2013) Distributed Leadership: Challenging five generally held assumptions. <i>School Leadership & Management</i>, 33 (4), 354-372.</p> <p>Torrance, D. (2013) Distributed Leadership: Still in the Gift of the Headteacher, <i>Scottish Educational Review</i>, 45 (2), 50-63.</p> <p>Torrance, D. and Humes, W. (2015) The Shifting Discourses of Educational Leadership: International trends and Scotland's response. <i>Educational Management, Administration and Leadership</i>, 43 (5), 792-810.</p> <p>Wilmore, E.L. (2007) 'A Vision for Teacher Leadership'. Chapter 2 in <i>Teacher Leadership: Improving teaching and learning from inside the classroom</i>. Thousand Oaks, California: Corwin Press, pp9-24.</p>
Study Abroad	N/A
Study Pattern	20 Credits = 200 hours of notional effort Hours allocated as indicated below
	Taught = 20 hours Taught elements: face to face or digitally mediated sessions
	Directed Study = 40 hours Study activities to be carried out in preparation for and as follow up to taught sessions including formative tasks
	Practice based learning = 40 hours Tasks to be completed in school e.g. short investigations, discussions, evaluations
	Collaborative tasks = 20 hours Group activities, in-school mentoring and learner support
	Individual Study = 40 hours Individual reading and follow up tasks
	Assessment = 40 hours Formative and summative assessment
Keywords	teacher leadership; educational leadership and management; evidence-informed self evaluation.

Contacts

Course organiser	Dr Gillian Robinson/Dr Deirdre Torrance Tel: 0131 651 6426/0131 651 6441 Email: Gillian.robinson@ed.ac.uk Deirdre.torrance@ed.ac.uk	Course secretary	TBC Tel: Email:
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