**Task 1: Summary of professional experience .**

Please provide a Curriculum Vitae (CV) using the following sub-headings and, in each case, starting with the most recent:

* Personal Details (including contact details and any previous names)
* Educational History (formal post-compulsory education) – award, dates and names of awarding institution
* Employment History (which you think are relevant to this application) – roles, dates and names of employer/institution
* Relevant Professional Experience and Activity (which you think are relevant to this application eg. projects, events, courses etc) – your role, dates and related provider or collaborator

*We recommend you highlight any leadership-related CPD courses you have attended. For guidance, courses such as Inspiring Leaders, NPQML, Leadership Pathways and Leading from the Middle might help support an application for 30 credits. Courses such as NPQSL and NPQH are likely to help support an application for 60 credits.*

**Task 2: A detailed commentary of how your experience demonstrates achievement of the intended learning outcomes of the module for which exemption is sought**

**Task 2a ELLC MSc Educational Leadership Module Educational Leadership, Learning and Change**

**Please demonstrate how you have met each Intended Learning Outcome by providing a commentary for each element of the table below.**

|  |  |  |
| --- | --- | --- |
| **Intended Learning Outcome (ILO)** | **Specific activity or course mapped back to document/CV from task 1.** | **What has been learnt in relation to each ILO (write 200-250 words for each entry)** |
| 1. Compare and contrast different perspectives for understanding pupil, professional and organisational learning, and learning how to learn. |  |  |
| 2.Compare and contrast different perspectives of educational leadership. |  |  |
| 3. Compare and contrast different perspectives of educational change. |  |  |
| 4. Compare and contrast different perspectives on educational leadership, learning and change and their inter-relationships. |  |  |
| 5. Understand the characteristics of good research questions |  |  |

**Task 2b EIEL MSc Educational Leadership Module External Influences on**

**Educational Leadership Module**

**Please demonstrate how you have met each Intended Learning Outcome by providing a commentary for each element of the table below.**

|  |  |  |
| --- | --- | --- |
| **Intended Learning Outcome (LO)** | **Specific activity or course mapped back to document/CV from task 1** | **What has been learnt in relation to each ILO (write 200-250 words for each entry)** |
| 1. Compare and contrast different perspectives of external influences on educational leadership. |  |  |
| 2. Compare and contrast how policy impacts what you can and cannot do in your professional practice. |  |  |
| 3. Compare and contrast different perspectives of the development of policy and professional practice. |  |  |
| 4. Develop an ethical framework for researching external influences on educational leadership. |  |  |
| 5. Compare and contrast different research designs and strategies for investigating external influences on education. For example a positivist or interpretivist approach, and different strategies to do research such as surveys or case studies. |  |  |

**Task 3: Academic Writing Task that meets the intended learning outcomes of the module for which exemption is sought**

**Task 3a ELLC: Academic writing task for MSc Educational Leadership Module Educational Leadership Learning and Change for 30 credits.**

*If you are applying for 30 credit exemption from the MSc for the Educational Leadership, Learning and Change module 1 submit a 1000 word response to the brief below.*

***The brief***

With reference to selected sources from the examples below (or other publically available literature by academics from the field of educational leadership, for example as accessible through Google Scholar) write to the following framework. Balance your word count as indicated for each part of the task. The word limit is 1000 words +/- 10% and does not include the reference list.

**Title:** Choose a title for your piece of writing and use the following subheadings to organise your response to the brief.

**Professional challenge:** Outline a professional challenge, putting it into context by identifying your own particular role and interest in the challenge and discussing how it relates to the work of your organisation. You should also refer to the significance of the challenge to you, your colleagues and your organisation. It would also be useful to hear how this challenge relates to any wider reforms, initiatives or cultural issues. (Approx. 400 words)

**Conceptual resources:** Outline key ideas related to this professional challenge, drawing on relevant published work and critically reflecting on them in relation to your own professional experience. (Approx. 500-550 words)

**Research questions:** List a set of questions that you see as arising from thinking about your professional challenge. These are questions that would allow you to design a study. The questions will need to be framed in a way such that data can be collected to address them from a small-scale study (as will be carried out later in the MSc programme). Try and limit the number of research questions to between 3 and 6. You might find it useful to identify one or two main research questions with two or three subsidiary questions. Offer a brief explanation of the connection you see between the preceding two sections and the questions. (Approx. 50-100 words)

The word limit is 1000 words +/- 10%. **Please note: The word count of the reference list is IN ADDITION TO this word limit.**

*Please refer to our writing styles tutorial, in particular with respect to referencing, available at:* [*http://www.le.ac.uk/oerresources/ssds/writingskills/page\_13.htm*](http://www.le.ac.uk/oerresources/ssds/writingskills/page_13.htm)

***Recommended, but not essential, publically available sources:***

Bush, T. (2007) Educational leadership and management: theory, policy and practice, *South African Journal of Education*, <http://scholar.google.co.uk/scholar?hl=en&q=tony+bush+leadership&btnG=&as_sdt=1%2C5&as_sdtp>=

Day, C., Hopkins, D., Harris, A., and Ahtaridou, E. (2009) The impact of school leadership on pupil outcomes. Final report, London: DERA <http://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf>

Fullan, M. (1993) Why Teachers Must Become Change Agents, *Educational Leadership, 50(6)* [*http://www.csus.edu/indiv/j/jelinekd/EDTE%20227/Fullen%20change.pdf*](http://www.csus.edu/indiv/j/jelinekd/EDTE%20227/Fullen%20change.pdf)

Fullan. M (2009) *Leadership in Education: Michael Fullan Change* [http://www.youtube.com/watch?v=ZgUjrzd2SBIandfeature=related](http://www.youtube.com/watch?v=ZgUjrzd2SBI&feature=related) (youtube clip)

Hargreaves, A. (2009) The seven principles of successful leadership, <http://jotamac.typepad.com/jotamacs_weblog/files/seven_principles.pdf>

Hargreaves, A. (2011) Andy Hargreaves - Leadership and "The Fourth Way" [http://www.youtube.com/watch?v=RVPu\_OKpkFoandfeature=related](http://www.youtube.com/watch?v=RVPu_OKpkFo&feature=related) (youtube clip)

Hargreaves, D. (2004) A new shape for schooling, London: SSAT <http://www.my-ecoach.com/online/resources/13729/a_new_shape_for_schooling_11.pdf>

Hargreaves, D. (2010) Creating a self-improving school system. London: DERA. <http://dera.ioe.ac.uk/2093/1/download%3Fid%3D133672%26filename%3Dcreating-a-self-improving-school-system.pdf>

Ingvarson, L., Anderson, M, Gronn, P. Jackson, *A. (*2006) Standards for School Leadership: a critical review of the literature <http://works.bepress.com/michelle_anderson/4/>

Lieberman, A. (2012) Ann Lieberman <http://www.youtube.com/watch?v=rgGd7UIZMUE> (youtube clip)

Macbeath, J. (1999) Schools must speak for themselves : The case for school self-evaluation, <https://www.essr.net/~jafundo/mestrado_material_itgjkhnld/SP/ebooksclub.org__Schools_Must_Speak_for_Themselves__The_Case_for_School_Self_Evaluation__Whats_in_It_for_Schools_.pdf>

***Marking guide***

A successful academic writing task will show the following characteristics:

* A relevant, module-appropriate working title;
* Clarity about the professional challenge;
* Relevant and reflective comments about the context in which the challenge is experienced;
* Identification of key ideas that are relevant to the research focus;
* Selection and reference to relevant published work;
* Critical examination of the ideas presented in published work in the light of personal professional experience and understanding of own context;
* Developing thinking about the research focus as evidenced by a set of possible research questions;
* Clear connections made between the research questions and the research focus;
* An appropriate writing style which communicates the ideas clearly whilst clearly giving a sense of personal professional voice (The use of ‘I’ and personal pronouns are preferable to writing in the third person);
* Citation of the work referred to, when used to back up points made, using the Harvard referencing system and including a reference list;
* Does not exceed 1100 words (excluding reference list).

**Task 3b EIEL: Academic writing task MSc Educational Leadership Module External Influences on Educational Leadership for 30 credits**

*If you are applying for a 30 credit exemption from the MSc External Influences on Educational Leadership module 2 submit a 1000 word response to the brief below.*

***The brief***

**Title:** You will need to decide on a title appropriate for your developing assignment.

**Professional challenge:** Outline your professional challenge, putting it into context by identifying your own particular role and interest in the topic (positioning yourself in the research) and discuss how it relates to the work of your organisation. You should also refer to the significance of the challenge to you, your colleagues and your organisation. It would also be useful to hear how this challenge relates to any wider reforms, initiatives or cultural issues (approx. 200 words).

**Research questions:** Write three or four sharply focused research questions that address the professional challenge you have identified (approx. 200 words).

**Research approach:** Explain whether a positivist or interpretivist epistemological approach will be used, or a research design that draws from both to address your research questions. Use methodological literature to justify your choices. (approx. 200 words)

**Research strategy:** Select one research strategy eg. case study, action research, survey, ethnography etc. which would be appropriate to address the research questions developed and use the methodological literature to justify your choice. (approx. 400 words)

**References:** For each piece of work cited, include a full reference in a reference list at the end of the journal entry.

The word limit is 1000 words +/- 10%. **Please note: The word count of the reference list is IN ADDITION TO this word limit.**

***Finding literature sources***

*We appreciate that, prior to becoming a University student, you will not have full access to all available academic literature. We recommend some texts and parts of texts below. Google Scholar may also be useful:* [*http://scholar.google.co.uk/*](http://scholar.google.co.uk/)*.*

*Please refer to our writing styles tutorial, in particular with respect to referencing, available at:* [*http://www.le.ac.uk/oerresources/ssds/writingskills/page\_13.htm*](http://www.le.ac.uk/oerresources/ssds/writingskills/page_13.htm)

***Marking guide***

A successfully completed task will show the following characteristics:

* The title is clear and indicates the professional challenge to be addressed.
* The context of the problem is clearly stated and where appropriate draws on policy analysis and the themes of the module External Influences on Educational Leadership.
* Sharply focused research questions are presented.
* The positivist and interpretivist epistemological approaches are briefly presented and an appropriate approach justified using the methodological literature.
* The approach clearly demonstrates how it will enable he research questions to be addressed in a meaningful and coherent way.
* The strategy (eg. case study, action research or survey etc) is outlined and justified, ensuring links to the approach, research questions and the professional challenge are made explicit.
* The presentation of the strategy, with reference to its limitations and an awareness of other approaches are identified
* Accurate use of the Harvard referencing system to refer to cited published work

***Recommended, but not essential, reading***

***Policy***

Ball, S. J. (1998) Big Policies/Small World: An introduction to international perspectives in education policy, *Comparative Education*, 34(2): 119-130. Available at <http://www.tandfonline.com/doi/pdf/10.1080/03050069828225> downloaded 22 April 2015.

Bell, L. and Stevenson, H. (2006) *Education Policy: Process, Themes and Impact,* London: Routledge Falmer.

Breakspear, S. (2012) The Policy Impact of PISA: An Exploration of the Normative Effects of International Benchmarking in School System Performance, *OECD Education Working Papers* No. 71, OECD Publishing. Available at: <http://www.oecd-ilibrary.org/education/the-policy-impact-of-pisa_5k9fdfqffr28-en> accessed 22 April 2015.

Taysum, A. and Iqbal, M. (2012) What counts as worthwhile policy analysis?, Italian Journal of the Sociology of Education, 10(1). You can access this journal at the following link: <http://www.ijse.eu/vol-4-no-1-2012-learning-from-international-educational-policies-to-move-towards-sustainable-living-for-all/>

*The Italian Journal of the Sociology of Education* (2014) Special issue ‘Learning from International Education Policies to move towards education systems that facilitate sustainable full economic, culture and political participation. You can access this journal at the following link: <http://www.ijse.eu/vol-6-2-2014-learning-international-education-policies-move-towards-education-systems-facilitate-sustainable-full-economic-cultural-political-participation/>

***Research Design***

Bell, J. (2005) *Approaches to Research in Doing Your Research Project* (4th ed), Maidenhead: Open University Press, pp. 7-27.

Cohen, L., Manion, L., and Morrison, K. (2001) Part 2 Planning Educational and Social Research, in *Research Methods in Education*. London: Routledge, pp. 49-91.

Hartas, D. (2010) The Epistemological Context of Qualitative and Quantitative Research in Hartas, D. (Ed.) *Educational Research and Inquiry: Qualitative and Quantitative Approaches*, London: Continuum, pp. 33 – 53.

Thomas, G. (2009) The Design Frame, Chapter 6 in *How to do your Research Project*, London: Sage, pp. 99 – 145.

Wilson, E.G. (Ed.) *School-based Research*, London: Sage.