

Liverpool John Moores University

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Title: Professional Development for Leadership
Status: Definitive
Code: **7201SIL** (120947)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Diane Lloyd	Y
Carmel Arnold	
Christopher O'Brien	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 22
Total Learning Hours: 200 **Private Study:** 178

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	4
Online	2
Seminar	6
Tutorial	2
Workshop	8

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	Reflection		100	

Aims

Expand participants' knowledge and understanding of professional development for

leadership and management through learning based on engagement with current educational theory, research, policy and practice in Special Educational Needs Co-ordination.

Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting. Develop professionally and personally through engagement with the module

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice
- 2 Display knowledge and critical understanding of key theoretical frameworks and concepts in leadership and management
- 3 Critically analyse and synthesise research findings and other evidence to inform their practice in leadership and management
- 4 Reflect on and evaluate the impact of their learning on professional practice, sharing knowledge in an appropriate way

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Reflection on leading change	1	2	3	4
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Outline Syllabus

Reflective practice for leadership development in the context of the role of the SENCO

Leadership styles and strategies

Effective team membership and working

Working with colleagues and others in schools - communication, securing commitment, negotiation and meeting skills

The significance of organisational culture and structure.

Planning for and implementing change

Planning for personal development

Practitioner enquiry approaches and monitoring impact

Learning Activities

Learning activities will include tutor input, group discussions and activities, learning conversations use of ICT such as VLE and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate.

Notes

This module provides a grounding in theory, research and practice for educational professionals with an interest in developing their capabilities as SENCOs, their understanding of policy contexts, and their ability to contribute to improve educational outcomes and organisational effectiveness in their school or setting. The module contributes to attainment of the National Award for Special Educational Needs coordinators (NASC)