Professional Diploma in Education Studies/ M.Ed Leadership (Year 1)

2015 –2016

School of Education

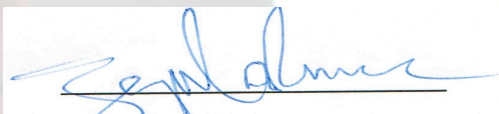UCD ONLINE

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Foreword

I would like to welcome you to the School of Education in UCD and congratulate you on your success in achieving a place on the Professional Diploma in Education Studies. I hope that you will find the course both personally and professionally rewarding and that it will build your self-confidence, challenge and energise your thinking as well as enhance your opportunity for career advancement and/or change within the educational system. The programme is structured so that it will provide you with the opportunity to deepen your understanding of key issues within the field of education and develop your knowledge of the key role leadership plays in school and system development. The emphasis throughout the diploma is to develop your own critical skills of enquiry, as you debate and discuss the issues that emerge while studying particular modules. We recognise the valuable experience each of you brings to the course, and encourage you to utilise and draw upon this in your engagement with course material and through active participation in the different on-campus and online activities during your professional diploma studies. *Please note that this year we have added a new Masters in Education (Leadership) to our online suite of programmes in the School. This gives you the option to follow on from this diploma and complete the masters in an additional year if that is what you choose. We will talk about this during the year with those interested in this option*

The purpose of handbook is to provide you with an overview of the diploma programme, detailing course structure, modular options and assessment procedures. From time to time, some minor changes may have to occur, I give you every assurance that any such changes will be notified to you in good time. Although this is primarily an online programme, you are encouraged to make the most of the range of college facilities when possible and to avail of the extensive online library that is available through UCD Connect. Should you experience any difficulties over the course of the year please do not hesitate to contact me. We have a long track record of graduate teaching in education and understand the complexities of trying to negotiate a balance between work, family and study. Consequently, we understand the pressures which may arise in students' lives from time to time and are more than willing to provide every possible assistance and support. Finally, I wish you every success in the completion of your studies and hope you will find the outcome of the programme both fruitful and satisfying.

Dr. Gerry Mac Ruairc

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Course Overview

Award:	Level 9 Professional Diploma
Qualification Points:	Diploma – 30 credits – equivalent to 3 modules
Duration:	Minimum 1 year, maximum 2 years
Start Date:	September 2015
UCD Academic Expertise:	This Professional Diploma is offered, delivered and supported by academics in the UCD School of Education
Fees:	€2800 Fees should be confirmed by visiting UCD fees webpage.
Contact us:	You can contact the course administrator by email at trish.beattie@ucd.ie or by phone as follows: **Contact Name:** Trish Beattie **Contact Number:** +353 1 716 7968

Fees/additional costs

Students are not required to make any payments other than their tuition fees. All materials used are freely accessible.

Why is this course for me?

The Leadership Professional Diploma in Education Studies (PDES) is an online/ blended PDES in Leadership aimed at teachers with some teaching experience who would like to either move into a leadership position or challenge the way they think about their work in a variety of ways. The concept of leadership employed is broad and can be applied to teachers at different stages of their career within schools as organizations.

Our course will include some face-to-face sessions and we believe that these combined with the online dimension will provide a dynamic and transformative learning experience for all students. We are committed to developing our students' critical voice through reading, discussion, peer learning, presentations and critical review and that these participative learning experiences will ensure that high quality learning outcomes are achieved. This is the first in a series of Professional Diplomas in Education Studies in the School of Education at UCD; a number of others are well advanced and will be coming on stream over the next few years. These will include a PDES in Children with Additional Needs and a PDES in Language and Literacy among others. It is intended that this series of diplomas will be a significant contribution on the part of the School of Education at UCD to Continuous Professional Development (CPD) in Ireland and the ongoing need for professional renewal and transformation of schools as learning communities.

Developing a community of learners is a key principle in the design of this Professional Diploma. Ideally, therefore, students should try to work through the full diploma as part of a single cohort over one academic year. There is some flexibility in relation to this – please contact the course administrator.

What will I study?

This Professional Diploma comprises three modules:

1. **Leadership for Quality Learning** – this module critically explores various theories and research on school leadership both nationally and internationally in order to deepen your understadning of how leadership in schools can significantly improve the quality of learning and school experience for staff, students and school commnunities.
2. **Contemporary Issues for School Leaders** - This module will critically analyse policy trends and developments with a view to ensuring that graduates have a highly sophisticated knowledge of the main issues in impacting the education environment and their implications for teaching, learning and leading.
3. **School Transformation:** Module three is an individual or groups school focused study that will deepen, consolidate and extend the learning outcomes in the previous two modules by supporting students in making sense of their learning in the context of the reality of school life. This independent and systematic enquiry is also intended to be a contribution to evidence-informed practice within the school community in which participants are serving.

How will I study?

The course is delivered in a blended manner. There will be a weekly online lecture-discussion forum for one hour per week based on assigned readings on selected topics on a designated evening. Students are also expected to attend the university three Saturdays over the course of semester one- (September to end of November) when they will complete the first two modules. Students will also attend college on two Saturdays end during semester 2 (Jan-April) when they will be working on their final school based study. The overall course is also supported by a combination of live and pre-recorded online lectures, assigned readings, focused tasks and group based discussions.

The overview of dates for the 2015/2016 academic year is as follows:

Semester 1: September 2015- December 2015

Module 1: Leadership for Quality Learning
and
Module 2: Contemporary Issues for School Leadership

On-Campus Seminar 1: Sat. 12th September 10-4.30
This will cover the online platform tools, the online methods to be used, the online tutorial structure, the use of the electronic library, and academic writing etc. for all the PDES for both modules. This session will also include an introductory lecture and assigned activities for both modules.

Contemporary Issues for School Leadership
Online Tutorials from 6 -7.30
Monday 14th September - Monday 19th October
Leadership for Quality Learning
Online Tutorials from 6 -7.30
Tuesday 15th September – Tuesday 20th October

On-Campus Seminar 2: Sat. 17th October 10-4.30

Reading Week/ School Mid-term break 26th October – 31st October *

Contemporary Issues for School Leadership
Online Tutorials from 6 -7.30
Monday 2nd November - Monday 23rd November
Leadership for Quality Learning
Online Tutorials from 6 -7.30
Tuesday 3rd November – Tuesday 24th November

On-Campus Seminar 3: Saturday 21ˢᵗ November 10-4.30
Group presentations followed by discussion.
Plenary review of the key issues for school leadership based on all topics covered.
Planning for semester 3 school-based study.

Assessment due date: Friday December 4ᵗʰ (online submission)

Semester 2: January 2016 - April 2016

Module 3: School-Based Case Study – School transformation
This can be an individual or group based systematic examination of an aspect of management or teaching and learning using action research as the main methodology. Support for this module will be by way of group or individual based online tutorials and two on-campus events. The dates and times for the module are as follows:

Opening online tutorial: Wednesday January 13ᵗʰ 6- 7.30 pm

On-Campus Seminar 1: Sat 16ᵗʰ January 10 -3
This first on-campus day will be a peer-learning event where students define and refine the remit of their case studies. An alternative to the on-campus seminar will be an extended online event. We will discuss these options in the first semester

Online Support
Online moderated discussion groups/ individual support: January 27ᵗʰ – March 23ʳᵈ alternate Wednesday evenings from 6 - 7.00

On-Campus Seminar 2: Saturday 16ᵗʰ of April
The second on-campus event comprises a keynote presentation and a gallery showcase of students' finished work.

Assessment Due: Friday April 29ᵗʰ

How will I be assessed?
The assessment structure for both module 1 and 2 follows the same structure
Presentation 20% (Sat Nov. 21ˢᵗ)
Online Participation 20%
3000 Word essay 60% Due date 4ᵗʰ December – submitted online

Module 3
Case study showcase 20% (on campus 16ᵗʰ April)
Participation in online support 10%/20%
4000 word case study essay 70%/80% (due date 29ᵗʰ April)

Learning Outcomes

On completion of this programme, students will be able to:

1. Enich their own practcie through and informed and critical approach to reflective practice whether as class teachers, formal leaders or with the borader field of educaitonal leaderhsip
2. Demonstate a critical understading of the key trends and developments with respect to school leadership and be able to apply this understadning to a critical analysis of situation specific issue in practice.
3. Clearly articulate the shaping international influences on contemporary national policy agenda and participate in a constructive critique of dominant policy agenda from a practice perspective
4. Identify and locate the issue of self-evaluation and the emphais on school review and renewal within wider discourses of accountability and professional responsibility
5. *Self-Awareness* Graduates will have an ability to reflect upon their own skills and limitations as leaders, evidenced by their performance in working with groups and their overall learning outcomes on the programme.

Entry Requirements

Applicants must have a primary degree - normally an honours degree but relevant experience is taken into account in the assessment of applications. Candidates should have in excess of three years experience in an education related field of practice.

Module List

- **EDUC41640: Leadership for Quality Learning**
- **EDUC41620: Contemporary Issues for School Leadership**
- **EDUC41800: School Transformation: School Based Case Study**

Module Overviews

EDUC41640: Leadership for Quality Learning

Award:	10 credits at level 9 towards the 30 Credit Professional Diploma in Education Studies (PDES- Leadership) award
Duration:	12/09/2015- 04/12/2015
Start Date:	12/09/2015

The module comprises three broad areas which focus on different dimensions of leadership for learning and the challenges and opportunities of this perspective for school leadership and management. All elements focus specifically on the need to target school leadership and management activities in order to enhance teaching and learning within the school. The module begins with an examination of key contributors to the school effectiveness/ school improvement debate. The second area of emphasis provides an opportunity for students to examine, understand and criticise the application of principles underpinning the different theories of school leadership with particular emphasis on modern theoretical developments in the area.

The module questions what leaders do and what activities they might engage in that are most likely to be most productive in terms of leading learning for a quality school experience. Themes include:

1. Significant Signposts in the Evolution of the Field
2. Leadership: Theories, Concepts and Models
3. The Practice of Leadership: What the Evidence Says

On successful completion of this module I will be able to:

1. Have an informed and critical understanding of the contextual factors that impact educational leadership by examining local, national and international policy developments in the area of school leadership.
2. Develop a critical insight into the range of leadership theories and perspectives in scholarship by co-constructing a model of leadership that addresses the future needs of Irish education.
3. Engage in a critical review of national and international research on school leadership in order to inform debate, analysis and synthesis of student learning in the area.

Assessment

Description	% of Final Grade	Timing
The assessment of this module is in the form of a 3,000 word essay that integrates different components of the module	60	End of Semester Submission on line December 4th
Thematic Group Presentation	20	November 21st
Contribution to online discussion	20	On-going

Mode of delivery/Expected Commitment

This is a blended module where students are required to attend college seminars at the UCD campus as part of the course one/two evenings and one Saturday over the course of the semester.

They are also required to contribute to a weekly online discussion forum for 90 minutes over the course of the semester. The expected workload is as follows:

- Lectures online during the semester (independent student work with online material): 40 hours
- Attendance at seminars on campus: 15 hours
- Contribution to weekly online discussion forum: 10 hours
- Group Presentation: 20 hours
- Student Autonomous Learning (additional reading etc): 80 hours
- End of semester written assignment: 40 hours

EDUC41620: Contemporary Issues for School Leadership

Award:	10 credits at level 9 towards the 30 Credit Professional Diploma in Education Studies (PDES- Leadership) award
Duration:	12/09/2015- 04/12/2015
Start Date:	12/09/2015

The rise of a neo-liberal agenda in education, and public policy more generally, has crystalised around new public management under the twin towers of autonomy and accountability. The module interrogates this pervasive policy agenda and the manner in which it plays out in terms of national policy and school practices, with particular reference to the lives and work of principals and teachers, and the impact of recent policy initiatives including School Self Evaluation and the Literacy and Numeracy Policy. The national policy discourse is situated within international social movements, and a key anchoring concern throughout is what does professional responsibility and leadership practice in schools entail in these changing times.

On successful completion of this module I will be able to:

1. Clearly articulate the shaping international influences on contemporary national policy agenda, particularlyregarding autonomy and accountability.
2. Interrogate national policy documents from the perspective of autonomy and accountability.
3. Create a constructive critique of dominant policy agenda from a practice perspective.
4. Identify and locate the issue of self-evaluation within wider discourses of accountability and professional responsibility.
5. Indicate possible futures for teacher professional responsibility and their agency in creating that future for the benefit of learners and the teaching profession.

Assessment

Description	% of Final Grade	Timing
The assessment of this module is in the form of a 3,000 word essay that integrates different components of the module	60	End of Semester Submission December 4th
Thematic Group Presentation	20	November 21st
Contribution to online discussion	20	On-going

Mode of delivery/Expected Commitment

This is a blended module where students are required to attend college seminars at the UCD campus as part of the course one/two evenings and one Saturday over the course of the semester. They are also required to contribute to a weekly online discussion forum for 90 minutes over the course of the semester.
The expected workload is as follows:
• Lectures online during the semester (independent student work on online material): 40 hours
• Attendance at seminars on campus: 8 hours
• Contribution to weekly online discussion forum: 10 hours
• Policy position paper: 30 hours
• Student Autonomous Learning (additional reading etc): 80 hours
• End of semester written assignment: 30 hours

EDUC41800: School Transformation

Award:	10 credits at level 9 towards the 30 Credit Professional Diploma in Education Studies (PDES- Leadership) award
Duration:	13/01/2016- 29/04/2016
Start Date:	13/01/2016

This module focuses on an identified 'problem' within a school community that has been prioritised for attention within the context of school self-evaluation. This 'problem' can be addressed as an individual 'project' or as a group undertaking. The issue to be investigated has to be substantial, and will be treated as a case study.

Documenting the case from a 'praxis' perspective, it is expected that the problem will be described, framed with reference to an appropriate theoretical/ conceptual/ empirical literature on the subject matter, and this will be followed by an appropriate research design that will take a 360 perspective on systematically establishing the 'facts'—the current realities from a comprehensive range of perspectives—teachers, support and ancillary staff, students, parents, community, Board of Management and other relevant stakeholders.

The emphasis throughout, including the assessment, will be on evidence-informed decision-making and an implementation plan that is intended to address the issue, with milestones identified for the process and indicators as to successful implementation and subsequent sustainability, evaluation and review.

Learning Outcomes

On successful completion of this module I will be able to:
1. Understand and appreciate the significance of systematic and strategic problem solving.
2. Be able to articulate the various steps in self evaluation, planning for school improvement, and the implementation of a sustainable resolution.
3. Have developed an enhanced capacity for understanding and applying evidence-informed practice as a significant contribution to sustainable school improvement in the context of school self-evaluation.
4. Enhanced capacity to work collaboratively, understand its dynamics, synergies and challenges while being more articulate about its processes.
5. Have developed a sophisticated understanding of the role of evidence in the process of determining professional judgements in context.

Assessment

Description	% of Final Grade	Timing
Different modes of assessment are available on this module – to be discussed with group		End of Semester Submission Assessment due April 29th
Participation in seminar day		Saturday April 16th
Contribution to online discussions	10- 20%	On-going

Mode of delivery/Expected Commitment

This is a capstone school-based study where students are required to work collaboratively online and on campus if necessary. Students are also required to contribute to a fortnightly online discussion forum during the semester.

The expected workload is as follows:
- Attendance at seminars on campus: 10 hours
- Contribution to weekly online discussion forum: 20 hours
- Group Presentation: 20 hours
- Student Autonomous Learning (additional reading etc): 100 hours
- End of semester written assignment: 50 hours

Further Information

Technical Requirements

Students must have access to a relatively modern computer which matches the minimum specifications required to run the UCD software, as detailed here.
(http://www.ucd.ie/itservices/itsupport/softwareapplicationsavailableinucd/supportedoperatingsystems/name,22773,en.html)

Frequently Asked Questions

I am unable to travel to UCD for exams. Is it possible to arrange to take the exams in another country or remotely?
There are no written exams on this programme so it will not be necessary to travel to the univiersity for exams. All assignments associated with the PDES are submitted online through Blackboard Safe Assign.

Will I have to pay for software or computer upgrades to take the course?
Provided you have broadband internet access and a reasonably modern PC (a suggestion is no more than 3 years old) you should be able to access all the files and run the computer programmes we require