

*Presentation pattern*      *February to January*  
    *October to October*

*Module description*

This module builds on Stag 1 (EE811) and looks at the external facing and strategic aspects of leadership in education, including the impact of environmental and internal organisational factors, leadership theories, perspectives and values leading to an exploration of strategic change. This module also looks at the research behind the theories, takes an experiential learning and reflective practitioner approach and helps students to examine current issues and concerns in students own practice settings. The module uses a blend of learning methods, including peer collaborative learning, an Online Module Reader containing material by major authors in the field and audio-visual material providing UK and international examples of leadership practice.

**Person specification**

The person specification for this module should be read in conjunction with the [generic person specification](#) for an associate lecturer at The Open University.

As well as meeting all the requirements set out in the generic person specification, you should have:

- a relevant higher degree at least at masters' level and preferably at doctoral level
- experience of teaching at masters' level, online;
- knowledge of educational leadership and management theories, frameworks and approaches;
- knowledge of education policy and practice in a range of settings;
- ability to develop students' use of literature, its selection and critical analysis;
- ability to develop students' understanding of the processes of research;
- evidence of encouraging dialogue, student interaction and innovative practice with regard to interactive online tuition;
- evidence of a commitment to engage with other module colleagues in collaborative team teaching within online tutorials;
- willingness to contribute to the development of a 'community of practice' and collaborative engagement, within the tutorial and module team.

It would be an advantage to have:

- commitment to reading new articles in the field of educational leadership and management and to sharing this knowledge with colleagues and students;
- commitment to participating in peer discussion about teaching and learning – specifically online pedagogy;
- commitment to facilitating peer support amongst students;
- experience of engaging in research of educational leadership and management or other related topics.

*Module related details - a full explanation can be found on the website*

Credits awarded to the student for the successful completion of a module:	60
Number of assignments submitted by the student:	3
Method of submission for assignments:	2
Level of ICT requirements:	3
Number of students likely to be in a standard group:	15
Salary band:	5
Estimated number of hours per teaching week:	3.5

*There is an expectation that ALs will also first mark and verify their own students' EMA submissions for which they will receive additional payment. Similarly, they will be invited to 2<sup>nd</sup> mark the EMA submissions from students who are not in their own Tutor Group and for which they will also receive additional payment, should they have capacity and choose to volunteer for this additional work.*