University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Inclusive Leadership Practices			
Code: EDLR11005	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	C Manousou		

Summary of Module
Through structured engagement with relevant resources, this module provides participants with opportunities to reflect on their own practice in the area of Leadership in Education and appreciate the necessity for change to meet the needs of the increasingly complex and diversifying educational contexts around the world. Module participants will be critically engaged with collegial models of educational leadership in the light of relevant theories, research findings and evidence-based enhancement of practice that best contribute to fostering inclusive leadership practices in diverse teams and positively navigate across diversity in race, culture, social class, ethnicity, religion, gender and ability, creating and sustaining inclusive schools and organizations. The module assessment includes a group presentation and a reflective essay related to participants' practice with a focus for change within their professional context.

The UWs attributes that are commonly developed through the completion of this module are:

-Critical and analytical thinking

-Resilience, autonomy and motivation

-Social responsibility and cultural awareness

-Effective communication and collaboration for potential leadership

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☐	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☐	☒	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☒

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
L1	Demonstrate a critical awareness of contemporary issues in the area of Leadership in Education in relation to the current challenges of globalization, power, diversity, inequality, and sustainability.
L2	Critically reflect on their professional practice, assess and synthesise the variety of perspectives and viewpoints associated with inclusive leadership in educational contexts in the light of theories and recent/current research findings.
L3	Demonstrate a critical understanding of the way in which inclusive leadership skills and intercultural communication underpin the management of positive change, relating this to their professional experiences and context.
L4	Critically understand a leadership problem and develop a creative and sensible solution through effective communication in a variety of professional settings.
L5	Demonstrate an ability to work effectively independently and collaboratively as part of a team and appropriately communicate knowledge and understanding of inclusive leadership practices in education to a range of audiences.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **11** Deep understanding of key and specialised theories, concepts, principles and terminology in relation to inclusive leadership in education

	Critical understanding of the impact of educational leadership on one's present and future professional practice to meet the needs of a changing globalised world.
	Critical awareness of current issues in Inclusive Leadership in Education in relation to theoretical underpinnings and recent/current research findings.
Practice: Applied Knowledge and Understanding	SCQF Level **11**
	Apply knowledge, skills and understanding to inclusive leadership practices across a variety of educational contexts.
	Critically reflect on professional inclusive leadership practice and contemporary issues that impact on it.
	Retrieve, interpret and synthesise primary and secondary information relevant to this module from a variety of sources including electronic databases.
Generic Cognitive skills	SCQF Level **11**
	Give reasoned opinions, identifying flaws in arguments and discriminating between what is of relevance and what is not, especially within the context of inclusive leadership in education.
	Demonstrate an understanding of an issue and develop a creative and sensible solution to a leadership or change management problem through effective communication in a variety of professional settings.
Communication, ICT and Numeracy Skills	SCQF Level **11**
	Effectively and appropriately communicate knowledge and understanding of inclusive leadership in education practices to a range of audiences.
	Make effective use of information retrieval systems and information technology applications to present documents in an appropriate form.
Autonomy, Accountability and Working with others	SCQF Level **11**
	Exercise autonomy and initiative and take responsibility for own work.
	Work as part of a professional team to analyse Information, formulate relevant responses and present these back to the group.
	Work effectively in collaboration with others in groups or teams, taking a leadership role where appropriate.
	Systematically identify and address own learning needs within the context of leadership in Education, making use of academic research materials as appropriate.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: Module Title:

	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Asynchronous Class Activity	8
Independent Study	168
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

(**got out from the essential list**): Arar, K., Sawalhi, R., Blaik Hourani, R., Hollweck, T., & Brion, C. (2023) Women in Educational Leadership and Community Building: Voices from across the Globe (1st Ed). Routledge.

Bottery, M. (2016). *Educational Leadership for a More Sustainable World*, London: Bloomsbury Publishing

Bush, T. (2010) Theories of Educational Leadership and Management (4th Ed.). London: Sage

Campbell-Stephens, R. (2021) Educational Leadership and the Global Majority: Decolonising Narratives. Palgrave Macmillan.

Diem, S. and Welton, A.D. (2021). Anti-Racist Educational Leadership and Policy, Addressing Racism in Public Education, New York and London, Routledge.

Ferdman M. B., Prime J. & Riggio E. R. (Eds) (2020) Inclusive Leadership: Transforming Diverse Lives, Workplaces, and Societies (1st Ed.). New York: Routledge.

Lopez, A. E. (2016). Culturally responsive and socially just leadership: From theory to action. New York, NY: Palgrave Macmillan.

Lopez, A. (2020) Decolonizing Educational Leadership: Exploring Alternative Approaches to Leading Schools. Toronto: Palgrave Macmillan.

Lumby, J. and Coleman, C. (2017) *Leading for Equality: Making Schools Fairer*. London: SAGE

Miller, P. (ed) (2017) *Cultures of Educational Leadership – Global and Intercultural Perspectives*. West Yorkshire: Macmillan Publishers Ltd.

Miller, P. (2018) *The Nature of School Leadership: Global Practice Perspectives*. (1 ed.) (Intercultural Studies in Education). Palgrave Macmillan UK.

Northouse, P. (2009) *Introduction to Leadership Concepts and Practice*. London: Sage.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following: Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

The School of Education and Social Sciences is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area, including the UWS Equality, Diversity and Human Rights Code and the Equality Act 2010

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	CPL
Moderator	G Felton
External Examiner	R. Race
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 - Group Presentation - 40%
Assessment 2 - Reflective Essay - 60%
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	✓	✓		✓	✓	40%	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	✓	✓	✓			60%	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)