



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

ECDE7001

Exploring Contemporary Issues in Education 1:

Developing critical skills as Leaders

Doctorate in Education (Ed D)

LEVEL 7

Yr Athrofa

Faculty of Education and Communities

2017-2018

Module Team

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We hope that you will enjoy the module and are here to help. You should:

-  Make good use of the University facilities and resources
-  Attend, prepare and participate in sessions
-  Be self-directed and more independent learners
-  Manage your time and work to meet assignment deadlines

It is your responsibility to read the University Regulations for Students, especially for regulations relating to assignments. These are available on MyDay.

All written assignments, apart from examination papers must be submitted electronically via TURNITIN.

Module Aims and Outcomes

This opening module of the EdD programme enables participants to explore the context of Welsh Education since devolution and contribute to the national debate and development of policy on education reform over the next short and medium term. The 2017-18 course starts at pivotal moment in the Welsh Government's ambition to raise standards of attainment and promote the well-being of all pupils and students in the nation. On Tuesday 26th of September 2017, the Education Secretary launched a new action plan for education in Wales. This sets out a revised timetable for the introduction of a new curriculum and the programems of work that will underpin the raising of standards throughout Wales.

This module has been designed to engage participants in the critical evaluation of policy, the foundations on which it has been constructed and the intended (and unintended) impact that it might have. **Education in Wales: Our National Mission** provides the most recent version of the Welsh Government's strategy for improvement.

This module will provide participants with the opportunity to focus in depth on an area of policy and practice that is in the forefront of their work. The assessment exercises will encourage participants to contribute directly to the national debate through publication and presentation.

AIM(S)

- To develop understanding of, and excellence in, the application of the critical skills required for effective leadership in education.
- To critically evaluate contrasting approaches to one or more contemporary issues facing the improvement of educational standards within Wales, the UK and international contexts, with regard to differing educational orthodoxies.
- To critically evaluate the presentation of contemporary educational issues and proposals in legislation, statutory and non-statutory guidance, through consultation documents and the representation of those issues and proposals in the press, social media and other channels.
- To demonstrate a critical understanding of the impact of different representations of a contemporary education issue on schools, parents, communities and children & young people.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- assess the impact of differing approaches to the presentation of policy, proposals and educational outcomes for differing audiences.
- understand the evidence of impact that differing discourses have in promoting or mitigating the impact of educational change.
- explore critically the relationship between education policy, implementation strategy and impact locally, nationally and internationally.
- articulate an understanding of the challenges and opportunities in leading educational change successfully.

Session Details

This module has a total of 30 hours scheduled learning and 270 hours of independent learning. There are two days where participants and the module team work together and a programme of weekly webinars/tutorials to provide the remaining scheduled learning sessions and to support individuals and groups of participants.

Session	Focus and outcome	Assignment
1	Saturday 07.10.17 1. Introduction to the EdD programme. 2. 'Education in Wales: Our National Mission'. The Welsh Government's action plan for education. 3. The routemap – what has happened in Welsh Education since Devolution. 4. Paradigms and Perspectives – how we make sense of the narratives 5. Webinars and Tutorials. Strategies to support learning. 6. The Assessment Framework Outcome: an individual learning plan.	
2	Tuesday 10.10.17 Is education for public good or private gain? (Webinar) This session will focus on the current debate over the funding of further and higher education. The debate provides a suitable starting point for this module as it requires examination of conflicting paradigms, policy and presentation as they are played out in advance of and through the 2017 UK parliamentary and Welsh Assembly sessions. It will enable a detailed consideration of media representations of the policy and an analysis of the evidence of actual and potential impact of differing approaches that are in place. What will they mean to communities, families and young people in Wales? What matters for leadership? Confirmation of the issues that participants wish to pursue in this module. (Tutorial) Outcome: Schedule of research issues published.	

3	Tuesday 17.10.17 Reading the numbers – what does the data tell us? What do we not know? (Webinar) The quest for authentic accountability is at the forefront of the Welsh Government’s agenda for system reform. Having dabbled with teacher assessment; literacy and numeracy testing; school categorization; schools challenge; level 2+ and finding them to have significant unintended consequences; it is now seeking a more effective means of benchmarking and measuring progress across all ages and stages. Building the evidence base for key issues in leadership: qualitative and quantitative data. (Tutorial) Outcome: First set of Blogs published.	
4	Thursday 26.10.17 Looking abroad – what can we learn from the international community? (Webinar) The Welsh Government is committed to a long-term programme of system-wide reform to improve education outcomes at all levels. This commitment is outlined in ‘Education in Wales: Our National Mission’ with a clear commitment to achieving a self-improving system through the strengthening of system leadership at all levels. This ambition is problematic. The challenges facing everyone in education are clear and well documented in the OECD report (2014) and its update in 2017. However, there is still wide variance in the interpretation of self-improving system and what it will look like in the structure and culture of Wales. This issue will focus attention at home and abroad and will require a critical appraisal of a wealth of literature from across the globe. How did we get here? What has been achieved? Where next? Hypotheses and initial conclusions (Tutorial) Outcome: Revised learning plans	

5	Tuesday 7.11.17 Assessing impact. Why such limited progress in closing the attainment gap? (Webinar) Over five years of investment in reducing the impact of poverty on education attainment has had mixed outcomes. The data shows incremental progress and a narrowing of the gap between eFSM and nonFSM pupils. However, the picture varies widely across Wales and even within local communities. The Well-being of Future Generations Act places a legislative framework on all public bodies to secure improved outcomes for all. What are the prospects for success of these measures? Emerging issues, conflicts and contradictions? Is there a clear theoretical framework and evidence base? (Tutorial) Outcome: Second set of Blogs published.	Preparation for presentation
6	Tuesday 14.11.17 Challenges for leadership. How do we respond individually and collectively? (Webinar) The McKinsey reports on high performing education systems point to the common factor of teacher performance as the baseline indicator of success. The Welsh Government has responded to this and the OECD report on Education In Wales (2014) with a range of interventions: reform of the criteria for validation of initial teacher education; the New Deal; Pioneer Schools; hypothecated funding for professional development. These measures are designed to improve the quality and consistency of teaching across the curriculum and its impact on raising educational standards. What are the leadership implications? (Tutorial) Outcome: Draft presentations complete.	
7	Saturday 25.11.17: Critical analysis of presentations; commentaries and conclusions; key messages for the profession. Outcome: Third set of blogs published; presentations revised and submitted for publication.	Conference Presentation

8	Thursday 30.11.17 Representing the narrative – building public confidence. How do leaders impact on local community confidence in public education? (Webinar) The recently announced review of Estyn will open up the debate on qualitative accountability. Estyn has just launched a revised framework for the inspection of schools which is intended to be fit for the future and open to the creativity required in schools to implement the new curriculum and assessment arrangements. Audience and purpose. What is the message and who needs to hear it? (Tutorial) Outcome: Journal Article outline plan.	
9	Tuesday 5.12.17 Bringing it all together. The leadership challenge; a new curriculum; new professional learning initiatives; new professional standards; new ITE partnerships; new accountability proposals. Does it all add up? (Webinar) Implications for leadership. (Tutorial) Outcome: Journal article reading list compiled	Critical reflection: The art of blogging
10	Tuesday 9.01.18 Review and evaluation – what have we learned and what are the implications for our future learning? (Webinar) A review of the module, the achievements from presentations and blogs. Ponters for the future. Concluding messages. (Tutorial) Outcome: Journal article first draft. Blog 4 published.	
	Submission of final assignment (18.01.18)	Journal Article

Details of Assessment

Assessment Component 1 – 40%

Prepare a presentation for a conference that critically evaluates a contemporary issue in education in Wales, its representation in official statements, media treatment and your understanding of its treatment in an international context. (8 minutes presentation and 1500 word equivalent supporting material).

This will be submitted by 30.11.17

Assessment Component 2 – 10%

The art of blogging. You are asked to contribute at least two blogs over the period of this semester. These will be personal writing that is open for comment and collaboration within the group. The assessment will be a critical reflection on your learning through this medium of writing and publication. This will be submitted by 09.12.17

(800 words equivalent)

Assessment Component 3 – 50%

Prepare an article for an appropriate journal that follows the guidelines for contributors. Include an abstract/presentation that is suitable for submission to a research conference and for posting on a web-site. (4000 word paper and 150 word abstract).

This will be submitted by 18.01.18

Key Reading

Classification	Reading List entry	Electronic*
Essential	'Education in Wales: Our National Mission'. Welsh Government Action Plan for Education.	☒
Essential	Coe R, Aloisi C, Higgins S, Elliot Major L. (2014) <i>What Makes Great Teaching? Review of the Underpinning Research</i> . Durham: Centre for Evaluation and Monitoring/The Sutton Trust.	☒
Essential	Hattie J. (2008) <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i> . New York: Routledge.	☒
Essential	Ko J, Sammons P. (2013) <i>Effective Teaching: A Review of Research and Evidence</i> . Reading: CfBT Education Trust.	☒
Essential	OECD, (2014) <i>Improving Schools in Wales: an OECD Perspective</i> . Paris, OECD.	☒
Further	OECD, (2015) <i>Improving Schools in Scotland: an OECD Perspective</i> . Paris, OECD.	☒
Further	Painter A, Bamfield M. (2015) <i>The New Digital Learning Age: How we can enable social mobility through technology</i> . RSA London.	☐
Further	Pashler H, Bain PM, Bottge BA, et al. (2007) <i>Organizing Instruction and Study to Improve Student Learning. IES Practice Guide NCER 2007-2004</i> . Washington, DC: National Center for Education Research.	☐
Further	Dixon P. <i>Testing Times: Success, Failure and Fiasco in Education Policy in Wales since Devolution</i> .	☐
Further	Evans G. (2016) <i>A Class Apart: Learning the Lessons of Education in post-devolution Wales</i> . Welsh Academic Press.	☐
Further	Wales Journal of Education. University of Wales Press. Accessed at: http://www.wales.ac.uk/Resources/Documents/Wales-Journal-of-Education-Volume-18.1.pdf	☒
Further	British Educational Research Journal. Wiley-Blackwell. Accessed at: http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291469-	☒

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Further	International Journal of Educational Research Elsevier. Accessed at: http://www.journals.elsevier.com/international-journal-of-educational-research/	☒
Further	Cambridge Journal of Education. Taylor and Francis. Accessed at: http://www.tandfonline.com/toc/ccje20/current	☒
Further	American Educational Research Journal. Sage Journals. Accessed at: http://aer.sagepub.com	☒
Further	Deans for Impact. <i>The Science of Learning</i> . Austin, TX: Deans for Impact, 2015. Accessed at: www.deansforimpact.org/pdfs/The_Science_of_Learning.pdf	☒
Further	OECD Education Policy Outlook 2015, <i>Making Reforms Happen</i> . Accessed at: http://www.oecd.org/edu/education-policy-outlook-2015-9789264225442-en.htm	☒
Further	Programme for International Student Assessment. Accessed at: https://www.oecd.org/pisa/	☒
Further	RSA Cities of Learning. Accessed at: https://www.thersa.org/action-and-research/rsa-projects/creative-learning-and-development-folder/cities-of-learning	☒
Further	Scottish Government. <i>National Improvement Framework for Scottish Education - achieving excellence and equity</i> . 2016. Accessed at: http://www.gov.scot/Publications/2016/01/8314	☒