Module 1.

Leadership for Learning
Is the bedrock of the ELSI MEd/MPhil and of 'Leadership for Learning: the Cambridge Network'
http://www.educ.cam.ac.uk/centres/lfl. We consider both leadership and learning to be shared, as much as individual, activities, and that agency, moral purpose and principles are key elements in their interrelationship.

Module 2.

In Policy Structures and Change
we consider the different ways policy is conceived, and explore the underlying assumptions. We examine various organising principles, and what we know about change in a school context, relating theory to practice.

Module 3.

School Effectiveness and School Improvement.
In this theme we learn about and critique the school effectiveness movement. We also examine school improvement, asking what 'improvement' really means, and consider related issues including the kinds of support that might benefit a school.

Module 4.

Issues and Dilemmas
We face Issues and Dilemmas every day, and leadership is becoming an increasingly contested and difficult arena. We look at frameworks for conceptualising and dealing with dilemmas, and tease out the complexity and contextual nature of dilemmas. We also consider some contemporary educational issues.
Module 5.

Perspectives on Leadership
We take an in-depth look at educational leadership, exploring a range of theoretical perspectives on leadership, and relate these to our experience and situations. Perspectives for consideration may include distributed leadership, teacher leadership and student leadership.

Module 6.

Perspectives on Learning
We explore some of the complex issues around learning. We examine different theories of learning and conceptions of ability, and discuss their implications. Conditions and approaches that support and frustrate learning are considered.

Module 7.

Schools, Cultures and Communities
We explore our understanding of 'a school', considering the different cultures that schools exhibit, and the community and wider societal influences on schools. The contributions of various 'stakeholders' - particularly pupils, parents and teachers are discussed.

Module 8.

Educational Evaluation
Whether we are evaluating the educational achievements of an individual pupil, a year group, a school or system, there are many issues to be understood and addressed. In this theme we consider a number of approaches to educational evaluation, their strengths, weaknesses and fitness for purpose.