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. Both leadership and learning are viewed as shared as much as individual, activities, and agency, moral purpose and principles are key elements in their interrelationship. We relate the LfL framework to our own learning, examine its adoption in different settings, and consider implications.

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 some of the complex issues relating to improving effective teaching and learning.

Module 4.

Issues and Dilemmas.
We face issues and dilemmas every day, and educational 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.
Educational leadership research is a continually developing broad field encompassing many approaches and angles. We learn about various perspectives, concepts and issues, and relate our these to our experience and situations. Consideration goes beyond those in formal leadership positions to include everyone who can bring about change.

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.