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| Title: | **Understanding the leadership of organisations** | | |
| Level: | 6 | | |
| Credit value: | 8 | | |
| Learning outcomes (the learner will) | | Assessment criteria (the learner can) | |
| 1.Understand leadership in an educational setting | | 1.1  1.2  1.3  1.4 | Research leadership characteristics, styles and structures and their application in educational settings  Critically evaluate competing approaches and models of educational leadership  Apply key concepts of educational leadership to a critique of two different leaders, one of whom must be a school leader  Determine theoretical insights about educational leadership through reflection on own experience |
| 2. Be able to assess own personal characteristics and skills as a leader in an educational setting | | 2.1  2.2  2.3  2.4  2.5 | Produce a contextual discussion of own role as a leader that explores current thinking about educational leadership and the impact of recent government policies  Analyse two critical incidents in own leadership in order to make informed judgements to improve professional practice.  Complete a thorough self-assessment of own professional competency as a leader, drawing on a 360° feedback process and other relevant diagnostics  Assess own qualities and skills as a leader in terms of relevant national competency frameworks  Critically reflect on own personal characteristics as a leader and their impact on the school environment. |
| 3. Be able to determine areas and priorities for self -development as a leader in an educational setting | | 3.1  3.2 | Analyse the changing leadership role of the School Business Manager.  Use professional self-knowledge and diagnostics/feedback to justify key areas of further professional development in own leadership skills and qualities |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | The purpose of this unit is to enable the school manager develop knowledge and understanding of the nature of leadership as part of their role and to plan for further professional learning. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | |  | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | National College of School Leadership (NCTL) | |
| Location of the unit within the subject/sector classification system | |  | |
| Unit guided learning hours | | 28 | |