

# **Open University of Mauritius**

## **Master of Education in Educational Leadership and Management [OUpm016]**

### **1. Rationale and Objectives of the Programme**

The Master of Education in Educational Leadership and Management at the Open University of Mauritius is a programme intended for anyone with a strong interest in educational leadership and management. People need to master the 21<sup>st</sup> Century leadership skills to ensure sustainable leadership in their educational institutions and to lead their organisation effectively. Indeed, the changing demands of the changing school characteristics require that those involved in it be well prepared to manage the learners, educators, parents and even work towards community outreach. Else, modern leaders, be they educator leaders, school leaders, community leaders or group leaders may destroy the functioning of the organisation.

This programme further develops the leadership skills of people who are engaged in the management of institutions at the micro, macro and meso levels. The educators, the school heads, the superintendents, the directors of institutions, the administrators among all those involved in educational institutions are agents of change towards school effectiveness and improvement. It aims to assist graduates of different disciplines to pursue a career in education, with a leadership and management focus. All those who are in management positions but without relevant qualifications in educational leadership and management and who aspire to occupy such positions are provided with the vast knowledge in the field to expand their knowledge and bring into their learning their professional experience to have a deeper understanding into the practices of leadership and management.

More specifically, the programme aims at:

- Improving understanding of leadership practices in social, cultural, political and policy contexts
- Utilising existing and emerging international research-informed knowledge of educational leadership and management

- Enabling a deeper understanding of the learner’s organisation and the educational environment.

After completing this programme, the learners should be able to:

- Develop their understanding of the broad field of educational leadership and management
- Engage in critical discussion of a range of practices in the leadership and management of stakeholders in the educational organisation
- Apply the knowledge and practices in leadership and management of their own organisation to ensure sustainable institutional leadership.

## 2. Programme Requirements

**EITHER** (a) A Bachelor’s degree in Education with honours

**OR** (b) A Bachelor’s degree in any field of study, **and** a PGCE,

**OR** (c) A Bachelor’s degree in any field of study, **plus** two years of full-time teaching experience **or** five years of part-time teaching experience,

**OR** (d) A Master’s degree in any field of study,

**OR** (e) Any other qualifications acceptable to the University.

**Note:** Candidates who hold a Postgraduate Diploma in Educational Leadership and Management from a recognised institution will join the programme in Year 2 Semester 1.

## 3. Programme Duration

	<b>Minimum</b>	<b>Maximum</b>
Master’s Degree	2 years	5 years
Postgraduate Diploma	1½ years	3 years

## 4. Minimum Credits Required for the Awards

Master’s Degree	42 Credits
Postgraduate Diploma	30 Credits without Dissertation

Each credit in the University's system is equivalent to a minimum of 20 hours of study including all learning activities (i.e. reading and comprehending the print materials, listening to audios, watching videos, attending tutorials/counselling sessions, writing assignment responses and preparation for the examinations). Thus, a 3-credit course involves a minimum of 60 hours of study.

## 5. Assessment

Each module carries 100 marks and will be assessed as follows (unless otherwise specified):

Assessments will be based on written examination of 3-hour duration, which would account for 50% of the final module grade and continuous assessment which would account for 50% of the final module grade. Continuous assessments will be based on assignments, mini-projects and portfolios. Each module will carry 100 marks. To pass any module, the learner should score a minimum of 40% in continuous assessment and a minimum of 40% in the end-of-semester examination. Learners may re-sit up to a maximum of two failed modules for the semester of the programme.

In this M Ed programme, some modules are assignment-based over 100 marks, with no end-of-semester written examinations. In a semester in which four modules are offered, two will be assignment-based only and two will be examinable.

Written examinations for all modules, whether taught in semester 1 or in semester 2 or both, will be carried out at the end of the semester (unless otherwise stated).

## 6. Grading

Percentage Range	Description	Grade	Grade Point
$x \geq 70$	Excellent	A	5
$60 \leq x < 70$	Very Good	B	4
$50 \leq x < 60$	Good	C	3
$40 \leq x < 50$	Satisfactory	D	2
$0 < 40$	Ungraded	U	0

## 7. Award

Distinction	: CPA $\geq$ 70
Merit	: $60 \leq$ CPA $<$ 70
Pass	: $40 \leq$ CPA $<$ 60

If CPA  $<$  40, the learner will have to repeat the semester, and retake the modules as and when offered. However, s/he will not be required, if s/he wishes, to retake module(s) for which Grade C or above has been obtained. Learners are allowed to repeat twice over the entire duration of the Programme of Studies. No award is made if CPA  $<$  40. A learner who fails a Masters project/Dissertation and subsequently passes it will only be eligible for the award of a Master's Degree at a pass level.

## 8. Course Structure

### YEAR 1

MODULE CODE	MODULE	Semester 1	Semester 2	Number of Credits
OUpm016111	Curriculum Development (E)	√		3
OUpm016112	Assessment and Evaluation in Education (NE)	√		3
OUpm016113	Qualitative Research Methods in Education (NE)	√		3
OUpm016121	Law in Education (E)		√	3
OUpm016122	Professional Development in Education (NE)		√	3
OUpm016123	Comparative Education (E)		√	3
OUpm016124	Quantitative Research Methods in Education (NE)		√	3

**YEAR 2**

<b>MODULE CODE</b>	<b>MODULE</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Number of Credits</b>
OUpm016211	Educational Leadership (E)	√		3
OUpm016212	Educational Administration (E)	√		3
OUpm0161213	Educational Policy and Planning: Theory and Practice (NE)	√		3
OUpm016214	Managing the School as an Organisation (NE)	√		3
OUpm016221	School Improvement and School Effectiveness (NE)		√	3
OUpm016222	Dissertation (E)		√	6

**Note:****E : Examinable Module****NE: Non-Examinable Module**

## **YEAR 1**

### **Semester 1**

#### **CURRICULUM DEVELOPMENT [OUpm016111]**

##### **Aim**

This module provides an overview of the main concepts involved in curriculum design and planning.

##### **Learning Outcomes**

At the end of this module, learners should be able to:

- Discuss the major theories related to curriculum development and content choice
- Analyse past and present curriculum development and designs, and the strengths and weaknesses of these designs and content choices
- Analyse the skills necessary to plan, design and evaluate a curriculum
- Predict the effects of decisions in curriculum content and design on learners
- Critically examine the current curriculum issues

#### **SYLLABUS OUTLINE**

- Evolution and Perspectives
- Curriculum Planning
- Curriculum Design
- Curriculum Maintenance and Continued Development
- Curriculum and Society

**Aim**

This module aims at providing the opportunities for learners to develop their understanding of assessment as an effective tool for teaching and learning.

**Learning Outcomes**

At the end of this module, learners should be able to:

- Apply the basic concepts and principles of assessment in instruction
- Acquire basic knowledge of different assessment techniques that can be implemented in the classroom
- Apply alternative assessment
- Describe different types of assessment for different situations
- Explain how scoring and analysis can be implemented

**SYLLABUS OUTLINE**

- Introduction to Assessment
- Understanding Assessment
- Alternative Assessment
- Assessment Techniques
- Assessment as a Tool for Learning
- Diagnostic Assessment

**Aim**

This module aims at helping the learners understand qualitative research approaches, methods and forms of analysis which are relevant to research in education and to plan and undertake a simple analysis of learner-generated qualitative data.

**Learning Outcomes**

At the end of this module, learners should be able to:

- Differentiate the most widely used approaches to qualitative data collections
- Critically analyse the key issues around validity, reliability and sampling in qualitative research
- Consider the ethical issues and reflexivity as applied to qualitative research
- Demonstrate a systematic understanding and critical awareness of how qualitative research is written up in practice

**SYLLABUS OUTLINE**

- Genre, Elements and Styles of Qualitative Research
- Sampling Techniques
- A Survey of Qualitative Data Collection Methods
- Qualitative Research Design
- A Survey of Qualitative Data Analytic Methods



**AIM:**

This module aims at providing the learners with a deep understanding of provisions, practices and procedures of the education system in the Mauritian legal framework.

**Learning Outcomes**

At the end of this module, learners should be able to:

- Be knowledgeable about the sources of educational laws in the Mauritian context
- Assess the relationships between human rights and education
- Analyse the various educational reports pertaining to education
- Assess the role of statutes in enhancing education in Mauritius
- Analyse the role and limitations of bodies regulating education in Mauritius
- Argue the extent to which existing mechanisms contribute to the progress of education in Mauritius

**SYLLABUS OUTLINE**

- General Introduction to Law in Mauritius
- Sources of Educational Law in Mauritius
- Constitutional Law and Fundamental Rights
- Statutes Regulating Education in Mauritius
- International Principles and Agreements
- Education and the Judicial Framework

## PROFESSIONAL DEVELOPMENT IN EDUCATION [OUpm016122]

### **Aim**

This module helps the learners identify their personal and professional skills and strengths, and reflect on the skills they have developed in the teaching environment.

### **Learning Outcome**

At the end of this module, learners should be able to:

- Identify the concepts related to profession and professionalisation
- Examine various elements involved in the concept of teacher professional development
- Create, develop, plan, implement and evaluate professional development initiatives, programmes and activities

### **SYLLABUS OUTLINE**

- Concepts of Continuing Professional Development
- How Educators Learn and Acquire Skills and Expertise
- Models and Approaches to Educator Professional Development
- Planning Educator Professional Development
- Pursuing Educator Professional Development

**Assessment:** The learner should submit a portfolio based on his/her professional growth and development as a practitioner.

## **COMPARATIVE EDUCATION [OUpm016123]**

### **Aim**

The aim of the module is to help learners make connections between the local and global, the relationship between education, development and society.

### **Learning Outcomes**

At the end of this module, learners should be able to:

- Develop a critical understanding of what characterises comparative education as a field of study and its relation to other academic fields
- Reflect on and articulate different theories and methods in comparative education with reference to key concepts in different societies

### **SYLLABUS OUTLINE**

- Foundations of Comparative Education
- Comparative Education: Theories and methods
- Education, Globalisation and the Nation State
- Power, Culture and the Politics of Identity
- Education and Development

## **QUANTITATIVE RESEARCH METHODS [OUpm016124]**

### **Aim**

The aim of the module is to provide opportunities to develop learners' understanding of a range of different methods associated with the collection and analysis of quantitative data in the context of education.

### **Learning Outcomes**

At the end of this module, learners should be able to:

- Explain the advantages and disadvantages of quantitative techniques
- Select and argue about the quantitative research design
- Describe and represent collected data for analysis
- Apply quantitative techniques for one-sample and two-sample tests

## **SYLLABUS OUTLINE**

- Introduction to Quantitative Research in Education
- Data Description and Data Representation
- Survey and Sampling Techniques
- Probability Distribution
- Quantitative Research Design
- Quantitative Research Techniques I: One-sample Tests
- Quantitative Research Techniques II: Two-sample Tests

## YEAR 2:

### **EDUCATIONAL LEADERSHIP [OUpm016211]**

#### **Aim**

The aim of the module is to create a sense of awareness in the learners about the significance and potentials of educational leadership in the transformation of schools and the school system.

#### **Learning Outcomes**

At the end of this module, learners should be able to:

- Understand the concept of leadership in the educational context
- Select high quality leaders to operate successfully effective school
- Analyse a variety of leadership models designed by leading world educators that can be adapted to schools
- Apply leadership knowledge, skills and dispositions that underpin the identified leadership dimensions

### **SYLLABUS OUTLINE**

- School leaders: A Theoretical Framework
- The Ministry of Education: Political Leadership
- Re-imagining School Leadership: New Professionalism
- The Colour of Innovative and Sustainable Leadership: Distributed Leadership
- A Framework of Leadership in Future-Focused Schools
- Looking Ahead: What Master Strategists Say
- A case study: A world class education for Mauritius in the 21<sup>st</sup> century

### **EDUCATIONAL ADMINISTRATION [OUpm016212]**

#### **Aim**

This module empowers the learners with theoretical perspectives that will enable them to develop the best practices for effective educational administration and good governance.

## **Learning Outcomes:**

At the end of this module, learners should be able to:

- Discuss the nature and scope of practice of education administration.
- Plan, design and implement a school development plan.
- Assess their potential and empowerment for decision making and policy making concerning school matters.
- Analyse educational administrative practices that may enhance quality management in schools.

## **SYLLABUS OUTLINE**

- Concepts of educational administration
- Historical trends in the development of educational administration
- Nature, scope and objectives of educational administration
- Introduction to the concept of educational planning
- Decision making and policy making in educational administration
- Effective communication: A tool for improvement of secondary school management
- Behaviour and conflict management
- Quality management in education
- Project management in education

## **EDUCATIONAL POLICY AND PLANNING [OUpm016121]**

### **Aim:**

This module aims at equipping the learners with the knowledge and understanding of the implementation process and strategies of educational policies and plans.

### **Learning Outcomes**

At the end of this module, learners should be able to:

- Analyse theories of processes of education policy planning.
- Evaluate the role of educational policy and the institutional structures needed to support those policies in education systems.

- Analyse how factors such as values, cultures and politics affect education policy decision making.
- Develop skills in shaping policies in education that consider the needs of stakeholders in specific contexts.
- Predict the effects of educational policies based on analysis of the implementation of present and previous policies.
- Assess education issues and problems in educational policy decisions and policy development.

### **SYLLABUS OUTLINE**

- Education policy: Foundations
- Policy issues in context
- Policy formulation and adoption
- Policy implementation
- Policy evaluation and review

### **MANAGING THE SCHOOL AS AN ORGANISATION [OUpm016214]**

#### **Aim**

The module aims at broadening the learners' knowledge, skills and experiences in dealing with various aspects of managing the school as an organisation which has its own structure, climate culture and human resources.

#### **Learning outcomes**

At the end of this module, learners should be able to:

- Distinguish between the organisational structure, climate and culture of the school
- Evaluate the effectiveness of the school-parents' partnership
- Formulate the marketing strategies of the school
- Assess the instructional leadership role of the school head
- Analyse the various aspects of managing the school's resources

## **SYLLABUS OUTLINE**

- The School as an Organisation
- The School and its Environment
- Marketing of the School
- Instructional Leadership
- Managing the School's Resources
- Mentoring in Education
- Practical Mentoring in Education

### **SCHOOL IMPROVEMENT AND SCHOOL EFFECTIVENESS [OUpm016221]**

#### **Aim**

The module aims at providing learners with the skills and theoretical background and insights to be able to critically scrutinise the effectiveness of educational and school practices.

#### **Learning Outcomes**

At the end of this module, learners should be able to:

- Describe the nature, scope and objective of school effectiveness
- Analyse the determinants and indicators of school effectiveness
- Discuss critically the implications of school effectiveness for the stakeholders
- Evaluate the relationships between school improvement and school effectiveness

## **SYLLABUS OUTLINE**

- The Nature, Scope and Objectives of School Effectiveness
- The Determinants of School Effectiveness
- The Indicators of School Effectiveness
- The Implications of School Effectiveness
- The Relationships between School Improvement and School Effectiveness



## **DISSERTATION [OUpm016222]**

The research dissertation will allow the learner to examine thoroughly a topic or theme in educational leadership and management. It will draw upon significant concepts and techniques introduced during the taught part of the course and will have to merge the theoretical background and insights and practice of educational leadership and management through the achievement of a considerable and related in-depth piece of study/work. The review of the final year dissertation will be based on the compliance of a report which should be in the range of 14,000–16,000 words.