

Master of Arts (Leadership and Educational Change), Joint Programme

Course Code	Course Title	Course Synopses	AU
MALC801	Perspectives in Educational Leadership	Educational leadership is a complex concept, both in theory and in practice. It can be approached from many perspectives and this leads to many different models of explaining and practising it. In the current literature, there are many models of educational leadership, such as visionary leadership, moral leadership, transactional leadership, transformational leadership, instructional leadership, curriculum leadership, distributed leadership, teacher leadership, principle-centred leadership and learning-centred leadership. This course requires participants to review the literature on educational leadership and construct their own model of educational leadership that could link policy and implementation, and theory and practice in their context.	3
MALC802	Globalization, Educational Change and Pedagogical Reform	This course is an introduction to cultural and economic globalization, its impacts on educational policy and practice, and related issues of school change, leadership, curriculum reform and new pedagogy. It provides students with a conceptual and analytic understanding of cultural and economic globalization, an understanding and engagement with practical educational issues and problems that Singapore and other countries face as a result of globalization. The course discusses curriculum and policy reform strategies that are seeking to respond to current and emergent conditions in the educational landscapes of selected countries.	3

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MALC803	Curriculum Theory, History and Issues	<p>Basic to curriculum theory is to consider the key questions: What knowledge is of most worth to learners? What activities are of most effective in enabling learners to acquire this knowledge? Who benefits from different conceptions of knowledge and curriculum? What is the most appropriate way to organize these activities? How do I know if learners have acquired this knowledge? There is no one correct answer to these questions. Making decisions about curriculum issues entails defining what is desirable? and attempting to realize what is achievable in diverse human lives. Thus, the process of making curriculum decisions is, and should be complex and problematic. In this introductory course, students will review the history, and major themes in the curriculum studies. Students will examine varied ideological orientations, and become familiar with the structures that support ongoing discourses. They will develop critical and analytical skills appropriate to the scholarly discussion of curriculum and teaching problems.</p>	3
MALC804	Curriculum Implementation and School Improvement	<p>This course focuses on implementation issues associated with national and school-based curriculum innovation efforts, professional development and school improvement. It addresses the theoretical concepts that are related to the implementation process and issues of curricular innovations in schools. It is designed to encourage educational leaders to examine their assumptions about the nature of educational change and the complex process of implementing planned change at the school and classroom levels. Participants will be expected to review, critically analyse and relate relevant literature to their own experiences of working with innovation and change initiatives in their own contexts.</p>	3

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MALC805	Seminars in Educational Inquiry	This seminar series is designed to help participants develop a well-informed understanding of what educational inquiry is and how such inquiry is conceived to investigate important educational issues and phenomena focusing on change, curriculum, pedagogy and assessment. It will discuss several important forms of qualitative research such as philosophical/conceptual analysis, document analysis, historical research, case studies, action research and narrative inquiry. Participants will learn to critically analyse pieces of educational research and conceptualise a proposal for an inquiry project.	4
MALC806	Integrative Study Project	This course will build around a series of seminars that will integrate each student's learning experiences and expand her/his knowledge, understanding and practice of leadership. The integrative study project that a student undertakes arises from an identification of a problem which forms the focus of inquiry. Students will need to locate and read the most relevant literature in order to understand more deeply the problem identified, recommend solutions and discuss the implications of recommendations for policy and practice. Students will be required to submit a final report of about 3,000-4,000 words.	1
MALC811	Crafting the Curriculum - From Theory to Practice	Curriculum planning and design are essential ingredients in the curriculum development process. The course will introduce participants to the nature of the design process, and considers principal forms of commonplace curriculum designs found in schools and educational systems. Participants will learn about the key principles of effective curriculum design and have the opportunity to apply the principles learnt through a collaborative curriculum design project in a chosen disciplinary field or an area of interest. The important issue of teacher curriculum planning is also addressed.	3

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MALC812	Differentiating Curriculum and Teaching for Diverse Learners	Engaging learning requires a renewed focus on the learner to understand and provide for diverse needs, abilities and backgrounds so as to optimise learning for all students. This course aims to assist participants in developing a critical understanding of the diversity of learning needs in regular classrooms. It will enable participants to use a variety of research-based curriculum design models to develop appropriate curricula and teaching approaches, review, adapt and differentiate existing curricula to meet varied learning needs, as well as evaluate the effectiveness of the designed curricula.	3
MALC815	Curriculum and Teaching Policy	This course examines the theoretical and political bases of curriculum and teaching policies and their influences on school organizations and teaching practices. It will explore the policy-making process from policy design through implementation.	3
MALC821	Teacher Knowledge, Learning and Development	This course focuses on rethinking the social, cultural, political and educational contexts of teaching and learning as well as the personal and professional development of teachers. Participants will examine their own professional development trajectories against the broader context of professional learning globally. Participants will examine and discuss critical questions such as What constitutes effective teaching?, How do teachers develop professionally?, How can educational reforms impact school effectiveness and improvement?, How do teachers teach and learn in different social, cultural and political settings? and How to build learning communities?	3
MALC822	Teaching and Learning in Multicultural Classroom	Student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) is examined in relation to decisions about teaching methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers cultural background and professional growth and development.	3

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MALC825	Theories and Perspectives on Learning	This course will focus on the behaviourist, cognitive and constructivist theories and perspectives on how people come to learn, understand, reason, and solve problems, as well as the implications of these theories for the design of learning environments and learning in formal and informal contexts. Centrally important issues in the cognitive and social sciences will be discussed, such as mental models, representations, conceptual change, expertise, transfer, situated cognition, collective cognition, activity systems, communities of practice, and informal learning.	3
MALC831	Assessment and Learning	In recent years, there has been renewed interest, and a growing body of literature and research on assessment for learning, sometimes referred to as formative assessment or classroom assessment. At the same time, there is a growing awareness of the confluence of assessment and learning and the tensions between assessment and learning as a dialectic. This course is designed to provide educational leaders with a theoretical framework and an informed understanding of the assessment and learning dialectic in various issues so that they can evaluate assessment practices and policies in their own context. Participants are then able to systematically and critically reflect on assessment practices in their own contexts and to learn from the experiences and contexts of others.	3
MALC832	Programme and Curriculum Evaluation	This course aims at developing participants professional competency in understanding and designing evaluation studies in educational context. Through exploring the theories of the nature of major evaluation models, participants will develop understanding of the key aspects, including the politics and ethics of designing evaluation studies. Examples from various sources will be used as case studies. The course introduces key steps in planning and carrying out an evaluation and participants are expected to design an evaluation. Attention is given to needs assessment, formative research, methods of data collection, and the monitoring of outputs and outcomes.	3

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MALC841	School Change	This course examines major themes in leadership and change, including state of the field regarding school change, schools as social organizations, the individual in the organization, theories of change, and implementation strategies and processes.	3
MALC851	Organisational Learning and Development	This course explores some of the basic concepts that explain how organizations and individuals develop and learn. It draws upon recent research from different countries to illustrate contemporary educational practices. The course aims to provide a map of the main concepts which explain the notions of learning and development; illustrate how concepts of learning and development are to be found in the every-day practice of educators and education institutions; draw upon examples of learning and development practices from the international educational arena; use the notions of learning and development to analyze contemporary educational practices known to participants and then to reflect upon the lessons that are inherent in those practices.	3
MALC852	Theories of Organisation	This course aims to provide opportunities for participants to examine several theories of organization, articulate the assumptions that make a theory; communicate a theory of organization to others; and attempt to construct a new theory of organization. Theory construction is an important skill for leaders and participants will be challenged to think through a theory from its basic assumptions to its application. This approach links research to practice.	3