

# MA Educational Leadership in Practice

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**An interview with...**

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## David Buckley

Current Student



After studying and teaching in the UK, David Buckley decided to move abroad and engage with international school education. He worked in schools in Bangkok, Hong Kong and Singapore, and acquired significant practical experience as an educational leader.

Studying for a master's is something that he was always contemplating, as he wanted to develop his theoretical skills and take a critical approach to educational issues.

Driven by his desire to interact with a global network of like-minded professionals and learn about the latest developments in the sector, David is confident that the MA in Educational Leadership in Practice will equip him with the tools to make a difference.

### INFLUENCE CHANGE

"This course not only provides you with a theoretical framework, but it also examines educational leadership issues in diverse international contexts," says David. Considering himself a life-long learner, he hopes to gain a holistic view of education and engage with modules he is passionate about.

David finds the course and the flexibility of the assessments valuable, in terms of helping him apply his learning into practice. Exploring his interests around the expansion of international school education in the Asia-Pacific region over the last ten years, helps him relate the course to his work and expertise.

His studies help him explore alternative aspects of educational leadership that he took for granted. At a time of great change in the industry, he needs to take a more critical approach to educational issues and social policy. "My role is quite practical, but I missed the theoretical side of it. I need to learn more about leadership models, examine and review the existing literature."

The broad scope of the course allows him to learn about things outside of his sphere, opening his eyes to wider issues and finding fresh approaches to pursue. He can broaden his horizons and influence his organisation's decisions by creating impactful change.

### BUILD A GLOBAL NETWORK

When applying for this course, the conference element, and the fact that the course is a blend of online and in-person delivery, stood out to David. He admits that having the opportunity to connect face-to-face with people in a physical environment is inspiring, as you gain a deep understanding of best practices from around the world. "Building a global network with peers and experts and working collaboratively around issues you are passionate about, helps you discover new aspects of education," says David.

Although - due to the pandemic - the conferences have been virtual, he explains that they provide a platform for discussions around educational leadership issues to take place.

Meeting with fellow students and professionals is important for David. "Engaging with people from around the world makes me realise how wider the realm of educational leadership is and the opportunities that are out there," he says. In this way, he can take a holistic view of educational leadership and grow personally and professionally through the course.

## NEW PATHS

David is confident that the course will equip him with the tools he needs to make an impact. He hopes to develop his intellectual skills and apply his learning to his practice. "I am starting a new role soon, which is a new challenge for me. I will continue synthesizing what I've learned during the course and then will transfer that into this new setting and context. This offers me a sense of fulfilment," he says.

The master's in Educational Leadership and Practice is key in developing his ideas and helping him influence his organisation's leadership decisions. He will also try to frame his dissertation around elements of his new role, which is mutually beneficial for the school and himself.

David adds that "the learning that has taken place during the course doesn't end or stop, when the course ends." He is also not sure, whether he will continue with a PhD, but he feels that "this journey has been more of a spark and a catalyst as opposed to a full stop at the end."



### Two intakes

Start studying in September or February



### 24 months

Part-time MA



### Blended Learning

Online course content with face-to-face course conferences, twice a year



### Flexible format

Transform your career while you continue working

**6th**  
BEST

### University in the UK

(QS World University Rankings)

**27th**  
BEST

### University in the world

(QS World University Rankings, 2020)

# GET IN TOUCH

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