EDUC90676 Leading Learning Communities

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 48 hours. Total Time Commitment: 240 hours.
Prerequisites:	None.
Corequisites:	None.
Recommended Background Knowledge:	None.
Non Allowed Subjects:	None.
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/
Contact:	MGSE Student Centre: PH: 8344 8285
Subject Overview:	In this subject students will be exposed to theories and practises that enable team-based and organisation-wide learning to occur. Students will develop a theoretical and practical understanding of the use of data and assessment in creating learning communities. Assessment practices will also be explored in relation to how they can be utilised to improve learning outcomes at both the individual and school level. The use of instructional rounds- learning to see, learning to judge – approach will be explored as a system wide practise than can create and share knowledge. The importance of distributed leadership and teachers as leaders of instruction will be considered.
Objectives:	On completion of this subject, students will be expected to: # Demonstrate an understanding of the operation, culture and purpose of a Learning organisation. # Be familiar with data and evidence based concepts which underlie reporting in school contexts. # demonstrate an awareness of leadership strategies for the successful operation of teams # Go through an intensive group learning experience. # Read with discernment and write appropriately and substantially as professional/scholarly action researchers. # Use data in an evidence based approach to planning and evaluating instruction and curriculum # Link assessment data to a developmental continuum and targeted intervention # Link pedagogy and content of instruction to data analyses that indicates intervention points.
Assessment:	There are 3 broad categories of assessment tasks occurring throughout the semester, totalling 8000 words.1) Reflective writing (total 4000 words)4 x mini reflection: 500 word reflections (7.5% each, total of 30%). Due week 2, week 4, week 6 and week 8.1 x meta–reflection: 2000 (15%). Due week 11.2) In class presentation (equivalent 1000 words) (10%) Due week 6.3) Planning Report for action-research project (3000 words) (45%) Due 1 week after semester (ie. Week 13).
Prescribed Texts:	City, E., Elmore, R., Fiarman, S., & Teitel, L. (2009). Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning. Harvard PressHarris, A. (2008) 'Distributed Leadership in Schools: Developing the Leaders of Tomorrow' Routledge and Falmer PressParker Boudett, K., City, E & Murnane, R. (2005). Data Wise: A Step-by-Step

	Guide to Using Assessment Results to Improve Teaching and Learning. Harvard Education Publishing GroupRoberts, S., & Pruit E. (2003). Schools as professional Learning Communities: Collaborative activities and strategies for professional development. Corwin Press
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	On completion of this subject, students will: # demonstrate team building skill such as interpersonal communication, problem solving and negotiation # Demonstrate the capacity to develop a culture of inquiry and reflection # Use key concepts in knowledge management, development, performance organizational leadership principles using a collaborative approach in action research planning.
Related Course(s):	Master of School Leadership