

EDUC90344 Foundations of Educational Leadership

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville Campus
Time Commitment:	Contact Hours: 48 hours contact. Total Time Commitment: 240 hours self directed learning in the workplace and the wider school sector. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
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 HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Lawrie Drysdale
Contact:	Education Student Centre
Subject Overview:	The subject investigates conceptual frameworks that inform educational leadership including: Sergiovanni's five school leadership forces; Bolman and Deal's leadership frames; Robbins' organisational behaviour model, Drysdale, Gurr and Mulford's school leadership framework. The subject uses the broad economic, social and educational contexts for schools and education systems and sub-systems to develop a case for particular challenges for, and approaches to, school leadership. The subject supports participants to examine key national and international research and empirical data on social and economic developments, patterns of education participation and outcomes, public expectations and policy directions to identify the key challenges for school and system leadership. Upon the basis of these challenges, and supported by the most recent research, different approaches to school leadership are interrogated. Through these processes, key principles and approaches to school leadership are identified. Students construct a case study that is explored in depth through a group facilitation process that forms the basis for an informed analysis of the case study.
Objectives:	On completion of this subject, students will be able to: # understand key principles and approaches to school leadership # identify the key challenges for school and system leadership # design an approach to leadership that will result in successful transformation in settings of professional interest.
Assessment:	A case study report of 8, 000 words, or equivalent (100%)
Prescribed Texts:	None
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: <ul style="list-style-type: none"># have an increased capacity to observe, reflect and understand the nature of effective school leadership# be aware of the range of issues that effective school leadership requires knowledge and understanding of# have a knowledge of the interrelationships between schools and other agencies/providers and their capacity to contribute to the effectiveness of schools.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Education (Educational Management) Master of Education (Educational Management) Master of Education (Educational Management) Master of Education (Educational Management)