

EDUC90673 Leading Organisations

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 1, 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/
Coordinator:	Assoc Prof Lea Waters
Contact:	MGSE Student Centre: PH: 8344 8285
Subject Overview:	This subject is concerned with leading organizations and environments. Students will be presented with major theories in organisational change that cover linear change models, process change models and models of radical change. Reactions, readiness and resistance to change will be explored in detail. Students will explore the use of strategic and symbolic leadership in creating school transformation. Theories of culture, cultural change and cultural leadership will be considered. 'Emotional environments' will be considered as a critical aspect for leading organisations. Further consideration will be given to action-research and educational research methodologies.
Objectives:	On completion of this subject, students will be expected to: <ul style="list-style-type: none"> # Understand the implications for leading staff through a change process # Synthesize and apply major theories and models of cultural leadership # Critically evaluate empirical research within the discipline of school leadership # Demonstrate ability to collaborate meaningfully online and provide valuable contributions to their peers on unit topics as well as the ability to write in a scholarly fashion in review of literature related to their action research project. # Understand and work with the action-research nexus in their own and other professional settings
Assessment:	There are 4 broad categories of assessment tasks occurring throughout the semester, totalling 8000 words. 1) DEECD ethics training (equivalent 1000 words) (15%). Week 22) Job shadowing presentation (equivalent 1000 words) (15%). Week 53) Reflection (total 2000 words) (2 reflections x1000 words each) (10% each, total of 20%). Week 4 & week 74) Major lit review (4000 words 50%). Due 1 week after semester (i.e week 13).
Prescribed Texts:	Leithwood, K., & Beatty, B. (2008). Leading With Teacher Emotions in Mind. Corwin Davies, B. (2009). The essentials of School Leadership (2nd Ed.). Sage. London.
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:	<p>On completion of this subject, students will:</p> <ul style="list-style-type: none"># Complete regular reflective journal submissions that demonstrate an application of leadership theory to personal growth and professional practice# Work self-directedly and collaboratively with peers by participating in the online forum discussions# Read with discernment and write appropriately and substantially as a professional/scholarly action researcher in preparation of an ethics application for their projects.
Related Course(s):	Master of School Leadership