

EDUC90751 Understanding Schools

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 120 hours Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	A recognised teaching qualification.
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 website: http://www.services.unimelb.edu.au/disability
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	The structure, organisation and culture of schools are critically explored through the conceptual tool of framing. Several frames are used to understand the typical forms schools take, and how people are organized in these forms. Re-framing, organizational behaviour, and successful school leadership conceptions provide the necessary conceptual lenses to critique school structure, organisation, and culture, whilst, several views of change management are used to explore why these forms are enduring. The subject also explore how schools can be transformed to respond to the contemporary learning needs of students. The ideas explored provide the foundation for developing school success within an instructional leadership orientation. This subject aligns with the Australian Institute for Teaching and School Leadership National Professional Standard for Principals.
Objectives:	<ul style="list-style-type: none"> # Demonstrate a critical and informed understanding of the construction of schools and school systems, and how these influence instructional leadership practice and development of outstanding student outcomes (broadly conceived). # Demonstrate how the conceptual tool of framing can be applied to understanding schools # Demonstrate understanding of the conceptions and practices of school change. # Writing informed analysis and critique of school organisational issues.
Assessment:	There are two assessment tasks: 1000 word case study due middle of semester, 20% 4000 word informed reflection on case study due end of semester, 80%
Prescribed Texts:	None
Recommended Texts:	A list of recommended reading will be provided.
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:	<ul style="list-style-type: none"> # Engage in collaborative team work

	<ul style="list-style-type: none"># Provide formative critique of the writing of other students.# Engage in reflective development of professional understanding and practice.# Identify contemporary challenges for schools and school systems.
Links to further information:	http://www.education.unimelb.edu.au/
Related Course(s):	Master of Instructional Leadership