

676BB Master of School Leadership

Year and Campus:	2010 - Parkville																
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																
Level:	Graduate/Postgraduate																
Duration & Credit Points:	100 credit points taken over 24 months part time.																
Coordinator:	Associate Professor Lea Waters																
Contact:	MGSE Student Centre, PH: 8344 8285																
Course Overview:	<p>The Master in School Leadership is designed to develop the next generation of school leaders by fostering self knowledge and building the leadership skills required for senior appointments in schools and across the educational system. The course follows a multidisciplinary approach drawing on fields such as education, psychology, organisational behaviour and change management. The Master in School Leadership includes the completion of four compulsory subjects over a two year period. The focus of the course expands from an initial emphasis on leading self and others (subject 1), to leading teams (subject 2), to leading organisations and environments (subject 3) and, finally, to leading change (subject 4).</p>																
Objectives:	<p>Students completing this course should be able to:</p> <ul style="list-style-type: none"> # Develop their leadership capabilities across all domains described in the Developmental Learning Framework for School Leaders and establish a personal plan to achieve target levels of development across the domains; # Develop an understanding of the relationship between leadership, enhanced teacher capacity and school performance within the regional network collaborative model; # Develop an understanding of the key features of school effectiveness and how to apply this in order to lead school improvement through the regional network structure; # Develop the knowledge and skills required to maintain and enhance a performance and development culture that supports increased teacher effectiveness; # Develop skills as system leaders, including within a network, and share their learning across the system. # Develop an understanding of how to develop as an instructional leader including utilising the e5 Instructional Model. # Develop skills in linking data use, policy development and decision making at the student, classroom, school, network and system level. 																
Course Structure & Available Subjects:	Participants are required to accumulate 100 points of course work. Students complete 4 compulsory subjects.																
Majors/Minors/Specialisations	Not applicable.																
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Entry Requirements:	<p>A four year Education qualification OR a three year degree plus a diploma in Education, or equivalent. Relevant teaching work experience.</p>																

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/
Graduate Attributes:	The program is built on the premise that students coming into the program will have a firm foundation of disciplinary knowledge and analytical skills, and have considerable school teaching experience. The program will allow students to build their leadership skills such as creating visions, communication, problem solving, use of narratives, relationship management and appreciative inquiry. The program will allow students to build their scholarly skills such as analysis of school-level data, report writing, and critically evaluating school leadership research. Students' capacity for critical inquiry and professional reflection will be built through reflective assessment. A highly collaborative environment will enable students to develop skills for distributed leadership and collaborative leadership. Students will understand the policy landscape and the processes for making policy at school and system level, so that they can intervene and justify producing change. The leading change subject will help students to develop action-research skills in leading a school through change.