

## EDUC90345 Leading Educational Transformation

| <b>Credit Points:</b>                           | 25  |                |  |         |                            |                |   |       |    |
|---|---|----------------|--|---------|----------------------------|----------------|---|-------|----|
| <b>Level:</b>                                   | 9 (Graduate/Postgraduate)   |                |  |         |                            |                |   |       |    |
| <b>Dates &amp; Locations:</b>                   | 2010, Parkville<br>This subject commences in the following study period/s:<br>July, Parkville - Taught on campus.   |                |  |         |                            |                |   |       |    |
| <b>Time Commitment:</b>                         | Contact Hours: 48 hours contact Total Time Commitment: 240 hours self directed learning in the workplace and the wider school sector  |                |  |         |                            |                |   |       |    |
| <b>Prerequisites:</b>                           | You must have taken the following subjects prior to enrolling in this subject   |                |  |         |                            |                |   |       |    |
|   | <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90344 Foundations of Educational Leadership</td> <td>March</td> <td>25</td> </tr> </tbody> </table>  |                |  | Subject | Study Period Commencement: | Credit Points: | EDUC90344 Foundations of Educational Leadership | March | 25 |
| Subject   | Study Period Commencement:  | Credit Points: |  |         |                            |                |   |       |    |
| EDUC90344 Foundations of Educational Leadership | March   | 25             |  |         |                            |                |   |       |    |
| <b>Corequisites:</b>                            | None  |                |  |         |                            |                |   |       |    |
| <b>Recommended Background Knowledge:</b>        | None  |                |  |         |                            |                |   |       |    |
| <b>Non Allowed Subjects:</b>                    | None  |                |  |         |                            |                |   |       |    |
| <b>Core Participation Requirements:</b>         | 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.   |                |  |         |                            |                |   |       |    |
| <b>Coordinator:</b>                             | Dr Lawrie Drysdale  |                |  |         |                            |                |   |       |    |
| <b>Contact:</b>                                 | Education Student Centre  |                |  |         |                            |                |   |       |    |
| <b>Subject Overview:</b>                        | <p>This subject explores Educational Leadership, with a special focus on leadership for school and systemic transformation. Adopting Caldwell 's view, transformation is considered to be significant, systematic and sustained change that results in high levels of achievement for all students in all settings taking account of the particular circumstances in different settings. The Leadership Framework developed in the subject provides a conceptual tool to consider school and systemic transformation and includes seven dimensions: moral imperative; personal competence; strategic vision; teaching and learning; developing people; developing the organisation; and systemic and social justice. The style of leadership examined here has evolved in response to the adaptive challenge of system change, which demands new ways of thinking and operating. Mobilising people to meet adaptive challenges is at the heart of leadership practice. Adaptive work requires reflection on moral purposes, and demands deep reflective enquiry into the realities that threaten the realisation of those purposes.</p> |                |  |         |                            |                |   |       |    |
| <b>Objectives:</b>                              | <p>On completion of this subject, students will be able to:</p> <ul style="list-style-type: none"> <li># Understand the nature of school and systemic transformation;</li> <li># Understand the role of the leader in bringing about educational transformation;</li> <li># Participate more effectively in system change.</li> </ul>   |                |  |         |                            |                |   |       |    |
| <b>Assessment:</b>                              | A case study report of 8000 words, or equivalent (100%)   |                |  |         |                            |                |   |       |    |
| <b>Prescribed Texts:</b>                        | None  |                |  |         |                            |                |   |       |    |
| <b>Breadth Options:</b>                         | This subject is not available as a breadth subject.   |                |  |         |                            |                |   |       |    |
| <b>Fees Information:</b>                        | Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>   |                |  |         |                            |                |   |       |    |
| <b>Generic Skills:</b>                          | <p>On completion of this course, students will:</p> <ul style="list-style-type: none"> <li># have an increased capacity to observe, reflect and understand the nature of effective school leadership</li> </ul>   |                |  |         |                            |                |   |       |    |

|                                      |   |
|--------------------------------------|---|
|                                      | <ul style="list-style-type: none"><li># have a detailed knowledge of reform issues and the need for effective working relationships within a school setting to deliver effective reform</li><li># have an enhanced knowledge of the interrelationships between schools and other agencies/providers and their capacity to contribute to the effectiveness of schools.</li></ul> |
| <b>Links to further information:</b> | <a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>  |
| <b>Related Course(s):</b>            | Master of Education (Educational Management)<br>Master of Education (Educational Management)<br>Master of Education (Educational Management)<br>Master of School Leadership   |