EDUC90675 Leading Self & Others

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: February, 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 Scholes
Contact:	MGSE Student Centre: PH: 8344 8285
Subject Overview:	This subject is built upon the premise that, in order to lead others, you must first know yourself. It positions 'emotional preparedness' as a key foundation to school leadership and will provide emphasis on reflective practice. The subject will explore, and apply, the core principals of Positive Psychology whilst students work through the wounded leader model and action-research models. Students will be equipped with academic skills training and will learn how to critically evaluate educational leadership research. The subject will explore critical factors in human leadership such as communication, stress management, career management, problem solving and conflict negotiation.
Objectives:	On completion of this subject, students will: # Understand the key principles in self awareness and positive psychology # Understand key concepts in adult development theory and educational philosophy # Understand and work with the action-research nexus. # Critically evaluate empirical research within the discipline of school leadership # Read with discernment and write in appropriate progress report style including brief review of an article of educational research including draft needs assessment approach. # Develop their interpersonal skills and class presentation skills. # Complete regular reflective journal submissions that demonstrate an application of leadership theory to personal growth and professional practice
Assessment:	There are 3 broad categories of assessment tasks occurring throughout the semester, totalling 8000 words.1) Reflective writing (4000 words)• 4 x mini reflection: 500 word reflections (4% each, total 16%). Due week 2, week 4, week 6 and week 8.• 1 x meta–reflection: 2000 (44%). Due week 11.2) Team in class presentation (equivalent 1,500 words) (10%). Due week 3.3) Action research plan and critique of an empirical article in the area they have chosen for their in-school project (2,500) (30%). Due 1 week after semester (ie. Week 13).
Prescribed Texts:	Ackerman, H & Maslin-Ostrowski, P. (2002). The Wounded Leader: How Real Leadership Emerges in Times of Crisis. Jossey-Bass, 2002Barth, S. (2001). Learning by Heart. San

	Francisco : Jossey-Bass, c2001Johnson, T & Reed, R. (2007) The philosophical documents in Education (3rd Ed). Allyn & Bacon, Inc.
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: # Work self-directedly and collaboratively with peers by participating in the online forum discussions # Have an increased capacity to observe, reflect and understand the nature of effective school leadership.
Related Course(s):	Master of School Leadership