

EDUC90686 Leadership and School Development

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: October, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 contact hours Total Time Commitment: 120 hours total time commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	N/A
Non Allowed Subjects:	N/A
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 HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Ms Lynda Ball
Contact:	Education Student Centre
Subject Overview:	This subject works within the Developmental Learning Framework for school Leaders and the Effective Schools Model. It focuses on those aspects of technical, human, symbolic and cultural leadership that are most important for school literacy and numeracy leaders. The fifth capability of the framework, educational leadership, however, is the main focus. When considering educational leadership, the students will work their way through the challenges present in defining high quality instruction. Evidence from instructional rounds- learning to see, learning to judge – will be examined. The importance of distributed leadership and teachers as leaders of instruction will be a major focus of this course. The systematic measurement of quality pedagogy to assess evidence for high quality instruction will also be covered. Opportunities to develop leadership capabilities in these areas will be embedded into the subject by in-class exercises, reflective journaling and assessment pieces. The subject begins with completion of an ilead360 degree survey and the Student Reflection Questionnaire, which are revisited at the end of the course.
Objectives:	On completion of this subject, students will: <ul style="list-style-type: none"> • Understand the key principles in the Developmental Learning Framework for school Leaders • 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
Assessment:	1) Reflective writing (4000 words) (50%)• 2 x mini reflection: 500 word reflections (10% each). Due near the beginning and half-way through the delivery period. • 1 x meta–reflection: 1,000 words (20%). Due immediately prior to the end of the delivery period.2) Action research plan outlining how leadership can be used to improve instructional outcomes for literacy or numeracy (3000) (60%). Due approximatelytwo weeks after the final session.
Prescribed Texts:	City, E., Elmore, R., Fiarman, S., & Teitel, L. (2009). Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning. Harvard PressDavies, B. (2009). The essentials of school leadership. Sage.
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: <ul style="list-style-type: none">• Be able to apply leadership theory to personal growth and professional practice• Work self-directedly and collaboratively with peers to build leadership skills• Have an increased capacity to observe, reflect and understand the nature of effective school leadership.
Related Course(s):	Master of Literacy Master of Numeracy