

960MB Master of Education (Educational Management)

Year and Campus:	2012 - Parkville																							
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																							
Level:	Graduate/Postgraduate																							
Duration & Credit Points:	150 credit points taken over 18 months full time. This course is available as full or part time.																							
Coordinator:	Dr Lawrie Drysdale																							
Contact:	Education Student Centre Level 2 Alice Hoy Building																							
Course Overview:	<p>The Master of Education (Educational Management) is an 18 month course designed to prepare leaders in educational organisations to work in an international environment in the twenty-first century. The program is designed to fill a need for a specialist qualification for those who aspire to senior positions or seek further advancement in education and training in the public and private sectors. It is intended to be inclusive of those who work in fields variously described as early childhood, school, vocational, adult, further, higher, tertiary, university and in workplace training in other fields. The course aims to provide a blend of practical knowledge, conceptual frameworks and state-of-the-art research, and distinguishes itself from other Australian educational management courses by emphasising a global perspective.</p>																							
Objectives:	<p>Students who have completed the Master of Education (Educational Management) should be able to:</p> <ul style="list-style-type: none"> # demonstrate an advanced knowledge and understanding of current management issues and challenges in relation to education; # demonstrate an in-depth knowledge and understanding of various conceptual frameworks and theoretical perspectives presented in the course; # demonstrate an understanding and application of the latest research findings in the aspects of Educational Management studied; # demonstrate the capacity to understand and analyze advanced case studies of significant problems and issues experienced at senior levels in educational settings; # demonstrate a global perspective in tackling management issues in education; # demonstrate an appreciation of professional responsibilities and ethical principles associated with leading educational organizations. 																							
Course Structure & Available Subjects:	<p>Students are required to undertake 150 points of study, consisting of a core subject of 25 points, 50 points of masters-level coursework and a thesis of 20,000 words with a methodology component (75 points). This is a coursework-classified course. Graduates are eligible to apply for entry to the Doctor of Education program provided they meet the entry requirements. Admission to the PhD course is not normally granted, however special application can be made. Selection for the PhD course is administered through the School of Graduate Research.</p>																							
Subject Options:	<p>Core Subject</p> <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>Semester 1</td> <td>25</td> </tr> </tbody> </table> <p>Elective subjects</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90182 Creating the Learning Organisation</td> <td>Not offered 2012</td> <td>25</td> </tr> <tr> <td>EDUC90180 Human Resource Management in Education</td> <td>July</td> <td>25</td> </tr> <tr> <td>EDUC90148 Project in School Leadership</td> <td>July</td> <td>25</td> </tr> <tr> <td>EDUC90144 Leadership</td> <td>Semester 1</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90344 Foundations of Educational Leadership	Semester 1	25	Subject	Study Period Commencement:	Credit Points:	EDUC90182 Creating the Learning Organisation	Not offered 2012	25	EDUC90180 Human Resource Management in Education	July	25	EDUC90148 Project in School Leadership	July	25	EDUC90144 Leadership	Semester 1	25
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EDUC90148 Project in School Leadership	July	25																						
EDUC90144 Leadership	Semester 1	25																						

EDUC90141 Marketing in Education	Semester 1	25
EDUC90139 Leading a Learning Community	January, September	12.50
EDUC90138 Assessment & Develop. of Administrators	July	25
EDUC90137 Personal and Interpersonal Processes	January, September	12.50
EDUC90345 Leading Educational Transformation	Semester 2	25
EDUC90126 School Effectiveness and Improvement	January	12.50
EDUC90343 Professional Practice for School Change	February	12.50
EDUC90522 Understanding H.R.M:People Leadership	March	12.50
EDUC90140 Curriculum Leadership and Management	July	12.50
EDUC90163 Education Policy: International Study	Semester 2	25
EDUC90146 Education Policy and Reform in Australia	Semester 1	25
EDUC90150 Education Policy: Negotiated Project	Semester 1, Semester 2	25

Plus

Thesis code will depend on whether you are studying full time or part time

Subject	Study Period Commencement:	Credit Points:
EDUC90322 Minor Thesis - Education CW (RM)	Not offered 2012	25
EDUC90354 Minor Thesis - Education (CW)	Not offered 2012	50
EDUC90353 Minor Thesis - Education (CW)	Semester 2	25

Entry Requirements:

An applicant may be eligible for entry into the Master of Education (Educational Management), Stream 150A if the applicant has:

- # an appropriate undergraduate degree and an appropriate fourth-year level education qualification, or equivalent; or
- # an appropriate four-year education degree, or equivalent, or
- # an appropriate undergraduate degree and either a record of research and/or publication equivalent to year four in education or at least two years of documented relevant professional experience.

Applicants are required to submit a thesis proposal signed by their proposed supervisor and the Associate Dean (Research and Research Training) with their application.

Core Participation Requirements:

The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills

	<p>independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have;d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques);e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom;f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers;g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress.Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>
Graduate Attributes:	Not available
Links to further information:	www.education.unimelb.edu.au