

EDUC90750 Leading Schools Through Leading Self

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 120 hours Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
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 website: http://www.services.unimelb.edu.au/disability
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	This subject is designed around the key assumption that self-leadership is a critical pre-cursor for successful school leadership. Students will explore key educational frameworks that enable them to expand their own self awareness and allow them, as educational leaders, to assist school staff and school students to develop greater self awareness. Authentic Leadership will be a major topic in this subject and will be analysed via two prominent, evidence-based frameworks: George and Simms (2007) and Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008). Students will explore the importance of developing relational transparency and an internalized moral perspective in ensuring successful educational leadership. The new science of positive psychology will be used to encourage students to engage in appreciative reflection of self and others, to study strength-based approaches to creating change in schools and to explore the social factors that influence education. This subject aligns with the Australian Institute for Teaching and School Leadership National Professional Standard for Principals and considers theory that guides self reflection, self improvement and self development. The subject also explores the importance of school leaders behaving with integrity and moral purpose.
Objectives:	<ul style="list-style-type: none"> # Analyse and integrate the key frameworks that explore authentic leadership and school leadership # Understand and apply the reflective-practitioner model in creating educational change. # Understand and apply a positive psychology approach to school leadership # Critically evaluate the empirical research that examines inner leadership. # Develop your school leadership skills.
Assessment:	There are two assessment tasks: 2500 word action-reflection assignment using Walumba et al.'s (2008) 4 dimensions of authentic leadership, due middle of semester (50%) 2500 word action-reflection assignment using Seligman and Peterson's (2008) character strengths framework, due end of semester (50%)
Prescribed Texts:	Bonniwell, I. (2006). Positive psychology in a Nutshell. London: Personal Well being Centre. George, B. & Sims, P. (2007). Finding your true North. San Francisco CA: Wiley

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:	<ul style="list-style-type: none"> # Reflective and narrative skills will be fostered through the use of storytelling as an in-class technique and through reflective assignment work. # Problem solving skills and critical thinking skills will be fostered through the on-line forums, the analysis of educational research articles, during in class exercises and discussion and by applying theories to your own school as a case study. # Written communication skills will be developed through the assignment work. # Work with the interplay of research, practice, and theory within the broad discipline of school leadership. # Balancing the needs of key stakeholders.
Links to further information:	http://www.education.unimelb.edu.au/
Related Course(s):	Master of Instructional Leadership