

EDUC90676 Leading Learning Communities

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	Contact Hours: 48 hours. Total Time Commitment: 240 hours. 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.
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/
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	In this subject students will be exposed to theories and practices that enable team-based and organisation-wide learning to occur. Students will explore group communication and creating change in teams as well as aspects of professional learning communities. Students will consider the role of educational philosophy in creating successful learning environments. Students will develop a theoretical and practical understanding of the use of data and assessment in creating learning communities as they begin their In School Change projects.
Learning Outcomes:	On completion of this subject, students will be expected to: <ul style="list-style-type: none"> • Demonstrate an understanding of the operation, culture and purpose of a Learning organisation. • Be familiar with data and evidence based concepts which underlie reporting in school contexts. • demonstrate an awareness of leadership strategies for the successful operation of teams • Go through an intensive group learning experience. • Read with discernment and write appropriately and substantially as professional/scholarly action researchers. • Use data in an evidence based approach to planning and evaluating instruction and curriculum • Understand key concepts in adult development theory and educational philosophy
Assessment:	There will be 2 categories of assessment totalling 8000 words• In class team presentation on educational philosopher (equivalent 2000 Words, 30%) Due week 6• In School Change project: introduction, background and context, research questions and critique of 3 papers (6000 words, 70%) Due week 11
Prescribed Texts:	None
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:

- # demonstrate team building skill such as interpersonal communication, problem solving and negotiation
- # Demonstrate the capacity to develop a culture of inquiry and reflection
- # Use key concepts in knowledge management, development, performance organizational leadership principles using a collaborative approach in action research planning.