

EDUC90753 Leading Learning and Teaching

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
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:	Admission to the Master of Instructional Leadership (MC-INSLEAD) or the Professional Certificate in Instructional Leadership (GC-INSLEAD)
Corequisites:	None
Recommended Background Knowledge:	A recognised teaching qualification.
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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	This subject will critically examine the research evidence linking quality teaching with student outcomes within the context of contemporary educational theory, policy and practice. Of central interest will be the role of leadership, and in particular approaches to instructional leadership, in promoting, developing and providing quality teaching and student learning. Key aspects include successful change management, effective teacher professional learning and the importance of evidence and data. Candidates will conduct a self-assessment of their capabilities against the research literature on effective instructional leadership and the National Professional Standard for Principals (AITSL). This subject aligns with the Australian Institute for Teaching and School Leadership National Professional Standard for Principals.
Learning Outcomes:	<ul style="list-style-type: none"> # Understand contemporary theories and research evidence on quality teaching for student learning and development. # Understand the current international context of educational theory, policy and practice as it relates to leadership for teaching and learning. # Understand the essential features of instructional leadership and how effective instructional leaders create the conditions where teachers can teach successfully and students can learn. # Understand approaches to successful change management in education. # Understand the features of effective collaborative professional learning in education. # Reflect and self-assess current instructional capabilities against the literature and professional standards.
Assessment:	There are two assessment tasks: Essay on research evidence linking leadership with teaching and student learning (2,500 words) due mid-semester (50%) Self-capability assessment linking research literature with AITSL National Professional Standard for Principals (2,500 words) due end of semester (50%)

Prescribed Texts:	Dinham, S. (2008). How to Get Your School Moving and Improving: An evidence-based approach. Camberwell: ACER Press.
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"> # Problem solving skills, including engaging with, researching and identifying strategies to solve unfamiliar problems. # Analytical skills and the ability to construct and express logical arguments. # Collaborative and teamwork skills through working with fellow students and with work-based colleagues through investigations and problem solving. # To learn to critically investigate, modify and adapt new ideas and approaches. # Plan effective work schedules and meet deadlines. # Verbal and communication skills. # Interpersonal skills including staff supervision and development. # Change management skills. # Use of evidence and data.
Links to further information:	http://www.education.unimelb.edu.au/
Related Course(s):	Master of Instructional Leadership Professional Certificate in Instructional Leadership