

EDUC90345 Leading Educational Transformation

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
Time Commitment:	Contact Hours: 48 hours Total Time Commitment: 340 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p>
Coordinator:	Assoc Prof David Gurr
Contact:	d.gurr@unimelb.edu.au (mailto:d.gurr@unimelb.edu.au)
Subject Overview:	This subject explores Educational Leadership, with a special focus on leadership for school and systemic transformation. Adopting Caldwell 's view, transformation is considered to be significant, systematic and sustained change that results in high levels of achievement for all students in all settings taking account of the particular circumstances in different settings. The Leadership Framework developed in the subject provides a conceptual tool to consider school and systemic transformation and includes seven dimensions: moral imperative; personal competence; strategic vision; teaching and learning; developing people; developing the organisation; and systemic and social justice. The style of leadership examined here has evolved in response to the adaptive challenge of system change, which demands new ways of thinking and operating. Mobilising people to meet adaptive challenges is at the heart of leadership practice. Adaptive work requires reflection on moral purposes, and demands deep reflective enquiry into the realities that threaten the realisation of those purposes.
Learning Outcomes:	On completion of this subject, students will be able to: <ul style="list-style-type: none"> # Understand the nature of school and systemic transformation; # Understand the role of the leader in bringing about educational transformation; # Participate more effectively in system change.
Assessment:	A case study report of 10,000 words, or equivalent (100%) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
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:	<p>On completion of this subject, students will:</p> <ul style="list-style-type: none"> # have an increased capacity to observe, reflect and understand the nature of effective school leadership # have a detailed knowledge of reform issues and the need for effective working relationships within a school setting to deliver effective reform # have an enhanced knowledge of the interrelationships between schools and other agencies/providers and their capacity to contribute to the effectiveness of schools.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	<p>Master of Education Master of Education Master of Education (Educational Management) Master of Education (Educational Management) Master of Education (Educational Management)</p>