

EDUC90686 Leadership and School Development

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: May, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><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><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></p> </p>
Coordinator:	Ms Helen Goode
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Subject Overview:	<p>This subject works within the Developmental Learning Framework for school Leaders and the Effective Schools Model. It focuses on those aspects of technical, human, symbolic and cultural leadership that are most important for school literacy and numeracy leaders. The fifth capability of the framework, educational leadership, however, is the main focus. When considering educational leadership, the students will work their way through the challenges present in defining high quality instruction. Evidence from instructional rounds- learning to see, learning to judge – will be examined. The importance of distributed leadership and teachers as leaders of instruction will be a major focus of this course. The systematic measurement of quality pedagogy to assess evidence for high quality instruction will also be covered. Opportunities to develop leadership capabilities in these areas will be embedded into the subject.</p>
Learning Outcomes:	<p>On completion of this subject, students will:</p> <ul style="list-style-type: none"> • Understand the key principles in the Developmental Learning Framework for school Leaders • Develop research led practices for leadership in numeracy / literacy • Critically evaluate empirical research within the discipline of school leadership
Assessment:	Reflection on leadership (2,000 words) due mid-semester, 40% Report on leadership for change in schools (3,000 words) due end of semester, 60% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	City, E., Elmore, R., Fiarman, S., & Teitel, L. (2009). Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning. Harvard Press Davies, B. (2009). The essentials of school leadership. Sage.
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: <ul style="list-style-type: none">• Be able to apply leadership theory to personal growth and professional practice• Work self-directedly and collaboratively with peers to build leadership skills• Have an increased capacity to observe, reflect and understand the nature of effective school leadership.
Related Course(s):	Master of Literacy