

EDUC90751 Understanding Schools

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: September, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
Prerequisites:	Admission to the Master of Instructional Leadership (MC-INSLEAD)
Corequisites:	None
Recommended Background Knowledge:	A recognised teaching qualification.
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>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>
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Subject Overview:	The structure, organisation and culture of schools are critically explored through the conceptual tool of framing. Several frames are used to understand the typical forms schools take, and how people are organized in these forms. Re-framing, organizational behaviour, and successful school leadership conceptions provide the necessary conceptual lenses to critique school structure, organisation, and culture, whilst, several views of change management are used to explore why these forms are enduring, The subject also explore how schools can be transformed to respond to the contemporary learning needs of students. The ideas explored provide the foundation for developing school success within an instructional leadership orientation. 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"> # Demonstrate a critical and informed understanding of the construction of schools and school systems, and how these influence instructional leadership practice and development of outstanding student outcomes (broadly conceived). # Demonstrate how the conceptual tool of framing can be applied to understanding schools # Demonstrate understanding of the conceptions and practices of school change. # Writing informed analysis and critique of school organisational issues.
Assessment:	There are two assessment tasks: 1000 word case study due middle of semester, 20% 4000 word informed reflection on case study due end of semester, 80% This subject has a minimum hurdle requirement of 75% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	None

Recommended Texts:	A list of recommended reading will be provided.
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"># Engage in collaborative team work# Provide formative critique of the writing of other students.# Engage in reflective development of professional understanding and practice.# Identify contemporary challenges for schools and school systems.
Links to further information:	http://www.education.unimelb.edu.au/
Related Course(s):	Master of Instructional Leadership