

EDUC90807 Building Positive Education Communities

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	<p>2016, Parkville</p> <p>This subject commences in the following study period/s: April, Parkville - Taught on campus. October, Parkville - Taught on campus. November, Parkville - Taught on campus. April, Parkville - Taught on campus. Pre-teaching Period Start 14-Apr-2016 Teaching Period 01-Apr-2016 to 06-May-2016 Assessment Period End 15-Jul-2016 Last date to Self-Enrol 08-Apr-2016 Census Date 22-Apr-2016 Last date to Withdraw without fail 10-Jun-2016 Pre-teaching period: During the pre-teaching period students will be required to complete reading that will be provided via LMS.</p>
Time Commitment:	Contact Hours: 24 hours (3 day intensive delivery) Total Time Commitment: 170 hours
Prerequisites:	To enrol in this subject, you must be admitted in PR-EDPOSED Professional Certificate in Education (Positive Education). This subject is not available for students admitted in any other courses.
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>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:	This subject explores how positive psychology practitioners can initiate, implement and lead change across the workplace, learning institution, or broader community, and facilitate the development of an evidence base for demonstrating the impact of their strategies to ensure change is embedded. Models for exploring and implementing organisational change are introduced, and examples of larger scale policy models are explored. Students will use an action research model in their schools that will be informed by theories from positive organisational scholarship, positive organisational behaviour, and appreciative inquiry.
Learning Outcomes:	Upon completion of this subject participants will be able to: <ul style="list-style-type: none"> # Apply a range of approaches to introducing, exploring and implementing organisational change in schools; # Apply the appreciate inquiry approach to facilitating discussion about organisational objectives and change;

	<ul style="list-style-type: none"> # Apply the role of practitioner research in building an evidence base for demonstrating impact; # Apply approaches to successful change management in education.
Assessment:	Appreciative Enquiry Plan (500 words) - 20% Appreciative Inquiry Report (4500 words) - 80%
Prescribed Texts:	Cooperrider, D., Whitney, D., & Stavros, J., (2008) Appreciative Inquiry Handbook: For Leaders of Change, 2 nd Edition, Crown Custom Publishing.
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>Graduates will develop the following generic skills:</p> <ul style="list-style-type: none"> # Problem solving skills, including engaging with, researching and identifying strategies to solve unfamiliar problems and bring about change; # Analytical skills and the ability to construct and express logical arguments; # To learn to critically investigate, modify and adapt new ideas and approaches; # Plan effective work schedules and meet deadlines; # Verbal and written communication skills; # Change management skills; # Use of evidence and data.
Links to further information:	http://www.commercial.unimelb.edu.au/posed-melbourne/
Related Course(s):	Professional Certificate in Education (Positive Education)