



EDCN841

Educational Institutions as Organisations

S1 External 2014

Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Laurie Field

laurie.field@mq.edu.au

Contact via laurie.field@mq.edu.au

Credit points

4

Prerequisites

Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth to Five Years) or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description

This unit extends students' theoretical understanding of educational leadership by exploring the organisational nature of educational settings and examining the application of organisational theories in these settings. After completing this unit, students will better understand the complexities and ambiguities of leadership and management, organisational change and policy implementation.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

Assessment Tasks

Name	Weighting	Due
Reflective Task 1	10%	Week 5
Forum 1	8%	Week 5
Reflective Task 2	10%	Week 8
Forum 2	9%	Week 8
Reflective Task 3	10%	Week 12
Forum 3	8%	Week 12
Case study	45%	Week 13

Reflective Task 1

Due: **Week 5**

Weighting: **10%**

Review of structural concepts and principles in educational settings

On successful completion you will be able to:

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

Forum 1

Due: **Week 5**

Weighting: **8%**

Considers organisational structure concepts in educational organisations and the relationships between structure and operating environment

On successful completion you will be able to:

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

Reflective Task 2

Due: **Week 8**

Weighting: **10%**

Review of organisational learning rhetoric and reality within educational settings

On successful completion you will be able to:

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

Forum 2

Due: **Week 8**

Weighting: **9%**

Considers relationship between organisational culture, learning and teaching

On successful completion you will be able to:

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

Reflective Task 3

Due: **Week 12**

Weighting: **10%**

Review of emotional dimensions of educational organisations

On successful completion you will be able to:

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

Forum 3

Due: **Week 12**

Weighting: **8%**

Considers power and control within team settings

On successful completion you will be able to:

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

Case study

Due: **Week 13**

Weighting: **45%**

Describe and analyse dynamics of an educational organisation

On successful completion you will be able to:

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

Delivery and Resources

Learning occurs via online forums on the iLearn Unit website, self-directed reading and reflection, and workshop sessions on three Sundays (these sessions are optional but recommended for 'external' students who are able to attend; attendance by 'day' students is expected).

'Self-directed reading' draws on detailed notes that are provided, a range of material provided via e-reserve and regularly updated, a textbook (Bolman, L., & Deal, T. Reframing Organizations: Artistry, Choice and Leadership. San Francisco, CA: Jossey-Bass) and three other recommended books:

Hatch, M. (2006). Organization Theory: Modern, Symbolic and Postmodern Perspectives. Oxford: OUP.

Morgan, G. (2006). Images of Organization. Thousand Oaks, CA: Sage.

Palmer, I. & Hardy, C. (2000). Thinking about management: Implications of organizational debates for practice. London: Sage.

Students are expected to use the iLearn unit website to submit assessed work, to communicate with the Unit Convenor, and to engage in online forums.

Unit Schedule

The Unit is introduced at an evening session in the first week of Semester. After that, there are

three on-campus workshop sessions during the Semester, each conducted on a Sunday between 9.30 am to 1.30 pm. Workshop sessions involve a mix of formal input, review of progress, exercises and discussion.

Face to face sessions are optional but recommended for 'external' students who are able to attend. Attendance by 'day' students is expected.

Learning and Teaching Activities

Introductory session

Introduction to Unit and to online learning via iLearn

Workshops

Workshops comprising for

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is

the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- apply a range of organisational theories and concepts to educational organisations

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- apply a range of organisational theories and concepts to educational organisations
- use common perspectives on organisation (viz., structural, human, learning, cultural, political, emotional) to critically analyse the dynamics of a variety of educational organisations