



# EDCN851

## Innovation and Change in Educational Organisations

S2 External 2014

*Education*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Laurie Field

[laurie.field@mq.edu.au](mailto: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 MTransInterPed or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description

Students in this unit develop a sound understanding of the theory and practice of educational innovation and change, including the factors which contribute to the successful facilitation of change within educational organisations. The unit provides participants with the opportunity to critically reflect upon change leadership and change processes within their own institution or sector, drawing on a range of perspectives.

## 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:

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## General Assessment Information

Each assessment activity--three Reflective Tasks, three Forums and the Case Study--must be completed in order to pass this Unit.

Your level of achievement will be assessed in terms of:

- Knowledge Development: Understanding of key ideas, knowledge components and their interrelationships.
- Application: Ability to apply theoretical ideas and frameworks to educational practice in a critically reflective way.
- Presentation: The extent to which the work has been written and presented in a manner consistent with accepted academic standards.

## Assessment Tasks

Name	Weighting	Due
<u>Reflective Task 1</u>	10%	Week 5
<u>Forum 1</u>	8%	Week 5
<u>Reflective Task 2</u>	10%	Week 8
<u>Forum 2</u>	8%	Week 8
<u>Reflective Task 3</u>	10%	Week 12
<u>Forum 3</u>	8%	Week 12
<u>Change Case Study</u>	46%	Week 13

### Reflective Task 1

Due: **Week 5**

Weighting: **10%**

A Reflective Task relating to technical-rational thinking and change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- plan and contribute to improved outcomes for educational organisations

## Forum 1

Due: **Week 5**

Weighting: **8%**

A Forum relating to inspiration and change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- plan and contribute to improved outcomes for educational organisations

## Reflective Task 2

Due: **Week 8**

Weighting: **10%**

A Reflective Task relating to human aspects of change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## Forum 2

Due: **Week 8**

Weighting: **8%**

A Forum relating to resistance to change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## Reflective Task 3

Due: **Week 12**

Weighting: **10%**

A Reflective Task relating to complexity theory and change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- plan and contribute to improved outcomes for educational organisations

## Forum 3

Due: **Week 12**

Weighting: **8%**

A Forum relating to leading and/or facilitating successful change

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- plan and contribute to improved outcomes for educational organisations

## Change Case Study

Due: **Week 13**

Weighting: **46%**

A Case Study applying Unit concepts and readings to educational innovation and change.

On successful completion you will be able to:

- understand the diverse nature of innovation and change in educational organisations
- plan and contribute to improved outcomes for educational organisations

## Delivery and Resources

This unit is available via iLearn, and requires internet access. Regardless of whether you are an internal or external student, face to face sessions are also offered. These are scheduled for Saturday 9 Aug, Saturday 6 Sept and Saturday 25 Oct, in each case 9.30 to 1.30.

## 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](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](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](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/](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](http://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](http://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**

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

## **Assessment tasks**

- Reflective Task 1
- Forum 1
- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- Change Case Study

## **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**

- understand the diverse nature of innovation and change in educational organisations
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- apply cultural, learning, political and emotional concepts to understanding educational innovation and change
- plan and contribute to improved outcomes for educational organisations

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- Forum 2
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## 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 outcomes

- understand the diverse nature of innovation and change in educational organisations
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### Assessment tasks

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- Forum 2
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- Forum 3
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## 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**

- understand the diverse nature of innovation and change in educational organisations
- assess the merits of technical-rational and inspirational approaches to educational change
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## **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 outcomes**

- understand the diverse nature of innovation and change in educational organisations
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- Reflective Task 1
- Forum 1
- Reflective Task 2
- Forum 2

- Reflective Task 3
- Forum 3
- Change Case Study

## **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**

- understand the diverse nature of innovation and change in educational organisations
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- Reflective Task 1
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- Forum 3
- Change Case Study