



EDCN844

Organisation of School Education

S2 External 2015

Dept of Education

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General Information

Unit convenor and teaching staff John De Nobile john.denobile@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 PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHEd or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd
Corequisites
Co-badged status
Unit description This unit extends students' understanding of the legislative, historical, financial and structural features of school education in Australia. This leads to a study of the circumstances, opportunities and constraints influencing leaders in schools. A number of contexts are explored including: school review and development; meeting accountability and legal obligations; and management of systems and staff. Readings relate to leadership styles that may be applied to particular contexts as well as the development of school systems in Australia.

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:

- 1 describe the historical antecedents of the administrative and leadership cultures of school systems (predominantly by case studies in NSW)
- 2 explain the role of various leaders in schools and the impacts of their roles on schools
- 3 examine the value systems that underpin school systems identifying the implications for school leaders and managers

4 consider the implications of those systemic values in implementing and evaluating key policy directions for schools

5 identify the quality systems employed by schools and schools systems to ensure quality outcomes and meet accountability obligations

Assessment Tasks

Name	Weighting	Due
Report 1	20%	Week 6
Online Discussions	30%	Every 2 weeks
Report 2	50%	Week 13

Report 1

Due: **Week 6**

Weighting: **20%**

The leadership structure of my organisation

On successful completion you will be able to:

- 2 explain the role of various leaders in schools and the impacts of their roles on schools

Online Discussions

Due: **Every 2 weeks**

Weighting: **30%**

Online discussions posted every two weeks

On successful completion you will be able to:

- 1 describe the historical antecedents of the administrative and leadership cultures of school systems (predominantly by case studies in NSW)
- 2 explain the role of various leaders in schools and the impacts of their roles on schools
- 3 examine the value systems that underpin school systems identifying the implications for school leaders and managers
- 4 consider the implications of those systemic values in implementing and evaluating key policy directions for schools

Report 2

Due: **Week 13**

Weighting: **50%**

Case Study: An examination of the role of a leader in school effectiveness

On successful completion you will be able to:

- 3 examine the value systems that underpin school systems identifying the implications for school leaders and managers
- 4 consider the implications of those systemic values in implementing and evaluating key policy directions for schools
- 5 identify the quality systems employed by schools and schools systems to ensure quality outcomes and meet accountability obligations

Delivery and Resources

Web-based unit with online discussions

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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 - 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 outcome

- 5 identify the quality systems employed by schools and schools systems to ensure quality outcomes and meet accountability obligations

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

- 1 describe the historical antecedents of the administrative and leadership cultures of school systems (predominantly by case studies in NSW)
- 2 explain the role of various leaders in schools and the impacts of their roles on schools

Assessment task

- Report 1

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 outcome

- 3 examine the value systems that underpin school systems identifying the implications for school leaders and managers

Assessment tasks

- Report 1
- Online Discussions

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:

Assessment task

- Online Discussions

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

- 4 consider the implications of those systemic values in implementing and evaluating key policy directions for schools

Assessment task

- Report 2