EDCN851

Innovation and Change in Educational Organisations

S2 Weekend 2015

Dept of Education

Contents

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General Information

Unit convenor and teaching staff
Laurie Field
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 PGCertSpEd or MTeach(Birth to
Five Years) or GradCertEdS or GradCertHEd or MTransInterPed or MIndigenousEd or
PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd

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
Forum 1	9%	Week 5
Reflective Task 1	14%	Week 5
Forum 2	9%	Week 8
Reflective Task 2 or 3	14%	Week H2 or12
Forum 3	9%	Week 12
Change Case Study	45%	Week 13

Forum 1

Due: **Week 5**
Weighting: **9%**

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 1

Due: **Week 5**

Weighting: **14%**

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 2

Due: **Week 8**

Weighting: **9%**

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 2 or 3

Due: **Week H2 or12**

Weighting: **14%**

Reflective Task 2 relates to human aspects of change; Reflective Task 3 relates to key considerations and strategies in leading, managing and/or facilitating educational innovation and change

On successful completion you will be able to:

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Forum 3

Due: **Week 12**

Weighting: **9%**

A Forum relating to leading, managing and/or facilitating educational innovation and change

On successful completion you will be able to:
- understand the diverse nature of innovation and change in educational organisations
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Change Case Study

Due: **Week 13**
Weighting: **45%**

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

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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 and, for those living locally, strongly encouraged. Face to face sessions are scheduled for Sunday 2 August, Sunday 30 August and Sunday 11 October, 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

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 outcomes

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

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

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:

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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:

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- Change Case Study

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

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- Forum 2
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- Forum 3
- Change Case Study

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:

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- Forum 3

- Change Case Study

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:

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