EDCN841

Educational Institutions as Organisations

S1 Online 2016

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 GCertEdS or GCertHEd or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd
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

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:

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

Assessment Tasks

Name	Weighting	Due
Reflective Task 1	14%	Week 5
Forum 1	9%	Week 5
Reflective Task 2	14%	Week 8
Forum 2	9%	Week 8
Reflective Task 3	0%	Week 12
Forum 3	9%	Week 12
Case Study	45%	Week 13

Reflective Task 1

Due: **Week 5**
Weighting: **14%**

A Reflective Task relating to structural terms and structuring principles

On successful completion you will be able to:
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Forum 1

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

A Forum relating to structure and operating environment

On successful completion you will be able to:

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Reflective Task 2

Due: **Week 8**
Weighting: **14%**

A Reflective Task relating to organisational learning rhetoric and reality. This is an alternative to Reflective Task 3 and has same weighting = 14%

On successful completion you will be able to:

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Forum 2

Due: **Week 8**
Weighting: **9%**

A Forum relating to teamwork and control

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: **0%**

A Reflective Task relating to understanding emotion in organizations. This is an alternative to Reflective Task 2 and has same weighting = 14%

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: **9%**

A Forum relating to teamwork and control

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%**

Case Study relating to organisational aspects of an educational institution.

On successful completion you will be able to:
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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 you are encouraged to attend if you live locally. These are scheduled for the following Saturdays: 12 March, 2 April and 21 May, in each case 10.30 to 2.30.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessm

ent/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- 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

- Reflective Task 1
- Forum 1
- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- 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:

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

Assessment tasks

- Reflective Task 1
- Forum 1
- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- 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

- 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

- Reflective Task 1
- Forum 1
- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- 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

- 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

- Reflective Task 1
- Forum 1
- Reflective Task 2
- Forum 2
- Reflective Task 3
- Forum 3
- 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:

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

Assessment tasks

- Reflective Task 1
- Forum 1

- Reflective Task 2

- Forum 2

- Reflective Task 3

- Forum 3

- 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:

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

Assessment tasks

- Reflective Task 1

- Forum 1

- Reflective Task 2

- Forum 2

- Reflective Task 3

- Forum 3

- Case Study