EDCN842

Leadership for Learning

S2 Online 2018

Department of Educational Studies

Contents

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General Information

Unit convenor and teaching staff
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X5B 279
By arrangement

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Credit points
4

Prerequisites
Admission to MEd or PGDipEdS or GradCertEdS or MEdLead or MHEd or PGDipHEd or PGCertHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit or MPH or MSocEntre

Corequisites

Co-badged status

Unit description
This unit focuses on the nature of leadership and what it means to lead for learning in a variety of educational contexts including early childhood, primary, secondary, adult and higher education. Participants: - explore and critique experience and existing knowledge and understanding of leadership in educational settings - develop specialised knowledge of the broad theory and research relevant to the study and practice of educational leadership - build a deeper understanding and appreciation of recent developments in research, theory and practice of leadership for learning through a process of individual and collaborative scholarship and critical reflection - apply a range of relevant theories and constructs to the analysis of their own and others' experience of leadership and management in an educational setting, and - develop capacity to lead for learning in multifaceted and changing educational organisations.

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:

demonstrate an understanding of leadership in educational settings

demonstrate an understanding of key theoretical paradigms for leadership

demonstrate an appreciation of recent developments in research, theory and practice of leadership for learning and the research methodologies they entail

apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Assessment Tasks

Name	Weighting	Hurdle	Due
Forum 1	10%	No	End Week 5
Forum 2	10%	No	End Week 8
Forum 3	10%	No	End Week 12
Reflective Task Options 1 or 2	15%	No	Week 5 or Week 8
Reflective Task Options 3 or 4	15%	No	Week 8 or 12
Keynote Paper & Materials	40%	No	Week 13

Forum 1

Due: **End Week 5**
Weighting: **10%**

Forum on 'effective leaders'

On successful completion you will be able to:

• demonstrate an understanding of leadership in educational settings

• demonstrate an understanding of key theoretical paradigms for leadership

• demonstrate an appreciation of recent developments in research, theory and practice of leadership for learning and the research methodologies they entail

• apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Forum 2

Due: **End Week 8**
Weighting: **10%**

Forum on 'transformational & distributed leadership'

On successful completion you will be able to:
- demonstrate an understanding of leadership in educational settings
- demonstrate an understanding of key theoretical paradigms for leadership
- demonstrate an appreciation of recent developments in research, theory and practice of leadership for learning and the research methodologies they entail
- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Forum 3

Due: **End Week 12**
Weighting: **10%**

Forum on 'leadership & emotion' OR class presentation on 'leadership practices and principles'

On successful completion you will be able to:
- demonstrate an understanding of leadership in educational settings
- demonstrate an understanding of key theoretical paradigms for leadership
- demonstrate an appreciation of recent developments in research, theory and practice of leadership for learning and the research methodologies they entail
- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Reflective Task Options 1 or 2

Due: **Week 5 or Week 8**
Weighting: **15%**

Option 1: 'Gender and leadership'. Option 2: 'Leader impacts'

On successful completion you will be able to:
- demonstrate an understanding of leadership in educational settings
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- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Reflective Task Options 3 or 4

Due: **Week 8 or 12**
Weighting: **15%**

Option 3: 'Leadership & ethics'. Option 4: 'Leadership & power'

On successful completion you will be able to:
- demonstrate an understanding of leadership in educational settings
- demonstrate an understanding of key theoretical paradigms for leadership
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- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Keynote Paper & Materials

Due: **Week 13**
Weighting: **40%**

Critical review of leadership concepts relevant to a particular educational context & support materials

On successful completion you will be able to:
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Delivery and Resources

This unit is offered via iLearn and requires internet access. Three face to face sessions are also offered and you are encouraged to attend if you live locally, regardless of whether you are an internal or external student. These are scheduled for the following Saturdays (9.30 to 1.30): 11 Aug, 8 Sept, 13 Oct.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m

q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- demonstrate an understanding of leadership in educational settings
- demonstrate an understanding of key theoretical paradigms for leadership
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- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Assessment tasks

- Forum 1
- Forum 2
- Forum 3
- Reflective Task Options 1 or 2
- Reflective Task Options 3 or 4
- Keynote Paper & Materials

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

- demonstrate an understanding of leadership in educational settings
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- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

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- Forum 3
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- Reflective Task Options 3 or 4
- Keynote Paper & Materials

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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- demonstrate an understanding of leadership in educational settings
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- Keynote Paper & Materials

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

- demonstrate an understanding of leadership in educational settings
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- Forum 3
- Reflective Task Options 1 or 2
- Reflective Task Options 3 or 4
- Keynote Paper & Materials

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

- demonstrate an understanding of leadership in educational settings
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- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

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- Forum 3
- Reflective Task Options 1 or 2
- Reflective Task Options 3 or 4
- Keynote Paper & Materials

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

- demonstrate an understanding of leadership in educational settings
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Assessment tasks

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- Forum 2
- Forum 3
- Reflective Task Options 1 or 2
- Reflective Task Options 3 or 4

- Keynote Paper & Materials