UNIT CODE: EDLE642
UNIT TITLE: LEADERSHIP THEORY INTO PRACTICE
CREDIT POINTS: 10

RELATIONSHIP TO OTHER UNITS
This is a specialisation unit in the Master of Educational Leadership.

PREREQUISITES:
Nil

DESCRIPTION
This unit acknowledges the reality that workplaces are often centres of uncertainty and confusion such that no one theoretical insight seems sufficient for understanding such a complex context. Deeper understanding is only possible when threads of a number of different theoretical perspectives are woven together. Hence, the specific intention of this unit is to provide the opportunity for the application of learnings across a number of units in an integrated way which extends and enhances understandings. Students are challenged to synthesise different aspects of the theory and practice of educational leadership so as to heighten its applicability to their specific workplace. As an integrative unit, it would normally be taken in the later stages of a student’s candidature.

LEARNING OUTCOMES
On successful completion of this unit, students will be able to:

1. Explore and analyse a wide range of education leadership theories and practices in order to synthesise a more integrative theory of particular relevance to the student and/or this/her school context (I1, I2, I3, P1, V2, V3);
2. Understand the specific intricacies and complexities associated with a particular educational leadership theory (I4, P2);
3. Examine and analyse critically the expected outcomes associated with each of the diverse theoretical perspectives on educational leadership so as to differentiate and distinguish relevant aspects of these theories that would enhance their own leadership practice (I4, P2);
4. Apply their understanding of educational leadership theories in order to synthesize an integrated perspective on educational leadership pertaining to a context with which they are immediately involved (P1, P3);
5. Research and review their integrated educational leadership perspective in the light of the expected outcomes within their own leadership practice (I1, I4, P1, P2, I1); and

On successful completion of this unit, students will have progressed in the development of the following ACU graduate attributes:

Intellectual

   I1. critical and analytical abilities
   I2. enthusiasm to search for further knowledge and understanding
   I3. open-mindedness and receptiveness to new ideas
   I4. expertise in chosen academic field.

Professional

   P1. knowledge and skills to meet relevant professional requirements
   P2. understanding of and commitment to professional ethical standards
   P3. information literacy, communication and interpersonal skills.
Values

V2 a spirit of service to the community
V3 commitment to good citizenship, including respect for individuals, empathy with persons of differing cultural and religious backgrounds, community responsibility and concern for the environment
V4 a high regard for equity and human rights in the context of a broad understanding of globalization.

CONTENT

Areas for exploration, integration, research and review may include any of the dimensions of the theory and practice of educational leadership that are presented in the Master of Educational Leadership degree.

TEACHING STRATEGIES

As this is an independent study unit, the student needs to be self motivated in developing and presenting an integrative report under the guidance of an academic mentor.

ASSESSMENT

In order to satisfy requirements for this unit, students are expected to submit all assessment tasks and to participate in classes and/or prescribed online activities. The assessment will relate directly to the achievement of the learning outcomes. Students will be required to produce a report that uses appropriate media. The total assessment task will be the equivalent of 5,500 words.

INDICATIVE REFERENCES

A list of selected texts, which will cover the relevant area of professional practice under review, as well as being at an academic level appropriate for master's students, will be prepared in conjunction with the mentor. It is anticipated that a significant proportion of the literature will be sourced from the existing reference lists associated with the other relevant Master of Educational Leadership units. However, the following tests that focus on the general requirements of academic enquiry would be an integral part of this reference list:


Related Journals

Australian Journal of Education
Catholic Education: a journal of inquiry and practice
Educational Administration Quarterly
Educational Management Administration and Leadership
International Journal of Educational Administration
Leading and Managing
School Effectiveness and School Improvement
Unicorn
Leading and Learning
Curriculum Leadership
Leading Learning