LEADING EDUCATIONAL CHANGE

DESCRIPTION
Leaders in schools and educational systems are faced with the challenge of operating in a rapidly changing world. Economic globalisation, rapid technological advances and society’s increased expectations of education have replaced past certainties with new and uncertain frameworks. Dynamic change has become the order of the day. Within this context, educational leaders need to understand the forces for change operating at three different levels, namely; within the wider global environment, within the school and education systems, and within individuals. Theological perspectives on change may also assist educational leaders to situate their work within the Creation Story and the call for Christians to participate in God’s continuous creation. Participants will have an opportunity to reflect on and analyse change in schools and educational systems using a number of different models and frameworks for planning, implementing and evaluating change processes and outcomes. These change perspectives will be used to assist leaders in Catholic and other systems and schools manage change in ways that are meaningful, ethical, compassionate and productive.

LEARNING OUTCOMES
On successful completion of this unit, students will be able to:
1. Track the change forces at work in society, education and the Church (Graduate attribute V3);
2. Appreciate the impact of change on themselves, their schools and their students (Graduate attribute V3);
3. Understand the dynamics of change in organisations and communities (Graduate attribute I4);
4. Understand the change roles played by different participants in the educational agenda - government, system and school (Graduate attribute P1);
5. Understand the roles played by leaders in the change process (Graduate attribute I4 and P2);
6. Apply their understanding of change and change dynamics to the critique of initiatives in which they have been involved (Graduate attribute P1 and P3); and
7. Understand the strengths and limitations of approaches to strategic planning and apply these in a school setting (Graduate attribute I1 and I3).

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
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
information literacy, communication and interpersonal skills.

commitment to good citizenship, including respect for individuals, empathy with persons of differing cultural and religious backgrounds, community responsibility and concern for the environment

CONTENT

Topics will include:

- Significant changes in society, Church and education during the participants’ careers
- Impact of change on schools, teachers and learners
- The nature of change – both chosen and imposed
- External and internal drivers of change
- Factors aiding and inhibiting successful change initiatives
- Leading in a culture of change
- Change, chaos theory and the new science
- Strengths and limits of strategic planning.

TEACHING STRATEGIES

In addition to lectures on the key concepts found in the literature, there will be opportunities for group discussion, private reflection and practical activities. Face-to-face teaching, conventional distance education materials and electronic modes of delivery may also be used. These methods will allow students to participate in an intense dialogue, using a variety of investigative methodologies, sorting through various sources and types of evidence to identify underlying patterns, structure or significance. These methods are also intended to engage students as active participants in the learning process and encourage them to become independent learners. There will be respect for students’ views and responses, an understanding of an individual's knowledge, capabilities and backgrounds and a concern for the welfare and progress of individual students. Students will be required to apply learnings to their own educational context.

ASSESSMENT

A variety of assessment procedures will be used to ascertain the extent to which the participants achieve the objectives. The total assessment tasks will be the equivalent of 5,500 words.

Overview of Assessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment Tasks</th>
<th>Weighting (%)</th>
<th>Learning Outcome/s Assessed</th>
<th>Graduate Attributes/ Generic Skills (ie I3, V1 etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment one. Critique of a change initiative from the perspective of one writer.</td>
<td>20%</td>
<td>2, 3, 4, 5, 6</td>
<td>I1, P1</td>
</tr>
<tr>
<td>Assessment two. Short essay on unique qualities of change in educational settings.</td>
<td>30%</td>
<td>1, 3, 5</td>
<td>I1, I3, I4, P3</td>
</tr>
<tr>
<td>Assessment three. Development of guidelines for successful educational change integrating literature and interviews with practitioners.</td>
<td>50%</td>
<td>3, 4, 5, 7</td>
<td>I1, I2, P1, P2, P3, V1</td>
</tr>
</tbody>
</table>
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.

**REPRESENTATIVE REFERENCES**


**Related Journals**

Australian Journal of Education

Curriculum Inquiry

Curriculum Perspectives

Educational Administration Quarterly

International Journal of Educational Administration

International Journal of Educational Management

Journal of Change Management

Journal of Educational Administration

Leading and Managing

Unicorn

Curriculum Leadership
Leading Learning

Related Web Sites

Educational Leaders Online - Aus Asia  http://elo.eddirect.com/
Educational Policy Analysis Archives  http://epaa.asu.edu/
Current Issues in Education  http://cie.edu.asu.edu/
Journal of Educational Leadership  www.ascd.org/pubs/el/elintro.html
The International Electronic Journal for Leadership in Learning  http://www.acs.ucalgary.ca/~ieill/
Association for Supervision and Curriculum Development  http://ascd.org/