UNIT CODE            EDLE633
UNIT TITLE           LEADING AUTHENTIC LEARNING
CREDIT POINTS        10

DISCIPLINE CLUSTER AND WEIGHTING

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

UNIT DESCRIPTION
This unit acknowledges the challenge facing educational leaders as they try to support authentic learning in the midst of national, state and system mandated school curriculum reform and administrative restructuring. This unit explores current understandings of learning and focuses in particular on the ethical and moral dimensions of educational leadership that support these understandings of learning. This unit assumes that authentic learning involves moving beyond the assumptions of efficiency and effectiveness in the delivery and performance of learning to an understanding of learning as essentially a moral activity that integrates human, economic and civic concerns. Similarly, leadership for authentic learning needs to move beyond notions of efficiency and effectiveness to include a commitment to ethical leadership in order to meet the moral imperatives in the learning situation.

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

1. Review and critique recent developments in the theory of learning (Graduate attributes I1, I3, I4, P1 and P3);
2. Explore and evaluate current trends in curriculum at national, state and school levels (Graduate attributes I1, I3 and I4);
3. Identify the driving forces behind, and the impacts of recent trends in school architectures and technologies (Graduate attributes V3 and P3);
4. Apply notions of ethics and authenticity to the teaching-learning encounter (Graduate attributes P2, V1, V3 and V4);
5. Review research and practice in the area of the impact of leaders on learning (Graduate attributes I4, P1, P3); and
6. Evaluate real world practice (including their own) in the light of the above (Graduate attributes I1 and P3).

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
   P3. information literacy, communication and interpersonal skills.
Values

V1 commitment to values consistent with the University’s Mission
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
Topics will include:

- The concept of authentic learning
- Historical overview of learning theories
- Recent development in theories of learning
- Trends in curriculum development
- The politics of learning
- School design at the service of learning
- IT at the service of learning
- School and classroom practices contributing to authentic learning
- Educative leadership and student outcomes
- Authentic learning and the politics of accountability.

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.

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>
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</thead>
<tbody>
<tr>
<td>Assessment one</td>
<td>20%</td>
<td>1, 2, 3</td>
<td>I1, P1, P3</td>
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<tr>
<td>Review of one article on each of learning theory, IT and learning, learning and architecture and curriculum.</td>
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Assessment two
Small scale student (or parent, or teacher) survey on authentic learning. Analysis of results in the context of literature and research.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>References</th>
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<tbody>
<tr>
<td>30%</td>
<td>1, 4, 5</td>
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<tr>
<td>I1,3,4, P3, V1</td>
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</tbody>
</table>

Assessment three
Development of inventory of leadership practices shown by research to contribute to student learning outcomes. Map own school performance against this and suggest improvements.

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<tr>
<th>Percentage</th>
<th>References</th>
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</thead>
<tbody>
<tr>
<td>50%</td>
<td>5, 6</td>
</tr>
<tr>
<td>I1,2, P1-3, V1</td>
<td></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  
Catholic Education: a journal of inquiry and practice  
Curriculum Inquiry  
Curriculum Perspectives  
Educational Administration Quarterly  
Journal of Educational Administration  
International Journal of Educational Administration  
Leading and Managing  
Unicorn  
Leading and Learning  
Curriculum Leadership  
Leading Learning  
International Journal of Learning  
International Journal of Pedagogies and Learning

**Related Web Sites**

Educational Policy Analysis Archives. [http://epaa.asu.edu/](http://epaa.asu.edu/)  
Current Issues in Education. [http://cie.edu.asu.edu/](http://cie.edu.asu.edu/)  
Journal of Educational Leadership. [www.ascd.org/pubs/el/elintro.html](http://www.ascd.org/pubs/el/elintro.html)  