This unit acknowledges that the Catholic school operates within a context of societal and ecclesial change. Catholic schools exist as a result of an historical coalition of families and Church, and in relationship to governments. As a consequence, Catholic schools have cultures that are in some respects similar to state or publicly provided education while remaining distinctive as faith-based institutions. This positioning of Catholic schools between ‘the secular’ and ‘the sacred’ in a changing context is a continuing challenge for leaders in Catholic schools. This unit is designed to assist educators in Catholic schools to develop frames of reference that can help them to understand, manage and lead in this changing context.

LEARNING OUTCOMES

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

1. Identify the impact of changes in the Church and in society on Catholic schooling (I1-4 P1,3 V1-4);
2. Appreciate the development of the Catholic school as a coalition of families and Church, and its relationship to government (I1-4 P1-3 V2-4);
3. Explain the nature and purpose of the Catholic school from ecclesial and secular education perspectives (I1-4 P1-3 V1-4);
4. Develop their personal educational philosophy or education platform about Catholic schooling (I1-4 P1-3 V1-4); and
5. Understand the challenges and enact strategies for leading Catholic schools. (I1-4 P1-3 V1-4).

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

V1. commitment to values consistent with the University’s Mission
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

Topics will include:
- Societal change and impacts on Catholic schools
- The development of Catholic education in terms of the partnership between families, and Church and in relating to governments in the context of contemporary culture and societal change
- The nature and purpose of Catholic schools including ecclesial and secular education perspectives
- School culture and the culture of the Catholic school
- Models of school development and their application to the Catholic school context
- Catholic identity and social teaching as foundational concepts for leading Catholic schools
- Leadership challenges for Catholic schools and systems.

TEACHING STRATEGIES

This unit may be offered in a variety of modes, including weekend lectures and workshops, summer or winter schools, or online. Teaching and learning strategies will include seminars, lectures, discussions, case study investigations, student presentations and online activities.

ASSESSMENT PROCEDURES

Assessment procedures will include a team-based project on the identity of the Catholic school which draws on literature on the historical and contemporary development of Catholic schools; a review and application of the literature on organisational culture, school culture and Catholic school culture; and the analysis and application of relevant literature and related unit materials to develop a position on key challenges facing leaders in Catholic schools, and the strategies to address them.

OVERVIEW OF ASSESSMENTS

<table>
<thead>
<tr>
<th>Brief Description of Assessment Tasks</th>
<th>Weighting (%)</th>
<th>Learning Outcome/s Assessed</th>
<th>Graduate Attributes/General Skills (i.e. I3, V1 etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment one</td>
<td>20</td>
<td>1,2,3</td>
<td>I1-4, P1-3, V1-4</td>
</tr>
<tr>
<td>Team-based project on Catholic school identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment two</td>
<td>30</td>
<td>3,4,5</td>
<td>I1-4, P1,3</td>
</tr>
<tr>
<td>Review and application of the literature on school culture to Catholic schools</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assessment three</td>
<td>50</td>
<td>1,2,3,4,5</td>
<td>I1-4, P1-3, V1-4</td>
</tr>
<tr>
<td>Analysis and position paper on the purpose of Catholic schools and associated leadership challenges</td>
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<td></td>
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</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.
REFERENCES

Text:

General References:


