UNIT CODE: EDLE639

UNIT TITLE: EDUCATION POLICY AND GOVERNANCE

CREDIT POINTS: 10

DISCIPLINE CLUSTER AND WEIGHTING

RELATIONSHIP TO OTHER UNITS

This is a specialisation unit in the Master of Education Systems Leadership and the Postgraduate Certificate in Education Systems Leadership. It is also an elective unit in the Master of Educational Leadership and the Postgraduate Certificate in Educational Leadership.

PREREQUISITES

Nil

DESCRIPTION

This unit has been designed to give participants an understanding of the issues concerning policy and governance in contemporary education contexts. These issues are especially important at a time when education authorities are exploring appropriate forms of governance to ensure that school and system policies and practices are congruent with the mission of the Church (or other founding authority). The concepts of governance, policy, management and leadership are considered from both Canon and civil law perspectives, and their practical application in a variety of educational contexts is explored. Responsibilities for good governance, policy making, leadership and management are distributed throughout the education contextual setting, and so this unit also addresses the related responsibilities of Church and State authorities, governing bodies, and school communities.

LEARNING OUTCOMES

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

1. Define the concepts of governance, policy making, leadership and management and their inter-relationship in education (Graduate attributes I1, I2, I3, I4, P1, P2, P3, V1 and V2);

2. Explain the principles underpinning Church/founding authority law requirements with respect to governance issues in Catholic/faith-based education (Graduate attributes I1, I2, I3, 4, P1, P2, P3, V1 and V2);

3. Design and work effectively with the organizational structures and strategies that support good governance (Graduate attributes I1, I2, I3, I4, P1, P2, P3, V1 and V2);

4. Understand the principles of good governance, associated political concepts, and the need for appropriate policy formulation, implementation and evaluation processes (Graduate attributes I1, I2, I3, I4, P1, P2, P3, V1 and V2);

5. Analyse various models of education governance in light of the literature (incl. Canon law, Church/founding authority documents), civil law and current policy and practice (Graduate attributes I1, I2, I3, I4, P1, P2, P3, V1 and V2); and

6. Exercise leadership in education governance (Graduate attributes I1, I2, I3, I4, P1, P2, P3, V1 and V2).

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

CONTENT

Topics will include:

- The nature, purpose and contemporary call for effective governance, leadership and management in light of Church/founding authority and government policies and accountabilities
- Principles underpinning governance policies and procedures within Catholic/faith-based education, e.g. Public Juridic Persons, religious mission, ministry, trusteeship, service, stewardship and subsidiarity
- Principles of Canon Law and civil legislation and their relevance to governance, financial management and accountability within Catholic/faith-based schools and education systems
- Approaches to the organisation of schools and education systems and their relationship to governance, policy making and leadership
- Political concepts and policy processes associated with educational governance
- Models of governance operating in school education in Australia
- The roles and responsibilities of the governing body, principal and school executive, teachers, community members and others with respect to governance and accountability
- Developing and evaluating models of governance, educational leadership and management appropriate to specific educational settings or school systems.

TEACHING APPROACHES

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 the analysis of a relevant educational governance document through reference to literature on educational governance, leadership and management; identification of issues associated with power, conflict and participation in scenarios drawn from the politics of education; and the development (or evaluation) of a model of education governance which makes use of relevant literature and related unit materials on governance principles, key political concepts and policy processes.

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/Generic Skills (i.e. I3, V1 etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment one Analysis of an issue in educational governance.</td>
<td>25%</td>
<td>1,2,3</td>
<td>I1, I3, I4, P1, P3, V1, V2</td>
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<tr>
<td>Assessment two Identification and critique of an issue in education politics and policy studies.</td>
<td>25%</td>
<td>4,5</td>
<td>I1, I3, I4, P1, P3</td>
</tr>
<tr>
<td>Assessment three Development (or evaluation) of a</td>
<td>50%</td>
<td>1,2,3,4,5,6</td>
<td>I1, I2, I3, I4, P1, P2, P3, V1, V2</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
Australian Standards including:
AS 8000 Good Governance Principles
AS 8001 Fraud and Corruption Control
AS 8002 Organizational Codes of Conduct
AS 8003 Corporate Social Responsibility
AS 8004 Whistleblower Protection Programs for Entities
HB 400-2004 Introduction to Corporate Governance
HB 401-2004 Applications of Corporate Governance

Page, R. (1999). From the University which is really Catholic to the University which is legally Catholic *Concilium*, 5, pp. 91-99.

