1. Content

Educational leaders, whether in schools, early childhood centres, vocational colleges, or higher education institutions are challenged with steering their organisations through unprecedented change. But in what directions? How should educational organisations respond to the complexities and ambiguities of the current and emerging contexts in which they must operate, and what are the principal challenges faced by educational leaders and managers in responding to change. This unit examines both the strategic and operational dimensions of leadership and management in institutions for learning. It considers the relationships and differences between leadership and management per se and the implications of these differences for effective leadership and management in educational organisations.

2. Unit/Program Staff

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Guest presenters will also be involved in the Unit.

3. Unit Organisation

The unit is designed to expose participants to relevant theory and provide them with the opportunity to individually and collectively explore, analyse, assess and relate this theory to their own and others' practices as leaders and managers in institutions for learning.

The unit therefore comprises five sessions. The first of these is on Wednesday 8 August 2001 from 7.00pm to 9.00pm. Three subsequent sessions are scheduled on Sundays from 9.30 to 4.30 pm on 26 August, 23 September, and 21 October 2001. The final session is on Wednesday 14 November 2001 from 7.00pm to 9.00pm. All sessions will be held in E6A 116 unless otherwise advised.

Participants are expected to attend ALL five sessions and complete ALL required reading, assignment work, and assessment tasks. With only five core sessions, missing even one session reduces the value of the unit for the individual and for the group.
4. **Timetable**

The proposed timetable for this unit is outlined below. Some variations may be made as the program unfolds.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Facilitator(s)</th>
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</thead>
<tbody>
<tr>
<td>Wednesday 8 August 2001</td>
<td>• Welcome and Overview of Program&lt;br&gt;• Overview of the Unit&lt;br&gt;• Exploring the concept of &quot;Leadership for Learning&quot;</td>
<td>Stephen Marshall Nell Irwin</td>
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<td>Thursday 9 August 2001</td>
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<tr>
<td>Sunday 26 August 2001</td>
<td>• Leadership for Learning&lt;br&gt;• History and Overview of Leadership research&lt;br&gt;• Distinction between Leadership and Management</td>
<td>Nell Irwin</td>
</tr>
<tr>
<td>Sunday 23 September 2001</td>
<td>• Examination of Leadership and Management Challenges within each sector of Specialisation&lt;br&gt;• Submission of Minor Assignment</td>
<td>Nell Irwin Alan Rice Stephen Marshall</td>
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<tr>
<td>Sunday 21 October 2001</td>
<td>Effecting leadership for learning&lt;br&gt;• Critiquing the present&lt;br&gt;• Envisioning a future&lt;br&gt;• Inspiring a shared vision&lt;br&gt;• Enabling others&lt;br&gt;• Modelling the way&lt;br&gt;• Encouraging the heart</td>
<td>Nell Irwin</td>
</tr>
<tr>
<td>Wednesday 14 November 2001</td>
<td>• Self development and Leadership for Learning&lt;br&gt;• Evaluation of Unit&lt;br&gt;• Submission of Major Assignment</td>
<td>Nell Irwin</td>
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</tbody>
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5. **Assessment**

The unit involves **ONE minor** and **ONE major** written assessment task.

Both assignments are to be prepared accordance with the guidelines for preparation of assignments outlined within the 3rd edition of the American Psychological Association (APA) Publication Manual. For a brief overview of these requirements see the Educational
Leadership Program Writing Guide, a hard copy of which will be provided to you in your first unit.

The MINOR assessment task (approximately 1500 words) requires you:

• to read:


and

• use Kotter's distinction between leadership and management to describe and analyse the facilitation of a process of innovation or change within an educational institution with which you are familiar.

Due Date for Minor Assignment: Sunday 23 September 2001

The MAJOR assessment task (approximately 3,500 words)

Educational leaders, whether in schools, early childhood centres, vocational colleges, or higher education institutions are challenged with steering their organisations through unprecedented change.

• Identify and describe a change to which your organisation will need to respond in the future.

• Provide a rationale for responding to the change (i.e., briefly describe the possible impact(s) of the change on your organisation should it fail to respond to this change.)

• Outline goals, outcomes and strategies for your organisation's response to this change.

• Discuss the leadership and management challenges associated with implementing this response.

You should aim to address the first three bullet-points in approximately 1000 words. The balance of your paper should address the key issue of import to this unit, that is, the leadership and management challenges associated with the proposed response.

Due Date for Major Assignment: 14 November 2001

6. Assessment Policy

Your overall performance in this Unit will be reported within the following grading bands:

HD  High Distinction - 85-100%  - Denotes outstanding performance. You will have demonstrated an excellent understanding of the theoretical aspects of the unit and will have read beyond the texts, books and journal articles discussed in the unit. You will have produced work of superior quality in areas such as criticism, logical argument, interpretation of materials, or use of methodology. This grade may also be awarded to recognise particular originality or creativity in your performance.
D Distinction - 75-84% - Denotes superior performance. You will have demonstrated superior understanding of the theoretical aspects of the unit, and will have produced work of good quality in areas such as criticism, logical argument, interpretation of materials, or use of methodology. You will have made well planned and thoughtful contributions to the unit.

Cr Credit - 65-74% - Denotes good performance. You will have demonstrated good understanding of the theoretical aspects of the unit, and will have produced work of sound quality in areas such as criticism, logical argument, interpretation of materials, or use of methodology. You will have made thoughtful contributions to the unit.

P Pass - 50 - 64% - Denotes satisfactory performance at the postgraduate level. This grade represents a clear “pass” and will be awarded if you have demonstrated a sound understanding of the theoretical aspects of the unit and an ability to use them to analyse policy and/or practice.

PC Conceded Pass - 45-49% - Denotes performance that is minimally satisfactory.

F Fail - 0 - 44%

If you withdraw from the Unit during or prior to the third session (23 September 2001) you will be given a grade of “NE” noting that you were “not effectively enrolled.” If you are considering withdrawing from the Unit at any stage during the semester you are urged to contact the Program Coordinator.

If you wish to appeal against your assignment grade you must contact the Unit Convenor within one week of the marked assignment being returned.

7. Unit Text

The text for this unit is:


It will be assumed that all students enrolled in this program have their own copy of the text or have regular access to one. The text may be purchased from the Co-Op Bookshop on campus. Copies are also available for restricted three hour loan from the Reserve Collection of the Library.

8. Reading List

A list of possible reading for this unit is provided below. Further, references to, or copies of, journal articles, book chapters, theses etc will be distributed throughout the unit.

**Leadership and Management (General Literature)**


Leadership and Management (Higher Education Sector Literature)


**Leadership and Management (School Education Sector Literature)**


**Leadership and Management (Early Childhood Education sector literature)**


10. **Relevant Journals**

Administrative Science Quarterly  
Assessment and Evaluation in Higher Education  
Australian Journal of Education  
Australian Journal of Institutional Research  
Educational Administration Quarterly  
Higher Education  
Higher Education Management  
Higher Education Research and Development  
Higher Education Review  
Higher Education Quarterly  
International Journal of Leadership in Education  
Journal of Educational Administration  
Journal of Higher Education  
Journal of Higher Education Management  
Journal of Tertiary Education Administration  
Leading and Managing  
New Directions for Higher Education  
Research in Higher Education  
School Effectiveness and School Improvement  
Studies in Higher Education  
Tertiary Education and Management  
The Elementary School Journal