
6. SEMESTER 1 UNITS 2020

Educating for Inclusion PG (9094)

This unit provides an overview of inclusive education and its application in educational and community settings. Students will critically analyse theories, research and policies and their implications for contemporary practice. Students study challenges experienced by people with additional needs and a select one or more perspectives for more in-depth study relating to assessment, intervention/ instruction, collaboration and support. Essentially, students are introduced to evidence-based approaches to education and intervention at individual, professional, cross-disciplinary and/or systems levels.

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

1. Demonstrate an understanding of the theoretical framework for understanding social justice, empowerment, learning diversity and inclusive education;
2. Use needs assessments and other tools to contextualise change and intervention from individual and group perspectives;
3. Prepare, implement and evaluate individualised practices and supports that are practical, ethical and feasible;
4. Demonstrate evidence-based professional insights or skills that link theory, international research and practice in relation to the topics studied; and
5. Demonstrate skills in developing responsive curricula, policy, procedures and /or professional learning that take into account individual, family, professional and workforce issues related to both people who provide and receive support.

Leading Coaching and Mentoring in Education PG (10324)

This unit will provide the necessary knowledge, skills and understandings for educators to lead effective coaching and mentoring programs for teachers, managers, aspiring leaders and educational teams. It will cover strategies such as coaching, mentoring and supervision and will explore the characteristics, similarities, differences, benefits and challenges of leading these various approaches in educational settings. In particular, the unit will focus on skills to enhance the professional learning and growth of educators in effective and rigorous coaching and mentoring programs. This unit will also outline ways in which Action Research can assist the development of coaching and mentoring programs. The unit aims to provide both theoretical understandings and practical coaching and mentoring skills.

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

1. Appreciate relevant coaching, mentoring and supervision theories and practices suitable for educational settings;
2. Identify differences, similarities, benefits and challenges of coaching and mentoring in educational settings;
3. Implement strategies for developing and leading coaching and mentoring programs in educational settings;
4. Demonstrate coaching and mentoring skills and practices in educational settings; and
5. Engage in Action Research projects to develop coaching and mentoring programs in educational settings.

Issues and Challenges in School Improvement: International Perspectives PG (10353)

School improvement is the most important aim of many school reforms around the world. High performing schooling systems such as Finland and East Asian countries place sustainable school improvement at the core of their education policies (Sahlberg, 2011). Then, how and what have these countries done for school improvement? What school improvement initiatives (e.g., leadership and teaching practices) have been shown to influence better learning for students? How do we know how good (or effective) our schools are? This unit seeks to answer these questions by addressing a series of key issues and challenges in school improvement internationally. Specifically, the unit focuses on discussing the aims of school improvement in the context of school reforms, effective school leadership, teacher professional community, measuring schooling outcomes in the era of accountability, diverse populations and school improvement, and best practices in school improvement. The unit uses a growing body of research literature from various societal contexts, including Australia, USA, UK, Finland, Hong Kong, and South Korea, to name a few.

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

1. Develop understandings of key issues and challenges in school improvement, drawn from selected schooling systems;
2. Gain awareness of the changing contexts in school improvement internationally, and
3. Develop critical perspectives in evaluating contemporary policies and practices relating to school improvement.

Leading and Sustaining Professional Learning Communities PG (9096)

In this unit students will critically analyse the different theories and practices that enable team-based and organisation-wide professional learning to occur. They will develop a theoretical and practical understanding of strategies for creating and sustaining professional learning communities. They will develop the knowledge and skills to re-culture educational contexts so learning, collaboration and student improvement can occur. The unit provides an opportunity to investigate how educational leaders design, implement and sustain successful learning cultures which result in improved teacher practice and student achievement.

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

1. demonstrate an understanding of the concept of professional learning community (PLC) and the use of PLC process in schools and other educational settings;
2. investigate the dimensions and critical attributes of PLCs;
3. implement formal and informal tools and strategies to assess the educational culture in relation to the PLC process;
4. prepare professional development plans that implement the PLC process at the institutional or system level.