



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Curriculum Leadership and Management

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	5211	90409	2, 2009	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070303

STAFFING

Examiner: Dorothy Andrews
Moderator: Marian Lewis

RATIONALE

Recent changes in orientation to school and leadership have prompted a change in emphasis on what is seen to be legitimate activity for curriculum leaders. The increasing emphasis on self-management of schools and devolution of authority from central offices and the resultant growth in school-based decision making has resulted in school community involvement and responsibility for financial planning and expenditure, the control of professional development programs, collaborative planning and curriculum decision making processes. These changes have resulted in changing roles and responsibilities for those tasked with the management and development of school programs. The required skill and knowledge base of pedagogical curriculum leadership in Australia has changed dramatically as a result of this evolution of administrative practice.

SYNOPSIS

This course examines the required skill and knowledge base of pedagogical and curriculum leadership and focuses upon those skills and practices seen to be appropriate for educational leaders attempting to meet the challenges of a rapidly changing school environment. In particular, the course explores the knowledge and skills required for school-based curriculum development and evaluation. It also explores knowledge and understanding of the processes of curriculum leadership within schools of the 21st century.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. Identify major sources of influence and control on the curriculum. (Assignment 1)
2. Examine the role of the curriculum and pedagogical leader as facilitator. (Assignment 1)

3. Consider the functions of planning, motivating, communicating, and organising in pedagogical leadership. (Assignment 1 and Assignment 2)
4. Recognise the value of data collection, needs assessment, curriculum evaluation, team management and action research to effective curriculum management. (Assignment 2)
5. Expand understanding, knowledge and experience in the processes of curriculum management and pedagogical leadership. (Assignment 2)

TOPICS

	Description	Weighting (%)
1.	Conceptualising the Role of a 21st Century Curriculum Leader	15.00
2.	Influences on Curriculum and Pedagogy	20.00
3.	Facilitating Curriculum Management	35.00
4.	Curriculum Leadership and Management Processes	30.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/>. The gateway to education resources is here...
<http://www.usq.edu.au/library/faculties/education/default.htm>

Brady, L. & Kennedy, K. 2007, *Curriculum Construction*, 3rd edn, Prentice Hall, Sydney.

Glatthorn, AA, Boschee, F & Whitehead, BM 2006, *Curriculum leadership: development and implementation*, Sage Publications, Thousand Oaks, CA.

Popham, W.J. 1993, *Educational Evaluation*, 3rd edn, Allyn & Bacon, Boston.

Smith, R & Lynch, D 2006, *The rise of the learning manager: changing teacher education*, Pearson Education, Frenchs Forest, NSW.

Stufflebeam, D.L. et al. 1985, *Conducting Educational Needs Assessment*, Kluwer-Nijhoff, Boston.

Wilks, S. 2005, *Designing a thinking curriculum*, ACER Press, South Melbourne, VIC.

Wilson, J & Wing Jan, L. 2003, *Focus on inquiry: a practical approach to integrated curriculum planning*, Curriculum Corporation, Carlton, VIC.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	65.00
Independent Study	100.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1 - FIELD BASED	50.00	50.00	07 Sep 2009
ASSIGNMENT 2 - FIELD BASED	50.00	50.00	02 Nov 2009

IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:**

There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:**

To complete each of the assessment items satisfactorily, students achieve at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- Penalties for late submission of required work:**

If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- Requirements for student to be awarded a passing grade in the course:**

To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- Method used to combine assessment results to attain final grade:**

The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- Examination information:**

There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:**

There will be no Deferred or Supplementary examinations in this course.
- University Regulations:**

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.
- 2 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 3 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 4 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 5 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 6 All assessment items must be attempted/submitted.

OTHER REQUIREMENTS

- 1 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
-