



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: Organisational Transformation Through Learning

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	8318	90668	2, 2009	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	079999

## STAFFING

Examiner: Marian Lewis  
Moderator: Dorothy Andrews

## RATIONALE

Educators face many challenges in a rapidly changing world. Schools are increasingly seen as central to national success - providing the foundations for future development and the successful transition into the knowledge age. At the same time, there is growing recognition of the impact that schools can have on their students' learning and life chances and they are challenged to educate their students for an as yet unknown future. Dealing with such complexity requires a reconceptualisation of the work of teachers and of schools. This course outlines how such a transformation may be achieved. It is now possible - perhaps for the first time - for schools to take a deliberate approach to organisational transformation. It is clear from research and experience that schools can engage in a process of organisational transformation with positive outcomes. This course provides an introduction to a process of organisational transformation that centres on the work of teachers. School leaders and those aspiring to leadership positions, need an understanding of how such processes may be used to transform an educational organisation. Moving schools from an industrial age to a knowledge age requires a change of paradigm, and while highly unlikely that such a transformation could successfully be imposed, it can be achieved from within the organisation through learning.

## SYNOPSIS

The first module sets the context for the course, critically considering why organisational transformation through learning is of fundamental importance to educational institutions in the 21st Century. Meeting the challenges posed by the transition from the industrial age to the knowledge age, against a background of discontinuous change, requires a reimagining of the organisation and a redefinition of the meaning of professionalism. Different approaches to organisational transformation are introduced and their underpinning concepts explored. The first three modules serve as an orientation and theoretical preparation for the fourth module which gives detailed consideration to a particular process - IDEAS - that has the demonstrated capacity to transform schools. IDEAS is an acronym for Innovative Designs for Enhancing Achievements in Schools, a joint project of the University of Southern Queensland and Education Queensland.

To date around 200 schools have engaged in this project and a National Trial has been completed. IDEAS provides a means for educational organisations to transform themselves through learning. Its three main components: the Research-based Framework, the five-phase implementation process and the notion of parallel leadership are considered in depth and its practical application explored. For this course, access is required to a workplace setting where aspects of IDEAS may be trialed and/or its key concepts explored in context. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## 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 completion of this course students will be able to:

1. demonstrate an understanding of challenges currently confronting educational organisations and the importance of educators re-imagining their work; (Assignment 1)
2. demonstrate an understanding of different approaches to organisational transformation; (Assignment 1, Assignment 2 (option 2))
3. demonstrate knowledge of the basic concepts underpinning organisational transformation through learning; (Assignments 1 and 2)
4. apply key aspects of IDEAS in a specific workplace context; (Assignment 2)
5. contextualise and critically analyse issues relating to organisational transformation. (Assignments 1 and 2)

## TOPICS

Description	Weighting (%)
1. The challenge to change - why organisations need to transform themselves.	15.00
2. Approaches to organisational transformation.	15.00
3. Concepts of organisational transformation.	20.00
4. An exploration of IDEAS: 'Innovative Designs for Enhancing Achievement in Schools'. An explanation of the key components of IDEAS and its practical application.	50.00

## 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).

There is no set textbook. The course materials are available for purchase through the USQ Bookshop.

## 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>

Beare, H 2001, *Creating the future school*, Routledge Falmer, London.

Collinson, V & Cook, T 2007, *Organizational learning: improving learning, teaching and leading in school systems*, Sage Publications, Thousand Oaks.

Crowther, F, Ferguson, M & Hann, L 2008, *Developing teacher leaders: how teacher leadership enhances school success*, 2nd edn, Corwin Press, Thousand Oaks, CA.

Day, C & Leithwood, K (eds) 2007, *Successful principal leadership in times of change: an international perspective*, Springer, Dordrecht, The Netherlands.

Ellinor, L & Gerard, G 1998, *Dialogue: rediscover the transforming power of conversation*, John Wiley & Sons, New York.

Ichijo, K & Nonaka, I (eds) 2007, *Knowledge creation and management: new challenges for managers*, Oxford University Press, Oxford.

Limerick, D, Cunnington, B & Crowther, F 2002, *Managing the new organisation: collaboration and sustainability in the postcorporate world*, 2nd edn, Allen & Unwin, St Leonards, NSW.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	65.00
Independent Study	100.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	50.00	50.00	18 Sep 2009
ASSIGNMENT 2/PROJECT	50.00	50.00	30 Oct 2009

## IMPORTANT ASSESSMENT INFORMATION

- 1 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. To maximise their chances at satisfying the objectives of the course, students are strongly encouraged to attend and actively participate in the course workshops (N.B.: 3 x 2 hour workshops).
- 2 Requirements for students to complete each assessment item satisfactorily:

To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)

3 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.

4 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.

5 Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.

6 Examination information:

There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:

There will be no Deferred or Supplementary examinations in this course.

8 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>.

## **OTHER REQUIREMENTS**

- 1 Access to e-mail and Internet access to UConnect is recommended.
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