Description: Organisational Transformation Through Learning

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
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<tr>
<td>EDU</td>
<td>8318</td>
<td>67045</td>
<td>2, 2007</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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</table>

Academic group: FOEDU
Academic org: FOE003
Student contribution band: National Priority Teaching
ASCED code: 079999

STAFFING
Examiner: Marian Lewis
Moderator: Dorothy Andrews

OTHER REQUISITES
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

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 though 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.

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-imaging 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

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


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

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
<td>65.00</td>
</tr>
<tr>
<td>Private Study</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>50.00</td>
<td>50.00</td>
<td>21 Sep 2007</td>
</tr>
<tr>
<td>ASSIGNMENT 2/PROJECT</td>
<td>50.00</td>
<td>50.00</td>
<td>02 Nov 2007</td>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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.

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 will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must complete and submit all of the weighted assessment items, achieve at least 40% in all the weighted assessment items and 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.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

5 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

7 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

8 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.

9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

10 All assessment items must be submitted/attempted.

11 Summative assessment items will receive a numerical score.
OTHER REQUIREMENTS

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

2  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.