

UNIT OUTLINE

Degree	Graduate Certificate of Educational Leadership Master of Educational Leadership
Unit Title	Effective Leading and Mentoring
Unit Code	EDL926
Core/Elective	Elective
Prerequisite	Core Units – ED801 Worldview Assumptions in Education, EDL804 The Essentials of Christian School Leadership, and ED990 Research Methods in Education (MEdL).
Study Mode	Online
Credit Points	12 credit points
Recognition of Prior Learning (RPL)	<p>Before enrolling in a course, a prospective student can apply for Morling College to consider granting advanced standing or crediting prior learning where that student’s evidence shows they have already achieved learning that is equivalent to the part of the course for which they are seeking credit. For more, see</p> <ul style="list-style-type: none"> • Advanced Standing & Recognition of Prior Learning Policy: CCSC; Education • Advanced Standing and Recognition of Prior Learning Procedure: CCSC; Education
Time Commitment	150 hours across a 13-week semester
Unit Description	<p>Research shows the impact of the school leader on student performance (Leithwood & Day, 2008), staff satisfaction and the school’s culture and direction (Harland, J. 2021). Preparing school leaders for this vital task encapsulates an understanding of leadership, developing skills in counselling, conflict resolution, personal reflection, how to work with school boards, and understanding and making full use of a sound mentoring process (Gannell, 2004). As well as the impact on students, staff and the school as an institution, a well-prepared school leader will also be well-positioned to thrive in this most challenging, exciting and multifaceted task of leading the school.</p> <p>This unit should help equip the next generation of Christian school leaders by providing participants with opportunities to consider the knowledge, skills, and understandings related to leadership. Participants will be challenged to frame leadership from a biblical basis through engaging with foundational and contemporary</p>

educational leadership issues and evaluating various approaches in light of a biblical worldview.

Unit Learning Outcomes (ULO)s

1. Justify a biblical philosophy of the school leader explaining the way that their approach to leadership is influenced by their beliefs.
2. Examine issues faced in school leadership.
3. Evaluate the *Australian Professional Standard for Principals* and *Leadership Profiles* and their implications for school leadership.
4. Examine leadership skills, including mentoring and coaching, that build professional capacity in the leader and their staff.
5. Critique differing approaches to school leadership: identifying the challenges and opportunities that school leaders face in effectively leading teaching and learning; school management; innovation and change; and engaging with the school community.
6. Evaluate strategies that an effective Christian school leader could use in developing and implementing various initiatives to develop a flourishing school community.

Prescribed Text(s)*

AITSL. (2014). *The Australian professional standard for principals and the leadership profiles*. Education Services Australia.

Rieger, W. (2017). Values-virtues leadership and the Australian Professional Standard for Principals: Toward a distinctive touchstone for principals in Christian faith-based schools. *TEACH Journal of Christian Education*, 11(2), 24-33. <https://research.avondale.edu.au/teach/vol11/iss2/6>

Topics Covered

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| 1. Biblical Leadership/Leadership Theories | 6. Mentoring |
| 2. Australian Professional Standard for Principals | 7. Leading improvement, innovation and change |
| 3. Leadership Requirements | 8. Leading the management of the school |
| 4. Leading teaching and learning | 9. Engaging and working with the community |
| 5. Developing self and others | |

Summary of Assessment Requirements

Assessment No. & Type	Length	Weighting	Unit Learning Outcomes
1. Essay	1,000 words	25%	Covers learning outcomes 1, 2, & 3.

2. Report	2,000 words	35%	Covers learning outcomes 2, 3, 4 & 5.
3. Analysis	3,000 words	40%	Covers learning outcomes 2, 3, 5 & 6.