Master of School Leadership

The Master of School Leadership at the Melbourne Graduate School of Education is designed to develop the next generation of leaders by building leadership knowledge and skills required for senior appointments in schools. The program follows a multidisciplinary approach drawing on fields such as education, psychology, organisational behaviour and change management.

Designed in collaboration with the Department for Education and Early Childhood Development (DEECD), this program incorporates several major Departmental directions including transformational leadership, instructional leadership, data-driven decision making, professional learning teams, the e5 Instructional Model and network modeling.

The Developmental Learning Framework for School Leaders and the Bastow Institute of Educational Leadership’s Leadership Development Modules have been used to inform the course structure. These domains and modules will be explored via theoretical practitioner research.

A two-year long professional learning team project provides students with opportunities to transfer and combine their learnings directly into a network school setting.

Students will be supported throughout the program by academic, professional and in-school mentors. A range of leading international experts in the fields of School, Community and Business Leadership will also be involved in the program.

Program Objectives

The key objectives of the Master of School Leadership are for participants to develop:

- leadership capabilities across all domains described in the Developmental Learning Framework for School Leaders, and establish a personal plan to achieve target levels of development across the domains;
- an understanding of the relationship between leadership, enhanced teacher capacity and school performance within the regional network collaborative model;
- an understanding of the key features of school effectiveness and how to apply this in order to lead school improvement through the regional network structure;
- knowledge and skills required to maintain and enhance a performance and development culture that supports increased teacher effectiveness;
- skills as system leaders, including within a network of shared learning across systems;
- an understanding of how to develop as an instructional leader including utilising the e5 Instructional Model;
- skills in linking data use, policy development and decision making at the student, classroom, school, network and system level.
Program Structure

The Master of School Leadership totals 100 credit points which are delivered over four compulsory subjects. Each subject has an expected 48 hours of contact time, with a total time commitment of approximately 240 hours per subject. This includes readings, research, assignment preparation, group discussions etc.

The program is delivered over four semesters (two each year). Each subject will include approximately eight days of contact which are delivered in blocks of 2-3 intensive days. All classes are taught at the University’s Parkville campus. Once available, the Bastow Institute will also be utilised.

### Subject Delivery Points

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1. **Leading Self and Others**

This subject is built upon the premise that, in order to lead others, you must first know yourself. It positions ‘emotional preparedness’ as a key foundation to school leadership and will provide emphasis on reflective practice. The subject will explore, and apply, the core principals of Positive Psychology whilst students work through the wounded leader model and action-research models.

2. **Leading Learning Communities**

This subject will expose theories and practices that enable team-based and organisation-wide learning. Students will develop a theoretical and practical understanding of the use of data and assessment in creating learning communities. Assessment practices will also be explored in relation to how they can be utilised to improve learning outcomes at both the individual and school level.

3. **Leading Organisations and Environments**

This subject will present with major theories in organisational change that cover linear change models, process change models and models of radical change. Reactions, readiness and resistance to change will be explored in detail. Students will explore the use of strategic and symbolic leadership in creating school transformation.

4. **Leading Change**

This subject focuses on an action research project with the intention of improving professional practice within a school or educational setting. Students will get first-hand experience of working in a professional learning team, applying educational leadership theory and making data-driven decisions.

### Coursework

**Duration:** 2 years (part time)

**Commencement:** Semester 1 (February) each year

**Fees:** Australian full fee (partly sponsored by DEECD). Note that eligible participants will have access to FEE-HELP

**Entry Requirements:** An undergraduate degree and a fourth-year level teaching qualification, or equivalent, or a four year teaching degree or equivalent. And relevant teaching experience.

**Contact**

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