

MASTER OF EDUCATION (LEADERSHIP)

GENERAL INFORMATION

The MEd (*Leadership*) is designed to provide a broad, in-depth understanding of education theory and practice for professionals with leadership roles in schools and other educational institutions and for professionals with training roles in areas such as industry, commerce and the public sector. This Program is similar in structure to the Master of Education (MEd) but with a different entry pathway and separate requirements to meet the specific needs of professionals involved in education other than as teachers in schools.

ENTRY REQUIREMENTS

For the MEd (*Leadership*) applicants with an accredited three-year higher education qualification, or equivalent in any discipline and who have a strategic role in education institutions and/or professional training contexts are eligible to enrol in this programme. Applicants must also provide evidence of their having an appropriate strategic role in an educational/training organisation.

COURSE PROGRESSION

MEd (*Leadership*)

Students must complete 72 credit points (8 units) made up of 18 credit points (2 Units) of Core units, plus 36 credit points (4 Units) from the Leadership Strand, and 18 credit points (2 Units) of electives.

UNIT LISTING

Core Units

ED502 Biblical Foundations in Education 1 (Old Testament)	9cp
ED503 Biblical Foundations in Education 2 (New Testament)	9cp

Leadership Strand

ED563 Leadership and Management: Contemporary Christian Perspective	9cp
ED564 Leading and Managing: An Integrated Process	9cp
ED565 Quiet Leadership	9cp
ED540 Teaching from a Christian Perspective	9cp
ED541 Can a school be a learning community?	9cp
ED581 Comprehensive Essay with Professional Portfolio	9cp

Elective Units

Curriculum Strand

ED514 A Christian Perspective on Curriculum	9cp
ED515 The Bible in the Christian School: Transformative or Traditional	9cp

Contextual Studies Strand

ED572 Spirituality, Psychology & Teaching	9cp
ED577 The Relationship of the Bible to Education	9cp
ED578 Christian Schooling: Perspectives on Philosophy and Practice	9cp

Research Strand

ED530 Research Methods in Education	9cp
ED531 Directed Reading	9cp
ED532 Minor Research Project	18cp

UNIT DESCRIPTIONS

Core Units

ED 502 Biblical Foundations in Education 1 (Old Testament)

This unit will assist students in the process of developing a complete Biblical theology grounded in a thorough understanding of the theology, history and literature of each of the Canonical books of the Old Testament Scriptures and of the relationship of these books to one another, to the writings of the New Testament and to the gospel life and work of Jesus Christ. It will also enable students to begin applying the above to the development of a comprehensive Biblical worldview as a framework for undertaking their role within education.

ED 503 Biblical Foundations in Education 2 (New Testament)

This unit will assist students in the process of developing a complete Biblical theology grounded in a thorough understanding of the theology, history and literature of each of the Canonical books of the New Testament Scriptures and of the relationship of these books to one another, to the writings of the Old Testament and to the gospel life and work of Jesus Christ. It will further enable students to begin in the ongoing process of applying the development of a comprehensive Biblical worldview as a framework for undertaking their role in education.

Leadership Strand

ED 563 Leadership and Management: Contemporary Christian Perspectives

This unit studies the relationship between Biblical models of leadership and management in the organisational and relational contexts of Christian schools. Emphasis will be given to the servant model of leadership, although other models will be examined. This unit aims at enabling students to explore concepts of leadership and management that are consistent with a Biblically-based approach. It is designed to develop an understanding of administrative theory and its application to the school setting.

ED 564 Leading and Managing: An Integrated Process

Schools and organisations must be in a state of constant change in order to adapt to changing environments. People, and their intellectual capital, become critical catalysts for this strategic change. It is imperative, therefore, that principal, executive staffs, and other managers are able to inspire commitment and focus their energies on “real” change-related issues rather than simply ensuring that current systems are functioning well. This unit will enable executive staff and those responsible for leading schools to analyse problems and provide solutions in their organisations based on a Christian philosophy of leadership.

ED 565 Quiet Leadership

The theory of quiet leadership emphasises the virtues of modesty, humility, tenacity, interdependence and other-centredness. It stresses the importance of enabling and empowering others both through modelling and through transforming conversations. It is particularly well-suited to educational settings as it stresses that the success of quiet leaders is based neither on ego nor force of character, but on thoughts, actions and a focus on necessary tasks.

ED 540 Teaching from a Christian Perspective

This unit is designed to cause teachers to think reflectively and critically about their own teaching approaches in the light of modern pedagogy, and an understanding of the Bible and its relationship to teaching. Students will evaluate models and teaching strategies that reflect Biblical understandings and examine the concept of relational teaching drawing on the examples and teachings of Jesus.

ED 541 Can a School be a Learning Community?

The unit examines the importance of school relationships as the key to developing effective Christian schooling. It asks the question “Can a school be a learning Community?” In doing this it explores the idea that a truly effective Christian school must be based on a different paradigm of education which sees a school not as a teaching institution but as a learning community centred on Jesus Christ and based on biblical understanding which includes understanding teaching as pastoral ministry. These may appear to be quite radical ideas but this unit argues that they are foundational for truly effective teaching and learning. If Christian Schooling is to maintain its influence then it must operate from a different educational paradigm than the paradigm of secular schooling.

ED 581 Comprehensive Essay with Professional Portfolio

The unit is designed to allow students to demonstrate how their studies have helped develop their understanding of Christian Education and then showcase the application of this understanding to their classroom practice. Through reflective journaling and compilation of relevant material, the students are expected to show a progressively developing integration of a Biblical perspective into pedagogy, curriculum, assessment, stakeholder relationships and all aspects of the teaching and learning task.

Elective Units

Curriculum Strand

ED 514 A Christian Perspective on Curriculum

Curriculum reflects the values, assumptions and predispositions of the author. This unit investigates varying conceptions of curriculum and a range of strategies for use in curriculum development. It helps teachers devise an effective process of school-based curriculum development that will enable them to design curricula which are consistent with the aims and strategies of the school, and to identify basic issues in curriculum design by working with colleagues in developing educational programs that reflect their faith.

ED 515 The Bible in the Christian School: Transformative or Traditional

The first section of this unit considers three approaches to the Scriptures which intend to promote a right understanding and use of God’s written Word. The unified purpose of the Scriptures, the gospel centrality and the unfolding canon of the Scriptures are discussed. The second section considers how the Bible, rightly used, should impact both the shape and the content of curriculum. Assistance is provided on the preparation of Biblical Studies curriculum as well as other curriculum units developed from a Biblical perspective.

Contextual Studies Strand

ED 572 Spirituality, Psychology & Teaching

This course reviews a most basic question for Christian educators: “What is the nature of personhood?” The answer to this question has many implications for the assumptions that we carry into our teaching and learning practice. In this course, we look at the answer to this question from a Biblical point of view (in contrast to other points of view), and then test out the implications for this in terms of the psychology of the teacher and student, and therefore the way the teacher chooses to relate to his / her students.

ED 577 The Relationship of the Bible to Education

This unit examines the range of possible relationships between the Bible and education, and ways of legitimately moving from the Bible to educational theory and practice. The focus will be on seeking to apply the Bible to education. The intention is to broaden the student’s understanding of possible models of education which should provide more critical and fruitful ways of relating the Bible to education and help in evaluating various Biblical approaches to education.

ED 578 Christian Schooling: Perspectives on Philosophy and Practice

This unit introduces students to some of the history, philosophy and practice of Christian schooling. Areas covered include nurture and discipline, strategies for teaching and learning, curriculum design and the school as a learning community. It is an excellent unit for those new to Christian schooling or for those in need of a refresher course.

Research Strand

ED 530 Research Methods in Education

This unit aims to provide a basic understanding of the importance and methods of educational research. An understanding of educational research principles and methods is vital for those having leadership responsibilities in the school, so that educational research can be assessed, and in order that school communities can begin to investigate themselves. The unit is a prerequisite for those undertaking the Minor Research Unit.

ED 531 Directed Reading

This unit seeks to develop skills in identifying educational problems, reviewing literature and developing solutions to problems. The unit provides the opportunity to examine systematically a problem or issue that is of particular significance to the student's educational environment.

ED 532 Minor Research Project

This provides an opportunity for students to research an area of personal or professional concern in Christian Education. ED 530 and ED 531 are prerequisites to this unit. Students will have ongoing discussions with an appointed supervisor. This subject is the equivalent of two units in the Master's program.

For further information about the course please contact

Dr Pamela Harvey, Principal of Southland College

Tel: (02) 9878 0201

Email: info.southland@morling.edu.au

Website: www.southland.edu.au