

TEAC 7020 CONTEMPORARY TEACHER LEADERSHIP

Credit Points 10

Legacy Code 102098

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Description This multidisciplinary subject seeks to redefine and inform practice about what it means to be part of teacher-led development in the 21st century. Students will need to develop unique skills and understanding necessary for creating, sustaining and expanding communities of practice within and beyond classrooms. Through an examination of relevant literature connected with local and global networks, students will build, an understanding of cultural assets; professional leadership capacity; and what is required to effect change, leadership and innovation in school culture through teaching and learning innovations and program evaluation. Learning outcomes are based on learning about leadership within an established community of practice.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) -

Co-requisite(s) -

Restrictions

Must be enrolled in the 1714 Master of Teaching (Secondary) or 1914 Graduate Certificate in Secondary Teaching

Learning Outcomes

1. Apply knowledge and skills necessary to create, sustain and expand communities of practice within and beyond their classrooms, faculties and schools
2. Explain the role of relevant and appropriate professional learning to ensure effective on-going leadership and 21st century change in schools
3. Evaluate current, future and virtual use of various digital technologies and innovations in schools and how pre-service teachers collaborate with others to effect positive change of themselves as part of 21st century teaching team
4. Critically analyse the roles, responsibilities, cultural assets and personal/professional attributes required of leaders in understanding what is required to effect change and innovation in teaching
5. Examine the political and social changes impacting education at global, regional and local levels
6. Critically analyse research and pre-service teachers' individual practices to identify and address leadership needs and skills which are required to make them 21st century educational change agents

Subject Content

1. What does teacher leadership look like in the 21st Century?
2. How transformational are contemporary models of educational leadership?
3. What is authentic leadership? How is authentic leadership ethical?
4. How does contemporary leadership work in cross-cultural contexts at local and global levels?
5. How does leadership provide sustainable solutions to increasing educational complexity?
6. What evidence-based research informs actions / responsibilities / dimensions that characterise leadership for learning? How can I apply leadership for changing learning practices in schools?
7. What are communities of practice and how do they contribute to successful curriculum transformation in teaching and learning?
8. How can cultural assets that recognise Aboriginal and Torres Strait Islander knowledge and learning be applied in school curriculum change?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Reflection	Group task-10 minutes of video Individual reflection 1000 words	50	N	Group
Report	2,000 words	50	N	Individual