



Course Outline (Higher Education)

School:	School of Education
Course Title:	CRITICAL COMMUNITIES OF LEARNING, INQUIRY AND LEADERSHIP
Course ID:	EDMED7071
Credit Points:	30.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Course:

This course is designed to enhance knowledge and skills related to communities of learning, inquiry and leadership. It emphasizes the importance of ongoing critically reflective practice, practitioner-enquiry, action-learning, action-research, evidence-based practice and appreciative enquiry, and explores how critical communities of learning enable leadership, innovation and futures building. Drawing on a holistic and systemic approach, the course requires students to examine the notion of identity and values at both organisational and personal levels. The course requires students to move beyond a culture of compliance to critically explore how passion, performance and professionalism are linked to values, practices and continuous learning.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Analyse and articulate how a critical community of learning and inquiry shapes professional and organizational identities.
- K2.** Demonstrate how considered approaches to inquiry and critically reflective professional practice can enable and enhance the development of both organizations and professionals.
- K3.** Investigate the importance of values espoused and enacted in organizational and professional life.
- K4.** Examine how the culture of a critical learning community enables coaching, mentoring and change management.
- K5.** Understand and critically evaluate notions of identity and spatial justice in an organizational context.

Skills:

- S1.** Conceptualise and design interventions and inquiries for organizational and professional learning.
- S2.** Critically reflect on notions of communities of learning, inquiry and leadership in organizational contexts.
- S3.** Capacity to lead and facilitate professional learning within an organization.
- S4.** Effectively evaluate the learning potential in systems and processes.

Application of knowledge and skills:

- A1.** Examine the implications for building and belonging to learning communities by designing a negotiated project and/or portfolio for assessment based on professional context & community.
- A2.** Observe, describe and analyse a learning and teaching experience situated outside of the classroom context with connections to theory and examine implications for teaching.
- A3.** Develop a behaviour management action plan which describes a positive learning environment, strategies for creating such an environment, approaches for dealing with different types of behaviour, and strategies for supporting resilience, wellbeing and safety.

Course Content:**Topics may include:**

- Define and examine the terms `community`, `communities of learning` and `learning communities`
- Explore the benefits of building learning communities
- Examine the contributions of spatial justice and learning communities
- Consider critical communities of learning for advancing leadership, innovation and futures building
- Professional practice for enabling and enhancing the development of organisations and professionals.

Values:

- V1.** Value the importance of building and belonging to learning communities
- V2.** Appreciate the importance of developing ongoing professional learning in communities of learning
- V3.** Value the importance of leading and facilitating professional learning within an organization.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each**

program

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K4, K5, S2, S4, A2	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S1, A3	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, S2, A1	AT1
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, S3, A1, A2	AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, S3	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, K5, S1, S2, S3, S4, A2, A3	Design of a negotiated project &/or portfolio for assessment based on professional context & community	Practice & Inquiry based project (design)	40-60%
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1	Conduct & reporting of a negotiated project and/or portfolio for assessment based on professional context & community	Practice & Inquiry based project	40-60%
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2	Maintain an active engagement in Moodle forums and learning activities over the semester.	Hurdle: Moodle forum participation and Moodle participation logs.	S/U

Adopted Reference Style:

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)