



CHRISTIAN HERITAGE COLLEGE

ED615

**CULTIVATING SUSTAINABLE
CHRISTIAN SCHOOL CULTURES**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ED615
Unit name	Cultivating Sustainable Christian School Cultures
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Dr Robert Herschell
Core/Elective	Elective
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
Delivery mode	External
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education OR ED602 Philosophical Perspectives on Education
Rationale	<p>Recent research suggests that organisational culture is a powerful determinant of what will happen in an organisation, and the application of the concept of organisational culture to schools is a major emphasis in current literature on educational leadership. Studies of excellence in schooling pay much attention to the culture of the school. It is most appropriate, therefore, to apply this growing body of learning to the Christian school setting. In fact, if the Christian school is regarded as part of the body of Christ, so that the organic aspect of the school organisation is strongly emphasised, then culture, worldview, philosophy and practice come together to enhance the functioning of the school as truly Christian – as a faith/learning community. In particular, the unit will focus on the consideration of the desirable features of Christian school culture and strategies for cultivating, developing and perpetuating such a culture to succeeding generations.</p> <p>While studies in school culture are quite appropriate for those generally considered as providing leadership in the school, they are also relevant to the classroom teacher and to the school community. Teachers should be encouraged to make leadership contributions since they have much to contribute. The culture of a school is not solely the result of administrative leadership, important as that is, but depends also on the enlightened co-operation of staff, students and community. It is important that all involved think in terms of “This is our school – under God.”</p>

Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. outlined the concept of organisational culture; 2. applied cultural concepts in developing understandings of school settings; 3. considered the significance of school culture for school effectiveness; 4. critiqued cultural metaphors from distinctively Christian perspectives; 5. proposed desirable cultural attributes of a Christian school; 6. reviewed the role of leadership in shaping school culture; 7. investigated context specific school cultures and proposed and critically reviewed strategies for developing and maintaining distinctively Christian school cultures; and 8. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.
Content	<p>Organisational culture and investigation of educational settings. School culture and school effectiveness. Research relating to school cultures in general and Christian school cultures in particular. Christian distinctives regarding school culture. Characteristics of effective and productive Christian school cultures. Challenges in promoting and maintaining Christian school culture. Application of concepts in the investigation and analysis of selected school setting.</p>
Assessment tasks	<p>Task 1: Research essay Word length/Duration: 3000 words Weighting: 50% Learning outcomes: 1-5, 8 Assessed: Y - 2017, S - 1, W - 10</p> <p>Task 2: Investigative and evaluative report Word length/Duration: 3000 words Weighting: 50% Learning outcomes: 2-3, 6-8 Assessed: Y - 2017, S - 1, W - 15</p>
Specialist resource requirements	Nil
Prescribed text(s)	Nil
Recommended readings	<p>Alvesson, M. (2013). <i>Understanding organizational culture</i>. (2nd ed.). London: Sage Publications.</p> <p>Ashkanasy, N., Wilderom, C., & Peterson, M. (2011). <i>Handbook of organizational culture and climate</i>. (2nd ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Benne, R. (2001). <i>Quality with soul: How six premier colleges and universities keep faith with their religious traditions</i>. Grand Rapids: WB Eerdmans Publishing Company.</p> <p>Deal, T., & Peterson, K. (2009). <i>Shaping school culture: Pitfalls, paradoxes and promises</i>. (2nd ed.). San Francisco, CA: Jossey-Bass Publishers.</p>

<p>Recommended readings (continued)</p>	<p>Deal, T., & Peterson, K. (2009). <i>Shaping school culture fieldbook</i>. San Francisco, CA: Jossey-Bass Publishers.</p> <p>Elbot, C., & Fulton, D. (2008). <i>Building an intentional school culture: Excellence in academics and character</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Owens, R., & Valesky, T. (2010). <i>Organizational behavior in education: Leadership and school reform</i>. (10 th ed.). Boston MA: Allyn & Bacon.</p> <p>Limerick, D., Cunnington, B., & Crowther, F. (2002). <i>Managing the new organisation: Collaboration and sustainability in the post-corporate world</i>. (2nd ed.). Crows Nest, NSW: allyn & Unwin.</p> <p>Schein, E. (2010). <i>Organizational culture and leadership</i>. (4th ed.). San Francisco, CA: Jossey-Bass Publishers.</p> <p>Yukl, G. (2012). <i>Leadership in organizations</i>. (8th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.</p> <p>Journals and Periodicals</p> <p>Australian Journal of Education</p> <p>International Journal of Leadership in Education. Theory and Practice</p> <p>Leading and Managing</p> <p>Professional Educator</p> <p>The Australian Educational Leader</p> <p>Websites</p> <p>AITSL Clearinghouse - http://clearinghouse.aitsl.edu.au/</p> <p>ASCD - http://www.ascd.org/Default.aspx</p> <p>National College for Teaching and Leadership - www.nationalcollege.org.uk</p> <p>Motion Leadership - http://www.michaelfullan.com/</p> <p>Ontario Institute for Education Leadership - http://www.education-leadership-ontario.ca/content/home</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Unit summary</p>	<p>This unit explores the concept of organisational culture, particularly as it relates to Christian schools. It directs students to consider the Christian school as a faith community with an emphasis on learning, and deals with how Christian school leaders can preserve, perpetuate and maintain distinctively Christian school cultures and how symbolic cultural elements can facilitate and enhance these preservation processes. In particular, the unit will focus on the consideration of the desirable features of Christian school culture and strategies for cultivating, developing and perpetuating such a culture for succeeding generations. Students will survey significant literature on the application of the concept of organisational culture to schools and develop, with the help of scripture and Christian teaching, a means by which they can interrogate the relationship between theory and practice in a real school situation.</p>