



THE UNIVERSITY OF  
MELBOURNE

EDUC90807 Building Positive Education Communities

2015

PR-EDPOSED PROFESSIONAL CERTIFICATE IN EDUCATION (POSITIVE EDUCATION)

## SUBJECT GUIDE

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# Subject Introduction

## ***Subject Name and Code***

EDUC90807 Building Positive Education Communities

## ***Credit Points***

12.5 points

## ***Subject Description***

This subject explores how positive psychology practitioners can initiate and lead systematic change across educational communities. Drawing on a systems perspective, students will consider different models for implementing organisational change, including appreciative inquiry, positive organisational scholarship, and positive organisational behaviour. Methods of evaluation and examples of larger scale policy models will be examined, and barriers to change will be explored. Using an action research model, students will apply these models to their educational setting, considering which approaches and levers may be best for making systematic change within their context.

## ***Subject Objectives***

Upon completion of this subject participants will be able to:

- Understand a range of approaches to introducing, exploring, and implementing organisational change in educational settings;
- Apply the appreciate inquiry approach to facilitate discussion about organisational objectives and change;
- Apply approaches to successful change management in education;
- Determine appropriate methods for evaluating intervention efforts.

## ***Generic Skills***

Graduates will develop the following generic skills:

- Problem solving skills, including engaging with, researching, and identifying strategies to solve unfamiliar problems and bring about positive change;
- The ability to construct and express logical arguments;
- Critically investigate, modify, and adapt new ideas and approaches;
- Plan effective work schedules and meet deadlines;
- Verbal and written communication skills;
- Change management skills;
- Use of evidence and data to support actions.

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## ***Key Information***

**Subject:** EDUC90807 Building Positive Education Communities

**Venue:** Frank Tate Room, Melbourne Graduate School of Education, 100 Leicester St, Level 9, Carlton

**Teaching Intensive Dates:** Friday, 8 May, Saturday, 9 May, and Friday, 12 June 2015

**Assignment 1 due:** Sunday, 24 May 2015

**Assignment 2 due:** Sunday, 28 June 2015

## ***Subject Coordinator***

**Name:** Dr Peggy Kern

**Email:** Peggy.Kern@unimelb.edu.au

**Phone:** 03 8344 3402



**Dr Peggy Kern** is a senior lecturer at the University of Melbourne's Centre for Positive Psychology within the Melbourne Graduate School of Education. She received her doctorate in psychology in June 2010 from the University of California, Riverside, USA, with additional postdoctoral training at the University of Pennsylvania under Dr Martin Seligman. Her research examines the question of who flourishes in life (physically, mentally, and socially), why, and what enhances or hinders healthy life trajectories. Her studies include well-being measurement; big data approaches to psychological study; and long data approaches for testing sophisticated theories of psychosocial processes underlying health and wellbeing over time.

## ***Welcome***

Welcome to the second subject of the Professional Certificate in Education (Positive Education): Building Positive Educational Communities. In this subject, you will benefit from cutting edge research and practice in building positive organisations. You will learn strategies for systematic change, with an eye toward determining the best practices for your school or organisation and methods for systematically evaluating improvement and impact. I am looking forward to continuing our journey with each of you. I will do my very best to make this a highly rewarding learning experience for you.

# Subject Program

**Class times:** 9am-4pm

**Venue:** Frank Tate Room, Melbourne Graduate School of Education, 100 Leicester St, Level 9, Carlton

Session	Topics	Presenter
<b><u>Day 1: Friday, 8 May 2015</u></b>		
8:30am – 9:00am	<i>Registration</i>	
9:00am – 10:45am	Introduction to systematic organisation change	Dr Peggy Kern
10:45am – 11:00am	<i>Morning Break</i>	
11:00am – 12:45pm	Appreciative Inquiry	Dr Peggy Kern
12:45pm – 1:30pm	<i>Lunch</i>	
1:30 pm – 3:30pm	Implementing Appreciative Inquiry	Michelle McQuaid
3:30pm – 4:00pm	Assignment overview and wrap up	Dr Peggy Kern
<b><u>Day 2: Saturday, 9 May 2015</u></b>		
9:00am – 10:45am	Positive Organisational Scholarship	Dr Peggy Kern
10:45am – 11:00am	<i>Morning Break</i>	
11:00am – 12:30pm	Positive Organisational Scholarship and Positive Organisational Behaviour	Dr Peggy Kern
12:30pm – 1:15pm	<i>Lunch</i>	
1:15pm – 2:00pm	Positive Organisational Behaviour	Dr Peggy Kern
2:00pm – 3:30pm	Change Implementation in a real school	Dr Mathew White
3:30pm – 4:00pm	Wrap up	Dr Peggy Kern
<b>Assignment 1 due 24 May 2015</b>		

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Session	Topics	Presenter
<b><u>Day 3: Friday, 12 June 2015</u></b>		
9:00am – 10:45am	Evaluating intervention outcomes	Dr Peggy Kern
10:45am– 11:00am	<i>Morning Break</i>	
11:00am– 12:30pm	Evaluating intervention outcomes Addressing ethical responsibilities	Dr Peggy Kern
12:30pm – 1:15pm	<i>Lunch</i>	
1:15pm – 3:45pm	Strategies for school improvement through policy	Mary Tobin
3:45pm – 4:00pm	Wrap up	Dr Peggy Kern
<b><i>Assignment 2 due 28 June 2015</i></b>		

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# Assessment

## Assessment Overview

Assessment Task	Length	Due Date	%
Systematic change plan overview <i>Executive summary of plan</i>	500-1000 words	Due 24 May	25
Systematic change plan full proposal <i>Written proposal for change</i>	4000-4500 words	Due 28 June	75

## Assignment Details

Changing organisations is challenging. To be effective, change needs to occur in small, manageable steps. The goal of these two assignments is for you to create a plan for your Principal or Board of Governors, which proposes how a whole school approach to positive education could be introduced or advanced at your school.

**Specific formatting guidelines for each assignments will be provided in class. Please follow all directions.**

### Systematic Change Plan Overview (Executive summary)

*500-1000 words, due 24 May, worth 25%*

Pick one lever to focus on, determine who your target is, and select one of the three systematic positive change approaches (AI, POS, or POB), and develop a plan for introducing or advancing positive education in your organization. In an executive summary format, give an overview of your proposed plan. Briefly summarize the context for considering change, and clearly indicate your change approach, lever, and target. Provide empirical support for your approach, and indicate why this is appropriate for your context. Overview the planned activities, timeline, expected outcomes, resources required, and benefits of this approach.

### Systematic Change Plan Full Proposal (written report)

*4000-4500 words, due 28 June, worth 75%*

Building upon Assignment 1, develop a full proposal for introducing or advancing positive education in your educational setting. Provide the context for considering change, and clearly indicate your change approach, lever, and target. Include empirical evidence for the chosen change approach and proposed activities. Detail how you will implement change, including a description of activities, who will be involved, timeline, and required resources. Discuss how you will determine success, potential barriers, how to address potential challenges, and clearly show the benefits of your planned approach.

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## ***Assignment Submission***

Assignments are to be submitted online via LMS (<http://lms.unimelb.edu.au/>), using the TurnItIn system, by the end of the day (11:59 pm, AET) on the date specified.

Turnitin is online web-based text-matching software that works by comparing electronically submitted papers to billions of pages of content located on the Internet and proprietary databases as well as the work of other students whose papers have also been submitted into the system. This software is currently used by many universities in Australia and internationally. The University of Melbourne has been using this software since July 2004 and it is providing a valuable addition to existing methods for supporting the University's policy on academic honesty.

When student papers are submitted into Turnitin, sections of the papers that match other sources are highlighted and identified. The student paper with the highlighted matched text forms an Originality Report and is made available to the lecturer concerned.

Turnitin cannot make a judgement regarding whether plagiarism has occurred. It is the responsibility of the lecturer in charge of a subject to determine the quality of the Originality Report and to assess whether parts identified by Turnitin as non-original may be reasonably considered as plagiarism.

For more information visit <https://academichonesty.unimelb.edu.au/turnitin/>

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## **Assignment Plagiarism Policy**

In accordance with the University of Melbourne's copyright and plagiarism policies, all students are required to certify they adhere to these policies:

"Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source.

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct.

Both collusion and plagiarism can occur in group work. For examples of plagiarism, collusion and academic misconduct in group work please see the University's policy on Academic Honesty and Plagiarism: <https://academichonesty.unimelb.edu.au>

Plagiarism and collusion constitute cheating. Disciplinary action will be taken against students who engage in plagiarism and collusion as outlined in University policy. Proven involvement in plagiarism or collusion may be recorded on my academic file in accordance with Statute 13.1.18."

If you do not agree to the outlined terms and conditions, please contact your Program Coordinator to discuss the matter further.

To acknowledge that your work complies with these policies, you will be required to complete a student declaration on LMS before you proceed with uploading your assignment:

### **STUDENT DECLARATION**

Please tick to indicate that you understand the following statements:

I declare that:

- This assignment is my own original work, except where I have appropriately cited the original source (Appropriate citation of original work will vary from discipline to discipline).
- This assignment has not previously been submitted for assessment in this or any other subject.

For the purposes of assessment, I give the assessor of this assignment the permission to:

- Reproduce this assignment and provide a copy to another member of staff; and
- Take steps to authenticate the assignment, including communicating a copy of this assignment to a checking service (which may retain a copy of the assignment on its database for future plagiarism checking).

When you click on the **Upload an Assignment** icon in LMS it will take you to the Student Declaration page before proceeding to the upload your assignment page.

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## ***Extensions***

It is recognised that students face particular problems with their studies and can easily get behind with their work. Sometimes this may happen because of circumstances which are largely beyond your control: materials may be delayed in the post, a bereavement in the family, extensive illness, interstate transfer of workplace, etc.

If such circumstances occur to you, you must apply in writing to the Program Coordinator **at least 24 hours prior** to the assignment due date. Where appropriate, suitable documentation should be included with your application. An assignment extension will usually not be granted on the basis that students are busy at work.

Late submissions without an approved extension will receive a penalty of 5% off per day after the due date.

If you are granted an extension, the subject coordinator will determine its length after considering all relevant circumstances. Please note that the maximum length of extension is two weeks. If you are seeking an extension of more than two (2) weeks you will need to apply for Special Consideration.

## ***Special Consideration***

Sometimes events outside your control may affect your capacity to perform to the best of your ability in your assessment or even, on some occasions, to attend an examination. Under these circumstances you may apply for what is called “special consideration.”

Special consideration is available if:

- a) the student's work at any time during the academic year has, to a substantial degree, been hampered by illness or other cause or
- b) the student has been prevented by illness or other cause from preparing or presenting for all or part of a component of assessment or
- c) the student was to a substantial degree adversely affected by illness or other cause during the performance of a component of assessment.

Applications should be made no later than three (3) days after the date for submission of the final component of assessment in the subject. You will need to demonstrate your circumstances, normally by providing a report from a health care or appropriate professional who is able to comment on the circumstances leading to the disadvantage, or with other supporting documentation.

If you are granted a special consideration, you can expect one or more of the following outcomes:

- a) an extension (more than two weeks) to your assignment.
- b) a deferred or alternative assessment or exam.
- c) a late withdrawal of the subject without academic and/or financial penalty.

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To apply for special consideration, you must complete the application via the online student portal at <https://my.unimelb.edu.au/> and return the Health Care or Appropriate Professional (HCAP) form, or a Statutory Declaration form to Student Services (refer to Key Contacts).

## ***Final Results***

The final result of each subject will be made available through the Student Portal on the University of Melbourne website. You will be advised through your University of Melbourne email address once results are available.

Go to <https://my.unimelb.edu.au/> and use your University of Melbourne password and username to log in. Once logged in, click on **Student Admin**, and then follow the links to your results.

## ***Grading Structure***

The grading structure used by the University of Melbourne for postgraduate courses is as follows:

<b>Grade</b>	<b>Description</b>	<b>Mark</b>
<b>H1</b>	First Class Honours	80-100
<b>H2A</b>	Second Class Honours Division A	75-79
<b>H2B</b>	Second Class Honours Division B	70-74
<b>H3</b>	Third Class Honours	65-69
<b>P</b>	Pass	50-64
<b>N</b>	Fail	0-49
<b>NH</b>	Not Completed/Fail	
<b>WD</b>	Withdrawn	
<b>CNT</b>	Continuing	
<b>CMP</b>	Completed	
<b>FL</b>	Fail	
<b>NA</b>	Not assessed	
<b>GNS</b>	Grade Not submitted	
<b>WXT</b>	Withheld - Extension	
<b>S</b>	Awarded a special or supplementary examination	
<b>WAF</b>	Withheld - Assessment to be finalised	
<b>MIS</b>	Missing result	
<b>***</b>	Inapplicable or unavailable	

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# Reading List

## **Recommended Texts**

- Cooperrider, D., Whitney, D., & Stavros, J. (2008). *Appreciative inquiry handbook: For leaders of change* (2<sup>nd</sup> ed.). Crown Custom Publishing.
- Furlong, M. J., Gilman, & Huebner, E. S. (2014). *Handbook of positive psychology in schools* (2<sup>nd</sup> ed.). London: Taylor & Francis.
- McQuaid, M., & Lawn, E. (2014). *Your strengths blueprint: How to be engaged, energized, and happy at work*. Vic, Australia: Michelle McQuaid Pty Ltd.

## **Recommended Articles**

Articles are available on the LMS (<http://lms.unimelb.edu.au/>) under "Readings & Resources"

Cameron, K. S. (2008). Paradox in positive organizational change. *The Journal of Applied Behavioral Science*, 44, 7-24.

Cameron, K. S., & Caza, A. (2004). Introduction: Contributions to the discipline of positive organizational scholarship. *American Behavioral Scientist*, 47, 731-739.

Cooperrider, D. L., & McQuaid, M. (2012). The positive arc of systematic strengths: How appreciative inquiry and sustainable designing can bring out the best in human systems. *Journal of Corporate Citizenship*, 46, 71-102.

Kern, M. L., Waters, L., White, M., & Adler, A. (2014). Assessing employee wellbeing in schools using a multifaceted approach: Associations with physical health, life satisfaction, and professional thriving. *Psychology*, 5, 500-513.  
<http://dx.doi.org/10.4236/psych.2014.56060>

Luthans, F., & Avolio, B. J. (2009). The "point" of positive organizational behaviour. *Journal of Organizational Behavior*, 30, 291-307.

Park, G. (2014). *Well-being and achievement*. White paper, Department of Psychology, University of Pennsylvania.

Vella-Brodrick, D. A. (in press). Dovetailing ethical practice and positive psychology to promote integrity, industriousness, innovation and impact: In A. Parks-Sheiner (Ed.), *The handbook of positive psychological interventions*. Wiley-Blackwell.

Wright, T. A. (2003). Positive organizational behavior: An idea whose time has truly come. *Journal of Organizational Behavior*, 24, 437-442.

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# Student Administration

## *University of Melbourne Policies and Procedures*

It is important that you are aware of some key university's policies and procedures relevant to your study here at the University of Melbourne. Below are the links to the current key policies and procedures of the university which related to you.

- Student rights and responsibilities - <https://policy.unimelb.edu.au/MPF1058>
- Assessment Policy, including the Marking Criteria, Forms of Assessment, Late Submission of Work, Assignment Submission, Extension of time to complete assignments, Release of final results, Special provisions and Appeals - <https://policy.unimelb.edu.au/MPF1199>
- Extensions - <https://policy.unimelb.edu.au/MPF1029>
- Special Consideration - <http://policy.unimelb.edu.au/MPF1030>
- Leave of Absence - <https://policy.unimelb.edu.au/MPF1045>
- Grading Scheme - <https://policy.unimelb.edu.au/MPF1052>
- Academic Honesty and Plagiarism - <http://academichonesty.unimelb.edu.au/>

## *Census Dates*

The census date for EDUC90807 Building Positive Educational Communities is **Friday, 22 May 2015**.

Refer to the **Withdrawal (including Leave of Absence)** section for important details regarding the census date.

## *Withdrawal (including Leave of Absence)*

You may apply to Withdraw or take a Leave of Absence at any time; however you should be aware that you **will be liable for tuition fees** if you withdraw after the Census Date. Each subject has its own census date (this is the last day to withdraw or take leave of absence without a failed grade and financial penalty). After the census date, there is a short period of time which you can still withdraw without a failed grade. Please contact your Program Coordinator if you are unsure about these dates and wish to withdraw from a subject.

A Leave of Absence (LOA) is a period of time you are allowed to take off from study or when one subject is not taken in a given semester. During a period of LOA you are not a student of the University and will not have access to libraries and other University facilities.

A LOA may be granted in the event of health, financial and personal difficulties and faculties may grant up to 12 months of leave.

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Leave is granted on the condition that you inform your faculty of your intention to resume your course a month before your return. Failure to do so may result in your enrolment being cancelled.

Withdrawal and/or Leave of Absence Forms are found at:  
[www.commercial.unimelb.edu.au/student-services](http://www.commercial.unimelb.edu.au/student-services).

Or you can complete this process via the online student portal at:  
<https://my.unimelb.edu.au/>

## ***Student Cards***

Students of the School of Melbourne Custom Programs (MCP) are eligible to receive a University of Melbourne student card. Student Cards are only issued once the enrolment process is fully finished (i.e. online enrolment is completed and all appropriate documentation is received).

For students studying online, off-shore or interstate, please ask the Student Services Team for a Student Card Application Form.

## ***Library Information***

The University of Melbourne holds one of the most significant academic library and archive collections in the southern hemisphere. It is one of the largest collections, providing three million volumes of paper and University Archives with collections of international significance on many areas and extensive online databases.

You are entitled to gain access to information resources through a variety of University of Melbourne libraries. For more information on the University of Melbourne libraries, locations and opening hours, visit: [www.lib.unimelb.edu.au/collections/opentime.html](http://www.lib.unimelb.edu.au/collections/opentime.html)

## **Discovery**

A number of on-line databases, journals and articles are available to students through Discovery, the University's search interface. For further information about this search tool, please visit [www.library.unimelb.edu.au/discovery](http://www.library.unimelb.edu.au/discovery)

## **Library Account**

The **easiest way** to access the library, view a summary of your library loans and fines, use saved preferred searches, look at your borrowing history and to access Discovery and the various databases, log in to the student portal: <https://my.unimelb.edu.au/>.

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## ***Learning Management System - LMS***

Once a student has been enrolled they will be issued with a user name and password to access the student online learning environment, known as LMS. The website is <http://lms.unimelb.edu.au/>.

Each student is to familiarise themselves with the system. LMS is the main point of communication between the lecturer(s) and the students enrolled. In addition, students will be able to view information regarding the course (i.e. reading material, course guides, announcements etc.), post questions, and upload their assignments.

Once logged in, please ensure that the email in your profile in LMS is the one that you access most frequently so that you are receiving notifications whenever announcements, notices, discussions or materials are available on LMS.

**Note:** Assignments uploaded to LMS are strictly confidential and private. Other users do not have the ability to view this information without the expressed permission of the author and the Melbourne Graduate School of Education.

## ***University Resources***

### **Academic Skills Unit**

The Academic Skills Unit offers advice and instruction on academic and language skills. They cover a broad range of academic skills, including researching and writing, exam preparation, oral presentations and more.

For further information, please visit their website <http://services.unimelb.edu.au/academicskills/> or visit them on campus at 723 Swanston Street, Carlton.

### **University of Melbourne Graduate Student Association Inc.**

The University of Melbourne Graduate Student Association (GSA) is a student representative body for postgraduate students at the University. GSA has over 13,000 members including all Graduate Certificate students. GSA speaks up within the University and the wider community to help postgraduate education research and website.

For further information or advice, please visit their website <http://www.gsa.unimelb.edu.au/>.

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## Key Contacts

### **Program Coordinator**

School of Melbourne Custom Programs

University of Melbourne

Name: Danielle Boardman

Email: [pos-ed@commercial.unimelb.edu.au](mailto:pos-ed@commercial.unimelb.edu.au)

Phone: (03) 9810 3237

### **Subject Coordinator:**

Melbourne Graduate School of Education

University of Melbourne

Name: Dr Peggy Kern

Email: [Peggy.Kern@unimelb.edu.au](mailto:Peggy.Kern@unimelb.edu.au)

Phone: (03) 8344 3402

### **Student Services**

School of Melbourne Custom Programs

University of Melbourne

Email: [postgrad@commercial.unimelb.edu.au](mailto:postgrad@commercial.unimelb.edu.au)

Phone: (03) 9810 3245