

# Assignment 1

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Weekend 2  
May 2<sup>nd</sup> and 3<sup>rd</sup> 2009



# Assessment Criteria



Handout

# ACU Assessment Criteria for Assignments

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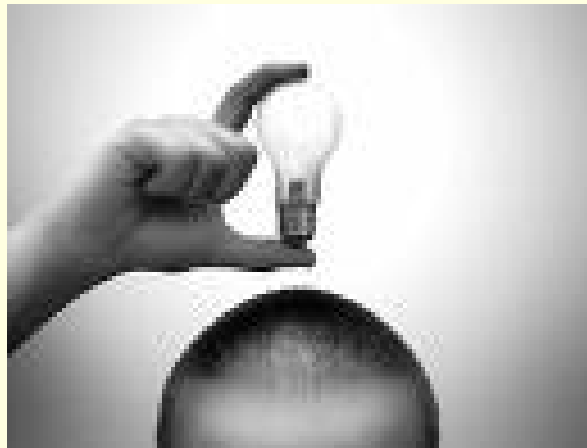
## KEY

<b>High Distinction</b>	(HD)	means...always or almost always achieved
<b>Distinction</b>	(D)	means...frequently achieved
<b>Credit</b>	(CR)	means...achieved about half the time
<b>Pass</b>	(PA)	means...sometimes achieved
<b>Fail</b>	(NN)	means...never or rarely achieved

# Ideas

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- Exhibits originality and sophistication of ideas, to the extent that work produced would be adapted for publication in the field



# Knowledge, Logic and Coherence

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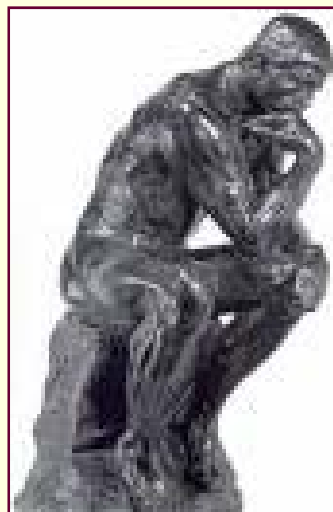
- Demonstrates comprehensive and detailed knowledge of the unit, as expressed in a logical and coherent manner



# Thinking

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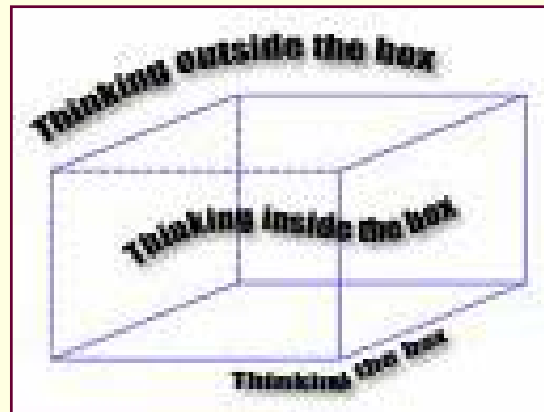
- Demonstrates analytical and integrative thinking



# Initiative and Independence

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- Exhibits initiative and independence of thought



# Mastery of Unit Content

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- Exhibits mastery of the unit content as required by the assessment task



# Scholarly Literature

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- Integrates and extends scholarly literature



# References and quotations

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- Uses references and quotations in context, cited correctly or acknowledged, if paraphrased with a comprehensive and accurate bibliography provided



# The Task

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After identifying and justifying a conceptual framework, conduct a cultural analysis of the reality of the Catholic school in which you work.

# Essay Overall

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- Begin by telling the reader how you are going to approach your topic.
- Number of words for a 3000 word essay should be between 2700 and 3300, no more and no less. It is better to be closer to the lower limit.

# Literature



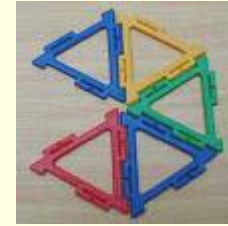
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- Comment on the literature

E.g. ‘This definition [by other authors] has its limitations, in particular the many new emphases of the last forty years’ (Gallagher, 1997, p.12) but as he says “it remains extremely useful” (Gallagher, 1997, p.12)’

- By the way the reference in the above quotation is only needed once.
- Compare and contrast some of the literature.

# Conceptual Frameworks



- This would normally involve considering some other conceptual frameworks and stating why you believe your particular framework does the job better.
- It is good to speak about the pros and cons of a particular framework.
- Analysis is more than description.

# Writing Style – The ‘I’



- Don't be afraid to use the autobiographical I.  
Eg. 'I eventually chose Schein's model because the clarity of explanation appealed to me and although not written specifically for Catholic schools his 'Levels of Culture' has a resonance with religion.'

Eg. I believe that all schools are driven by an inherent culture.

# Writing Style



- Keep the reader engaged!
- Acronyms like CEOM, CRC, CEVN, ESL, PA, POL, POR, REC, VCE need to be spelt out.
- Headings can be helpful e.g. **A Definition of Culture**
- Phrases like a 'kettle of fish' need to include inverted commas.
- Quotations of over 40 words should be indented.

# Writing Style

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- Limit the number of dot points used in your essay.
- Spell correctly and punctuate accurately.

# Presentation

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- It is easier if the references are in the same document as the assignment itself.
- Please email a Word document rather than a pdf document.

# Diagrams and Charts can Help

new release! 5

# Schein's Model of Organisational Culture

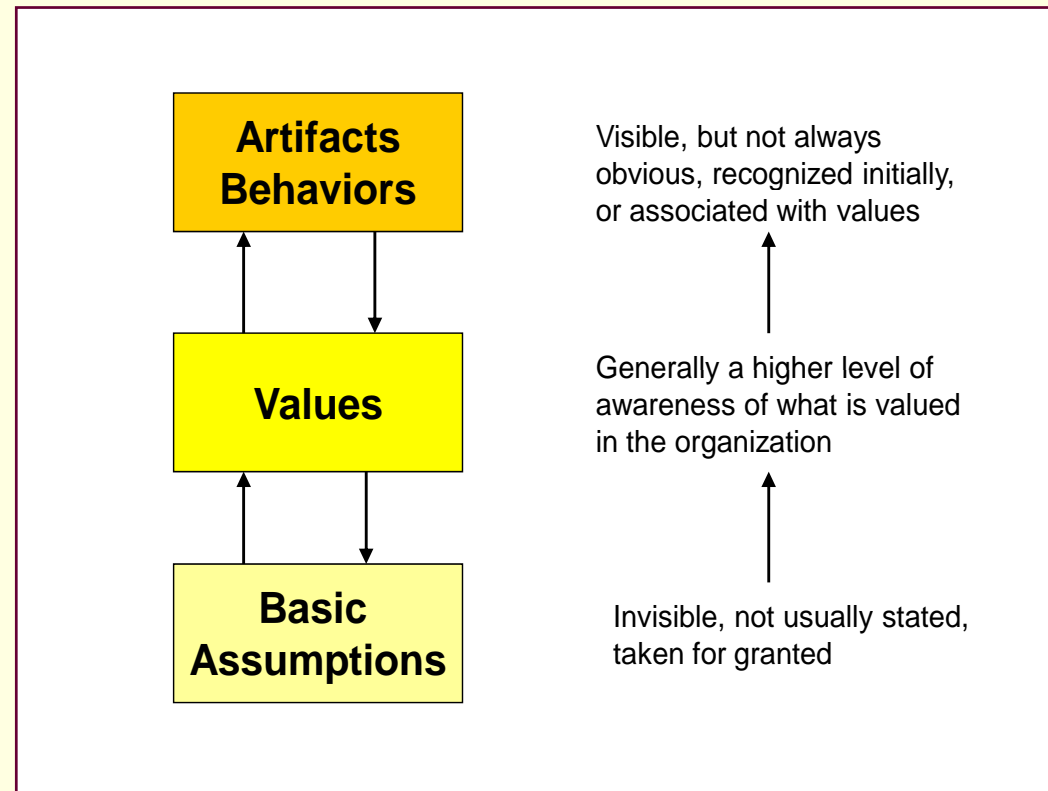
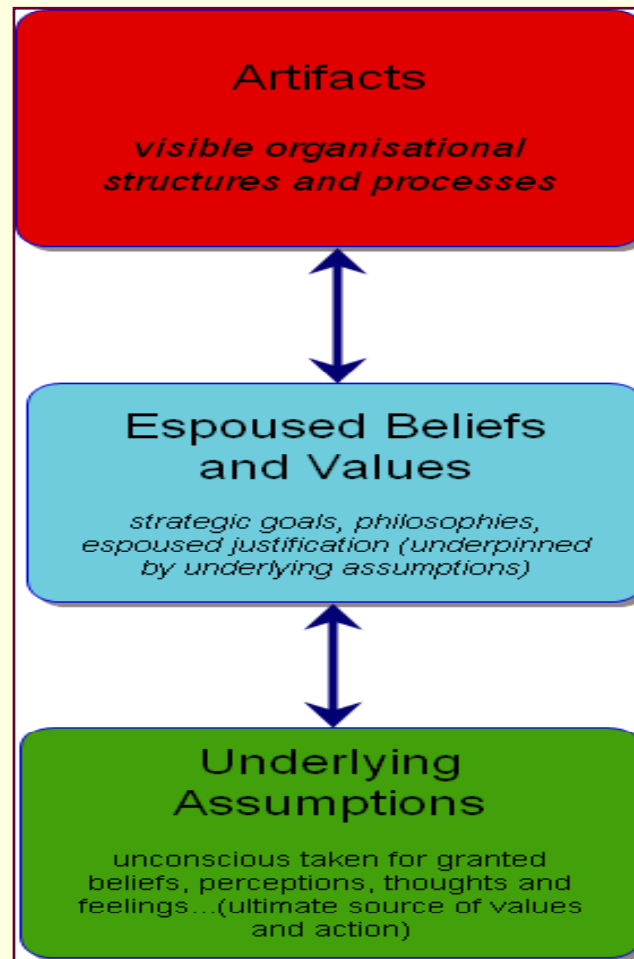
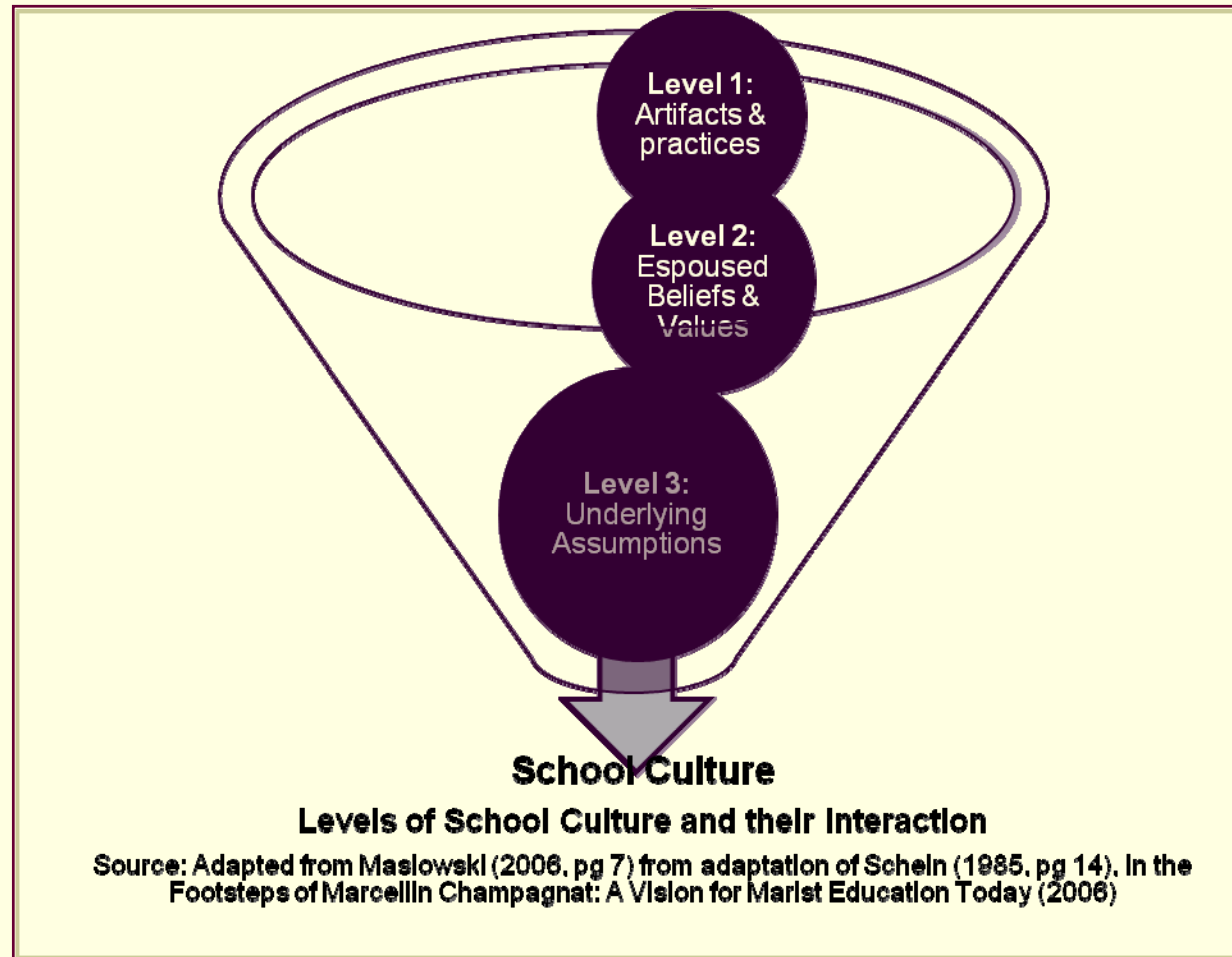


Figure 1. Schein's Model of Organisational Culture

# Schein's Model of Organisational Culture



# Schein's Model of Organisation



### Level 1

- symbols, rituals visible and audibl behaviour patterns:

- Flags of the 5 pillars of Marist Education at the front of the school
- Statue and portraits of St Marcellin Champagnat in learning areas
- Two sculptures of Mary and the Assumption
- Naming of buildings, ovals and some houses after past Marist brothers who were Principals and of places significant to St Marcellin such as "Le Rosey Chapel"
- Pictures of past Marist Brothers in an area
- High standard of uniform presentation
- Willingness of staff to contribute their time after hours
- Student commitment to open days and other occasions to act as ambassadors
- Disruptive behaviour in class, lack of love of learning causing poor work ethic, litter at times*
- Students slow to get to class after breaks*
- Staff discontent at authoritarian approach of management*
- A general apathy in religious education from Year 9-11 students*
- Communication issues on reporting policy changes and new ICT system*

### Level 2

- Values: sense of what ought to be done:

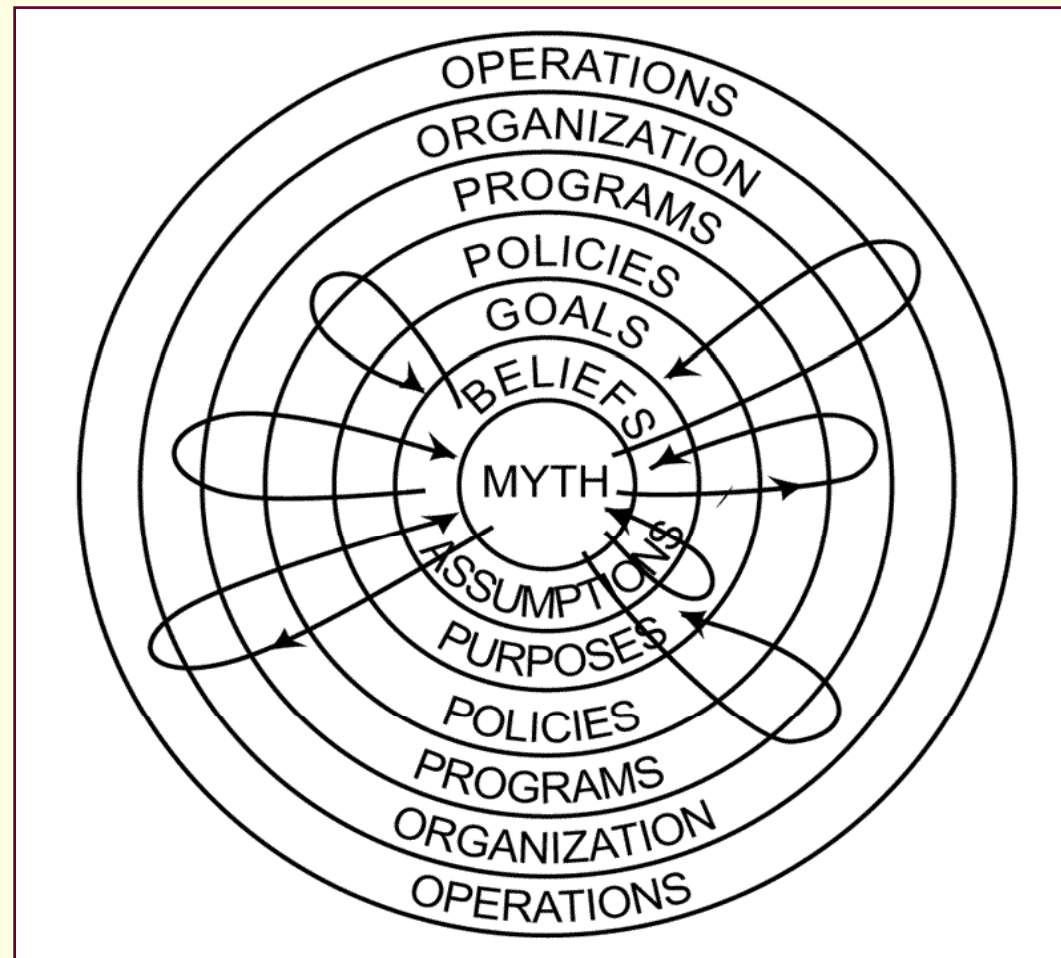
- Concerted effort being made to search for ways to get the best out of students
- Acknowledgment that academic performance needs to improve
- Fantastic support and inclusion for disabled and academically challenged students
- Parents who are appreciative and supportive of staff efforts
- A willingness to walk gently yet firmly with the students
- Santa Teresa immersion experience with indigenous culture
- Sacred Heart Adelaide Exchange program
- Introduction of vertical pastoral care system
- Temporary suspension of a bus service after persistent poor behaviour on bus*
- Direction from principal to avoid being over familiar with students*

### Level 3 - the core of school culture:

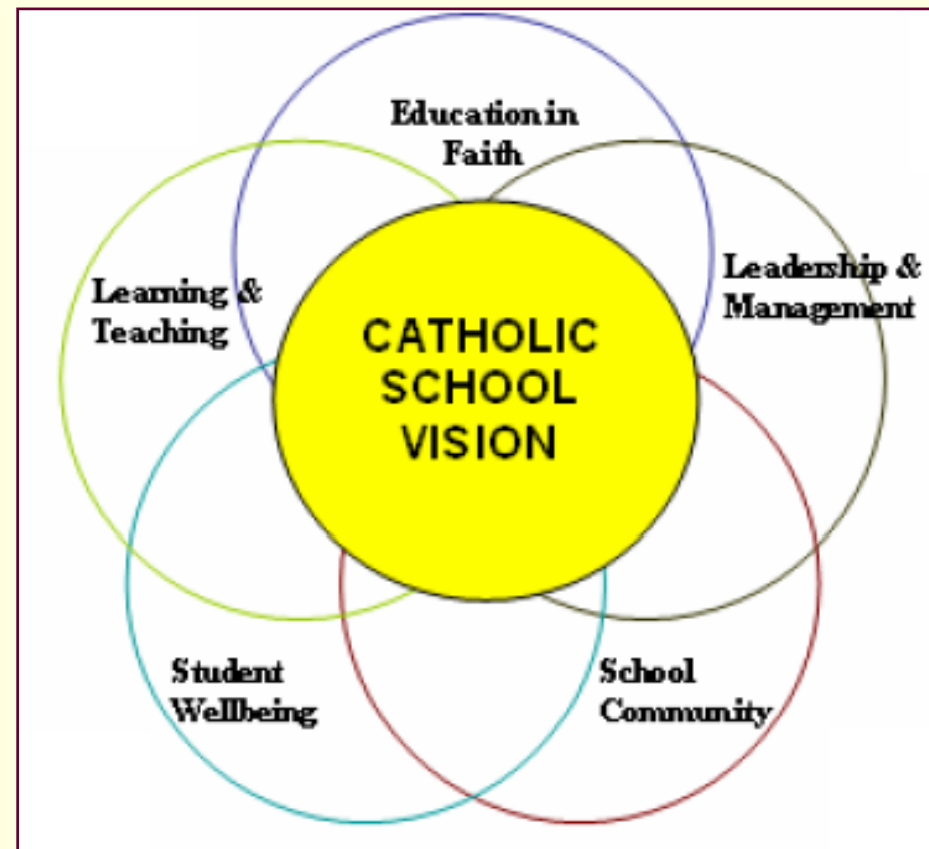
Basic assumptions taken for granted, invisible & occur preconsciously.

- Prayer ritual - "St Marcellin Champagnat, pray for us. Sign of Cross always used
- Reverence during masses and school gatherings
- Supportive staff/ student and staff/staff relationships
- Value of the individual - compassionate response to bushfire victims
- College fete and concert to raise money for those affected by bushfires
- School spirit at athletics and swimming carnivals
- Students interact with respect for eachothers' needs in the yard
- Use of courteous language
- A sense of team work when practical jobs have to be done around the school
- Clear information about the Catholic and Marist identity of the school in prospectus and enrolment policy
- Student leaders have a valued and important role
- General Council and SRC system
- Boarding house run by non-teaching staff resulting in some operational differences with main school.*

# The Onion Model

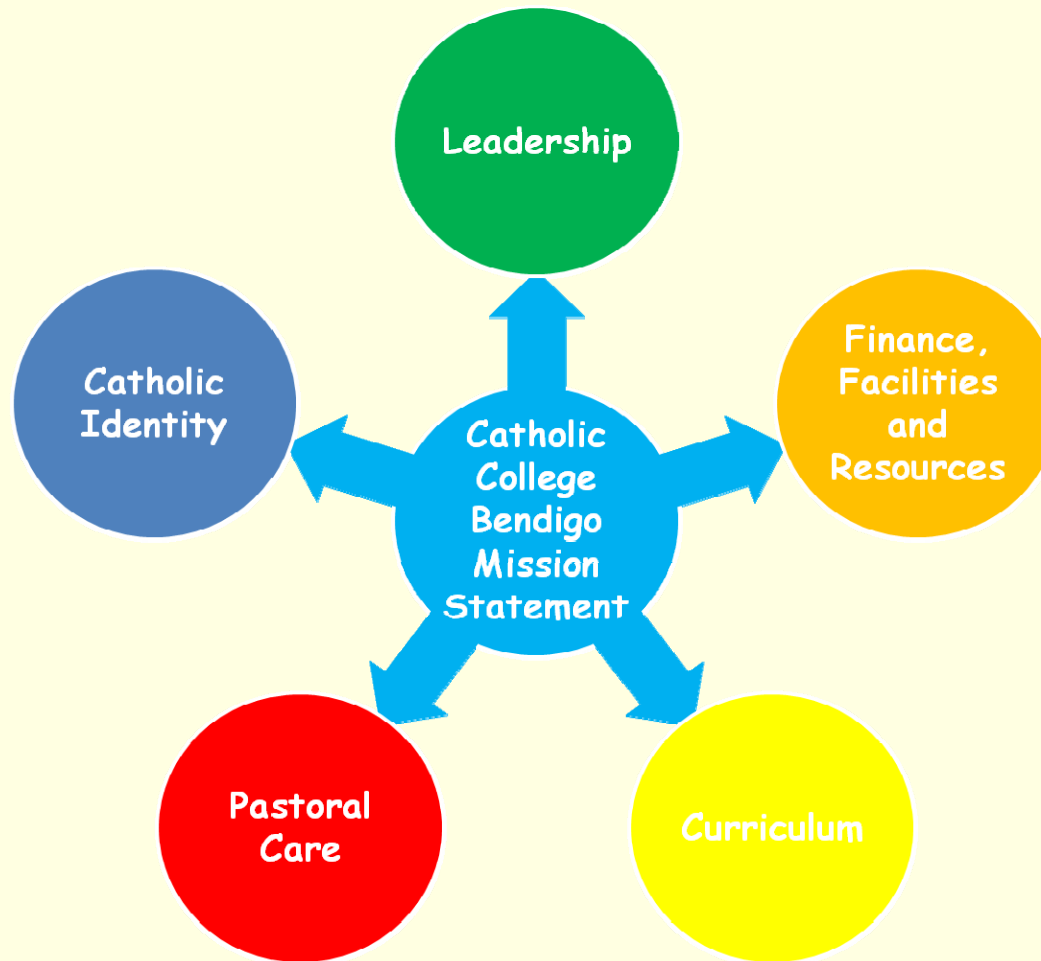


# School Improvement Framework



# Mission Statement

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# Referencing

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- This information on APA (American Psychological Association) style is from the Academic Skills Unit pages.
- <http://www.acu.edu.au/library/help/referencing/>

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