EDST5608

Instructional Leadership

Term 2, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Prof. Scott Eacott	s.eacott@unsw.edu.au	email for an appointment	G15 Morven Brown Buidling	+61 2 9065 4893

School Contact Information

School of Education
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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

Judgements regarding effective schools, leaders and teachers have long been grounded in ideas of instructional leadership. In this course, you will examine the research literature relevant to instructional leadership as well as providing practical strategies for building school capacity. Criteria used to evaluate instruction will be considered as well as the relationship between leadership, culture and student outcomes. Contributions made by the principal, team leaders, teachers, community, systems, peers and individual students will be examined. Leadership processes which contribute to improved student outcomes will be analysed. Case studies, both nationally and internationally, of effective and ineffective schools and systems will provide the basis of a strategic framework for future planning. You should be able to relate the knowledge you gain from this course to your own personal and professional contexts.

Course Learning Outcomes

1. Apply knowledge and understanding of instructional leadership through critical inquiry of theory and research literature.
2. Investigate case studies of instructional leadership, and evaluate the robustness of the methodology and case study findings.
3. Identify the challenges of instructional leadership, and describe and evaluate models for building school improvement capacity.

Australian Professional Standards for Teachers

Standard		Assessment/s
2.1.4	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies, and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	1,2
3.1.4	Demonstrate exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of education.	2
5.1.4	Evaluate school assessment policies and strategies to support colleagues in using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	2
5.4.4	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	2
5.5.4	Evaluate and revise reporting and accountability mechanisms in	2

the school to meet the needs of students, parents/carers, and colleagues.	

Teaching Strategies

Teaching strategies: As in any graduate course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be facilitated as a seminar or inquiry in which all participants hold themselves and each other accountable for a rigorous and robust intellectual dialogue and debate.

The format of the class requires that each person come prepared to take an active role in class discussion. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings and to utilise your knowledge and professional experiences to address the focus questions posed by the lecturer. Class participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the seminars.

Rationale: Governments and education communities are strongly focused on developing systems to improve student outcomes. However, as Jill Blackmore (2004) argues, to understand how educational leadership is 'perceived, understood and enacted, one has to have a sense of the broader social, economic and political relationships shaping educational work' (p. 267). **EDST5608 Instructional Leadership** is explicitly designed to do just that. In particular, this course brings participants into conversation with contemporary thought and analysis on effective teachers, leaders, schools and systems.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Initial position paper	40%	27/06/2022 09:00 AM	1, 2
2. Instructional leadership paper	60%	08/08/2022 09:00 AM	1, 2, 3

Assessment 1: Initial position paper

Due date: 27/06/2022 09:00 AM

Word length: 2000 words

Qualitative and quantitative feedback within 10 days of submission.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Based on significant personal reflection, initial course readings, and any further reading you undertake, you are asked to develop a tentative position on the purpose/s of schooling. This may take any form, and we will use this as a basis for further exploration and nuancing as we progress through the course content. This task asks you to:

1. Explicitly articulate your own position on the purpose(s) of schooling;
2. Use scholarly literatures to support your position; and
3. Be able to relate your position to alternatives.

Assessment 2: Instructional leadership paper

Due date: 08/08/2022 09:00 AM

Word Length: 3000 words

Qualitative and quantitative feedback within 10 days of submission.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Building on the *Initial Position Paper*, in this task you are asked to develop a model of instruction to deliver on your articulated purpose of schooling. Drawing on scholarly literatures, and potentially evidence from your workplace, this can take any form, but it is expected that you can provide sufficient detail of how purpose is visible in instruction (e.g., teaching, curriculum, assessment) and/or leadership practices (e.g., meetings, supervisions, recruitment) and that they are well justified. Essentially, this task

asks you to:

1. Translate your position on the purpose(s) of schooling into a model of instruction;
2. Detail how that model plays out in practice;
3. Outline the necessary supports to develop educators to deliver on the purpose(s); and
4. Discuss the leadership implications.

RUBRIC/FEEDBACK SHEET
EDST5608 INSTRUCTIONAL LEADERSHIP
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Initial position paper

Specific Criteria	(-)—————————>(+)				
Understanding of the question or issue and the key concepts involved • Fail. The assignment is not adequate in quality or content, and does not provide evidence of attainment of learning outcomes. • Pass. The assignment is of adequate quality and provides evidence of attainment of all learning outcomes. • Credit. The assignment is of good quality and meets all learning outcomes at an appropriate level. • Distinction. The assignment is of excellent quality and meets all learning outcomes at a consistent level. • High distinction. The assignment is of exceptional quality and meets all learning outcomes at a consistent and sustained level.					
Depth of analysis and critique in response to the task • Fail. The writer fails to demonstrate a clear understanding of the question or issue under consideration, with missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study. • Pass. The paper demonstrates a clear understanding of the question or issue under consideration. • Credit. The paper demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking that goes beyond replication of content knowledge or skills relevant to learning outcomes. • Distinction. The paper demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking with the integration and evaluation of critical ideas, principles, theories, and insight and ability in applying relevant skills and concepts in relation to learning outcomes.					

Specific Criteria	(-)————————>(+)				
• High distinction. The paper reveals a deep understanding of the question or issue under consideration, and highly informed, original and creative analytical and evaluative thinking.					
Familiarity with and relevance of professional and/or research literature used to support response • Fail. Little or no mention is made of the research literature relating to the issues presented. • Pass. The writer displays a familiarity with some of the research literature relating to the issues discussed. • Credit. The writer displays familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. • Distinction. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the finds of the literature. • High distinction. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature.					
Structure and organisation of response • Fail. The assignment is poorly structured and meaning is at times unclear, with missing, undeveloped, inappropriate or confusing argumentation and communication of ideas with little attention given to the conventions of the discipline. • Pass. The assignment is moderately well organized and the arguments can be clearly understood with communication of information and ideas following the conventions of the discipline. • Credit. The assignment is well organized and well written with clear argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline. • Distinction. The assignment is well organized and well written with convincing argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline and audience.					

Specific Criteria	(-)——————>(+)				
• High distinction. The assignment is very well organized and very well written, demonstrating the ability to critically evaluate competing arguments, perspectives and/or approaches, and the ability to communicate ideas accurately, fluently and clearly in terms of the conventions of the discipline and audience.					
Presentation of response according to appropriate academic and linguistic conventions					

General comments/recommendations for next time:

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:** **40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

RUBRIC/FEEDBACK SHEET
EDST5608 INSTRUCTIONAL LEADERSHIP
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Instructional leadership paper

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Fail. The assignment is not adequate in quality or content, and does not provide evidence of attainment of learning outcomes. • Pass. The assignment is of adequate quality and provides evidence of attainment of all learning outcomes. • Credit. The assignment is of good quality and meets all learning outcomes at an appropriate level. • Distinction. The assignment is of excellent quality and meets all learning outcomes at a consistent level. • High distinction. The assignment is of exceptional quality and meets all learning outcomes at a consistent and sustained level.					
Depth of analysis and critique in response to the task • Fail. The writer fails to demonstrate a clear understanding of the question or issue under consideration, with missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study. • Pass. The paper demonstrates a clear understanding of the question or issue under consideration. • Credit. The paper demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking that goes beyond replication of content knowledge or skills relevant to learning outcomes. • Distinction. The paper demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking with the integration and evaluation of critical ideas, principles, theories, and insight and ability in applying relevant skills and concepts in relation to learning outcomes.					

Specific Criteria	(-)——————————>(+)				
• High distinction. The paper reveals a deep understanding of the question or issue under consideration, and highly informed, original and creative analytical and evaluative thinking.					
Familiarity with and relevance of professional and/or research literature used to support response • Fail. Little or no mention is made of the research literature relating to the issues presented. • Pass. The writer displays a familiarity with some of the research literature relating to the issues discussed. • Credit. The writer displays familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. • Distinction. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the finds of the literature. • High distinction. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature.					
Structure and organisation of response • Fail. The assignment is poorly structured and meaning is at times unclear, with missing, undeveloped, inappropriate or confusing argumentation and communication of ideas with little attention given to the conventions of the discipline. • Pass. The assignment is moderately well organized and the arguments can be clearly understood with communication of information and ideas following the conventions of the discipline. • Credit. The assignment is well organized and well written with clear argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline. • Distinction. The assignment is well organized and well written with convincing argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline and audience.					

Specific Criteria	(-)—————————>(+)				
• High distinction. The assignment is very well organized and very well written, demonstrating the ability to critically evaluate competing arguments, perspectives and/or approaches, and the ability to communicate ideas accurately, fluently and clearly in terms of the conventions of the discipline and audience.					
Presentation of response according to appropriate academic and linguistic conventions					

General comments/recommendations for next time:

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
O week: 23 May - 27 May	Blended	**Content** • Course outline **Process** • Login to Moodle and familiarize yourself with the course **Product** • Post an introduction in the initial Discussion Board (Introductions)
Week 1: 30 May - 3 June	Blended	**MODULE ONE: Purpose(s) of education** **Topic One: Reflecting on your own position** **Content** • Personal reflection on the purpose(s) of education **Process** • Articulating what you see as the purpose(s) of education **Product** • Initial draft of your position on the purpose(s) of education

Week 2: 6 June - 10 June	Blended	**MODULE ONE: Purpose(s) of education** **Topic Two: Supporting research** **Content** • Scholarly literatures on the purpose(s) of education **Process** • Reading literatures on the purpose(s) of education **Product** • Second draft of your position, including some supporting literature
Week 3: 13 June - 17 June	Blended	**MODULE TWO: Locating your position** **Topic Three: Alternative positions** **Content** • Different approaches to the purpose(s) of education **Process** • Analysis articulating your position and its relations with alternatives **Product** • Third draft of your position, including relating to other positions
Week 4: 20 June - 24 June	Blended	**MODULE TWO: Locating your position** **Topic Four: Assumptions and implications** **Content** • The underlying assumptions of positions and implications for instruction **Process** • Extended analysis articulating your position in relation to alternatives

		Product
		• **Initial Paper articulating your position is to be submitted via Turnitin**
Week 5: 27 June - 1 July	Blended	**MODULE THREE: How it plays out in practice** **Topic Five: Translating purpose into a model of instruction** **Content** • Organizational coherence through the translation of purpose into a model of instruction **Process** • Building a model of instruction (pedagogy, curriculum and/or assessment) based on your articulated purpose **Product** • Initial draft of an instructional model based on the articulated purpose of education
	Assessment	Initial position paper
Week 6: 4 July - 8 July	Blended	**MODULE THREE: How it plays out in practice** **Topic Six: Data to evidence instruction** **Content** • What forms and quality of data is needed to understand instruction in your site **Process** • Outlining the data and analytical requirements to audit instruction **Product** • A plan to audit instruction (or curriculum or assessment) in your site
Week 7: 11 July - 15 July	Blended	**MODULE THREE: How it plays out in practice** **Topic Seven: Auditing practice**

		Content
		• Understanding pedagogy (curriculum and assessment) in practice **Process** • Auditing current practice as a basis for instructional leadership **Product** • Audit (or plan for one) of existing practice in your school / department / unit
Week 8: 18 July - 22 July	Blended	**MODULE THREE: How it plays out in practice** **Topic Eight: Supporting educators** **Content** • The support and development of educators in delivering on your purpose **Process** • Articulating the necessary supports to develop educators **Product** • Expanded draft including high priority supports for educators
Week 9: 25 July - 29 July	Blended	**MODULE FOUR: Beyond 'one right method'** **Topic Nine: Purpose and outcomes** **Content** • The student outcome implications of delivering on coherence of purpose **Process** • Linking your model of instruction with expected student outcomes **Product** • A plan for monitoring and evaluating outcomes, and where necessary renewal

		or reform of instruction.
Week 10: 1 August - 5 August	Blended	**MODULE FIVE: A generative contribution** **Topic Ten:** A generatve narrative of contribution **Content** • Clarity of purpose, coherence of activity and distinctive narrative of contribution **Process** • Revising your paper to ensure clarity of purpose, coherence of activity & narrative **Product** • **Final Paper demonstrating the learning from the course submitted via Turnitin**

Resources

Prescribed Resources

Prescribed Text

There is no prescribed text for this course but recommended readings will be provided to students on Moodle

Relevant Journals

- *American Educational Research Journal*
- *Educational Administration Quarterly*
- *Educational Evaluation and Policy Analysis*
- *Educational Management, Administration and Leadership*
- *Educational Research Review*
- *Educational Researcher*
- *Instructional Science*
- *Journal of Educational Administration*
- *Journal of Educational Change*
- *Journal of Research on Educational Effectiveness*
- *Leadership and Policy in Schools*
- *Leading & Managing*
- *Learning and Instruction*
- *Review of Education Research*
- *Review of Research in Education*
- *School Effectiveness and School Improvement*
- *School Leadership and Management*
- *Teaching and Teacher Education*

Related Professional / Scholarly Associations.

- American Educational Research Association (AERA)
- Australian Association for Educational Research (AARE)
- Australian Council for Educational Leaders (ACEL)
- British Educational Leadership, Management and Administration Society (BELMAS)
- Internal Congress for School Effectiveness and Improvement (ICSEI)
- University Council for Educational Administration (UCEA)

People to Follow on Twitter

AITSL	AITSL	@aitsl
Dr Rachel Buchanan	University of Newcastle	@rayedish
Prof Carol Campbell	University of Toronto (OISE)	@CarolCampbell4
Dr Steven Courtney	University of Manchester	@Steb7Steve
Prof Megan Crawford	Coventry University	@drmegancrawford
A/Prof Scott Eacott	UNSW Sydney	@ScottEacott
L/Prof Jenny Gore	University of Newcastle	@Jennygore4
Prof Linda Graham	Queensland University of Technology	@drlindagraham
Dr Christine Grice	University of Sydney	@Christine_Grice
Prof Peter Grootenboer	Griffith University	@GrootenboerP

- Dr Amanda Heffernan   Monash University   @chalkhands
- A/Prof James Ladwig   University of Newcastle   @jgladwig
- Learning Sci Inst Aust   Australian Catholic University   @LSIA_ACU
- Dr Fiona Longmuir   Monash University   @LongmuirFiona
- A/Prof Richard Niesche   UNSW Sydney   @RichardNiesche
- A/Prof Katina Pollock   Western University | KNAER   @DrKatinaPollock
- Quality Teaching Academy   University of Newcastle   @qtacademy
- Dr Glenn Savage   University of Western Australia   @glenncsavage
- Dr Andreas Scheicher   OECD   @ScheicherEDU
- School autonomy   Deakin University   @SchoolSasj
- Teachers & Teaching Centre University of Newcastle   @UON_TTRC
- Dr Tanya Vaughan   ACER   @tvaughan74
- Prof Jane Wilkinson   Monash University   @JaneWillkin1994
- Dr Ee-Seul Yoon   University of Manitoba   @EeSeulYoon

Also, many of these academics have their papers available on ResearchGate and/or Academia.edu (both of which are free to join).

Recommended Resources

A course 'guidebook' will be made available via Moodle

Course Evaluation and Development

A suite of additional resources (stimulus videos for each topic, conceptual map, and revised guidebook) have been developed to support candidates in the online environment.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Image Credit

Photo source: Gonski Institute for Education (educational leadership seminar, July 2018)

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