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EDST5142

Leading Educational Change

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Summary of the Course

This course is designed to deepen your understanding of leadership and educational change and to provide you with the theoretical and conceptual tools necessary to analyse, evaluate, problematize and reconstruct current leadership and educational change practices.

At the conclusion of this course the student will be able to

1. Describe educational leadership and educational change processes
2. Analyse educational leadership and educational change processes
3. Apply an understanding of leadership and educational change to the resolution of issues in leading educational change

Teaching Strategies

Teaching strategies:

The course is taught in a blended mode designed to maximise the benefits of both the on-campus face-to-face classroom experience and the on-line experience. The approach to teaching and learning is informed by research that has demonstrated the importance of the learning environment to quality student learning. Emphasis is placed on a learning environment that is *Student-centred*, *Knowledge-centred*, *Assessment-centred*, and *Community-centred*.

Thus, students:

- learn in an environment that is *respectful* of diversity, *recognizes* their individual and collective learning needs, and *draws upon* their prior knowledge, skills and experience
- are provided with *clear guidelines and standards* detailing what they are expected to do to facilitate their learning prior to, during, and after each on-campus session
- are provided with access to *seminal, contemporary and cutting edge content* through a variety of different means including video lectures, audio tapes, lecture transcripts, library and internet based content both published and unpublished.
- are *challenged* by and *supported* to engage in learning activities and assessment tasks that are *situated* and *authentic* requiring them to grapple with new concepts and ideas and apply these to the analysis of practice and the resolution of problems in leading educational change in their own or others workplace.
- are *engaged in online and campus based learning activities and assessment tasks that require them to work independently and collaboratively* to interpret learning activities/tasks; to plan and implement strategies to address these activities/tasks; and to communicate the outcomes of

these learning activities/tasks to others

In summary, the learning activities and assessment tasks associated with this course will involve students in:

- reading and research (information gathering, analysis, evaluation, and management)
- on-line (asynchronous) and on-campus (synchronous) group-work and discussion
- the preparation of two written papers – a Case Description and a Case Analysis; and
- a presentation based upon your Case Description and Analysis.

Rationale:

Continuing to develop the quality of learning and teaching is a central responsibility of all educators whether they be in formal positions of management responsibility or not. How to analyse, evaluate and develop ones capability as a leader of educational change is, therefore, a critical capability of all educators.

The teaching approach, which includes independent as well as team based activities, is designed to mirror the solitary and collective nature of educational leadership, providing participants with opportunities to work independently and together in the process of analysing and evaluating practice; identifying issues that need to be addressed; and formulating and evaluating strategies to effect the changes necessary to address these issues.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Preparation of a Case Description	40%	1	n/a	14/04/2018 09:00 AM
Preparation of a Case Analysis	40%	2,3	n/a	26/05/2018 09:00 AM
Presentation of the Case	20%	1,2,3	n/a	26/05/2018 04:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Preparation of a Case Description

Start date: Not Applicable

Details: Task 1 - Essay - 3000 words Rich description of an attempt to effect educational change in a particular context. Students will receive written feedback within three weeks of submission.

Additional details:

Assessment task details and criteria for assessment of this task are provided in the course's Moodle site. In summary:

Assessment Task 1

This task requires you to prepare a rich description of an attempt to effect educational change in a particular context. This description should provide all the necessary data to support a detailed analysis of the effectiveness of the change and the leadership exercised in attempting to bring the change about.

Submission notes: Assessment Task 1 must be submitted online via Moodle.

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

Assessment 2: Preparation of a Case Analysis

Start date: Not Applicable

Details: Task 2 - Essay - 3000 words Apply theoretical and conceptual frameworks to analyse change processes. Students will receive written feedback within three weeks of submission.

Additional details:

Assessment task details and criteria for assessment of this task are provided in the course's Moodle site. In summary:

Assessment Task 2 - Preparation of a Case Analysis

This task requires you to utilise the various theoretical and conceptual frameworks discussed in the course to analyse and evaluate the effectiveness of the educational change processes and leadership described in the Case Description that you prepared in response to Assessment Task 1.

Submission notes: Assessment Task 2 must be submitted online via Moodle.

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

Assessment 3: Presentation of the Case

Start date: Not Applicable

Details: Task 3 - Presentation - 10 minutes Present a case analysis Students will receive written feedback within three weeks of submission. This is the final assessment.

Additional details:

Assessment task details and criteria for assessment of this task are provided in the course's Moodle site. In summary:

Assessment Task 3 - Presentation of Case Description and Analysis

This task requires you to make a brief presentation to the group that provides details of your case, a summary of your analysis of the case, and a reflection on what you have learned about leading educational change as a result of the process of preparing and analysing your case.

Submission notes: Any resources used in making the presentation required by Assessment Task 3 must be submitted by 4.00pm on Saturday 26 May 2018 - the date of the last on-campus seminar.

Turnitin setting: This is not a Turnitin assignment

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, 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:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Intensive	- Saturday 3rd March 9am-4pm - Sunday 4th March 9am-4pm See Moodle for further information.
Week 6: 9 April - 15 April	Intensive	- Saturday 14th April 9am-4pm See Moodle for further information.
Week 12: 21 May - 27 May	Intensive	- Saturday 26th May 9am-4pm See Moodle for further information.

Resources

Prescribed Resources

Moodle Course

EDST 5142 Leading Educational Change has an on-line presence within Moodle where you can find:

1. information concerning the structure and processes of the course (including further information about assessment tasks)
2. Learning Modules for each of the topics and to support the preparation of your Case Description and Case Analysis (Assessment Tasks 1 and 2)
3. tools that you can use for independent research, collaboration, and sharing of information.

You should ensure that you are a regular visitor to and user of this site as it will be the principal means by which the Course Convenor will communicate information and provide feedback to you and your colleagues.

Prescribed Text

There is NO prescribed text for this course.

Recommended Resources

Further Readings

In addition to the readings included within each week's Learning Activities, you may find the following readings helpful in your studies.

Bridges, W. (1995). *Managing Transitions: Making the most of change*. London: Nicholas Brearley.

Ford, D., & Ford, W. (2009). Decoding resistance to change. *Harvard Business Review* (April).

Forrester, G. (2011). Leading Educational Change Wisely. *Journal of Educational Administration and History*

Fullan, M., Cuttress, C., & Kilcher, A. (2005). 8 Forces for Leaders of Change. *National Staff Development Council*, 26(4), 54-64.

Fullan, M. (2006). *Change theory: A force for school improvement*. Seminar Series Paper. Centre for Strategic Education. Victoria.

Gill, R. (2003). Change Management or Change Leadership. *Journal of Change Management*, 3(4), 12.

Kotter, J. P. (1995). Leading Change: Why transformation Efforts Fail. *Harvard Business Review*, 73,

59-67.

Hargreaves, A. & Goodson, I. (2006). Educational Change Over Time? The Sustainability and Nonsustainability of Three Decades of Secondary School Change and Continuity. *Educational Administration Quarterly*, 42(1)

Kotter, J. (1995). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*.

Kotter, J., & Schlesinger, L. (2008). Choosing Strategies for Change. *The Best of Harvard Business Review*.

Scott, G. (1999). Change Matters: Making a difference in education and training. St Leonards, NSW: Allen and Unwin.

Waddell, D., & Sohal, A. (1998). Resistance: a constructive tool for change management. *Management Decision*, 36(8)

UNSW Library and Online Search Engines

Information concerning leadership and educational change can be identified and accessed from a wide variety of sources including the UNSW Library and its website:

<http://info.library.unsw.edu.au/web/services/services.html>

In addition, a number of on-line search engines such as Google Scholar can assist you to locate and access relevant information.

Class Presentations

Contact the Learning Centre UNSW for advice and assistance re oral presentations.

Course Evaluation and Development

Formative feedback with regards to the course will be sought from students:

1. during each of the on-campus face to face seminars
2. via the Courses Moodle site.

Where possible, proposed changes to the course in response to this feedback will be discussed with the students and made in a just in time way during the delivery of the course. Where the proposed changes cannot be made in this way for technical or administrative reasons, the proposals will be follow-up by the Course Convenor with the relevant authorities and a response published in the course outline associated with the next offering of the course.

Summative feedback will be collected via my Experience questionnaire with changes made in response to same published in the course outline associated with the next offering of the course.

Image Credit

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