



UNSW
SYDNEY

School of Education

EDST 5142
Leading Educational Change

Term 3 2021

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5142 Leading Educational Change (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Meghan Stacey
Office Location: G18, Morven Brown Building
Email: m.stacey@unsw.edu.au
Availability: Email to arrange an appointment.

3. COURSE DETAILS

Course Name	Leading Educational Change
Credit Points	6 units of credit (UOC)
Workload	150 hours including class contact hours, individual and group online learning activities, readings, class preparation, and assessment activities.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html#EDST5142T3

SUMMARY OF 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, problematise and reconstruct current leadership and educational change practices. At the conclusion of this course you should be able to:

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

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Moodle site has been streamlined
- Regular opportunities for lecturer/student interaction have been developed

COURSE LEARNING OUTCOMES

Outcome		Assessment/s
1	The capacity to use theories of leadership and educational change to describe efforts to lead educational change	1,2,3
2	The capacity to use case study methodology as a basis for action research/learning	1,2
3	The capacity to effectively analyse and evaluate your own and others' practices as leaders of educational change	1,2
4	The capacity to effectively apply your understanding of leadership and educational change to the resolution of issues/problems in leading educational change.	2,3

PROGRAM LEARNING OUTCOMES

Outcome		Assessment/s
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of education as it relates to your specialist area of study (leading educational change), and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
	Research-based learning	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement, and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem-solving skills	1,2
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2,3
	Ethical and responsible professional practice	
5	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie leading educational change.	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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 one's capability as a leader of educational change is, therefore, a critical capability of all educators.

The teaching approach, which includes independent as well as group-based learning 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.

5. TEACHING STRATEGIES

The course is taught in a fully online mode designed to maximise the benefits of both synchronous and asynchronous learning activities. 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, as a student in this course you:

- will learn in an environment that is respectful of diversity and draws upon the prior knowledge, skills, and experience of each participant
- will be provided with clear guidelines and standards detailing what you are expected to do to facilitate your learning prior to, during, and after each on-line session
- will be provided with access to seminal, contemporary, and cutting-edge content through a variety of different means
- will be challenged by and supported to engage in learning activities and assessment tasks that are situated and authentic requiring you 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 your own or another's workplace
- will be engaged in online learning activities and assessment tasks that require you 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 you in:

- reading and research (information gathering, analysis, evaluation, and management)
- on-line synchronous and asynchronous 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.

6. COURSE CONTENT AND STRUCTURE

Week	Topic
1-2	Change in Context (Synchronous Session Thursday Week 1, 5:00-6:30pm)
3-5	Theories of Educational Leadership and Change (Synchronous Session Thursday Week 3, 5:00-6:30pm)
5-6	Strategy Development and Implementation (Synchronous Session Thursday Week 5, 5:00-6:30pm)
7-8	Understanding Resistance (Synchronous Session Thursday Week 7, 5:00-6:30pm)
9-10	Reflecting, Evaluating and Communicating (Synchronous Session Thursday Week 9, 5:00-6:30pm)
10	Online Mini-Conference (Saturday Week 10, 8.30am-5.30pm)

7. RESOURCES

Moodle Course

EDST5142 Leading Educational Change has an on-line presence within Moodle where you can find:

- Information concerning the structure and processes of the course
- Learning resources for each topic considered in the course and to support the preparation of your Case Description and Case Analysis (Assessment Tasks 1 and 2)

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.

A list of readings relevant to the topic/s focused upon in this course is provided on the course's Moodle site.

Assistance with the Preparation and Delivery of your Class Presentation

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

8. ASSESSMENT

Assessment	Length	Weight	Course Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task 1: Preparation of a case description	2000 words	40%	1-3	1-4	Monday 11 th October by 5pm
Task 2: Preparation of a case analysis	2000 words	40%	1-4	1-5	Monday 15 th November by 5pm
Task 3: Presentation of the case	10 minutes (equiv. to 1000 words)	20%	1,4	4	Saturday 20 th November (as scheduled)

Students are required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties, and hurdle requirements etc.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

- **Assessment Task 1 - Preparation of a case description**
This task requires you to prepare a rich description of an attempt to lead 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.
- **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 leadership and educational change process described in the Case Description that you prepared in response to Assessment Task 1.
- **Assessment Task 3 – Presentation of the case**
Presentation of your case and case analysis. This task requires you to make a 10-minute online presentation to the class that provides details of your case, a summary of your analysis of the case, and your suggestions for how the change described in the case might have been more effectively led or implemented based on your learning throughout this course.

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment.

Assessment Tasks 1 and 2 will be submitted online via **Turnitin** in the Course's Moodle Site by 5pm on the day the assignments are due.

Assessment Task 3 will be submitted via an online presentation in Blackboard Collaborate during the mini-conference at the end of the course.

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5142 LEADING EDUCATIONAL CHANGE**

Student Name:

Student No.:

Assessment Task 1: **Presentation of a case description**

SPECIFIC CRITERIA	Fail	Pass	Credit	Distinction	High Distinction
Understanding of the question or issue <ul style="list-style-type: none"> Demonstrates an understanding of the nature and role of a case description 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Demonstrates an understanding of leading educational change, and the ability to use this understanding to develop a rich description of an attempt to lead educational change in a particular context Demonstrates the capacity to recognise and describe the complex and often contested values and practices that can arise in efforts to lead educational change 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Demonstrates the ability to identify, collect, and synthesise all the data necessary to support the writing of a detailed description and analysis of an attempt to lead educational change in a particular context 					
Structure and organisation of response <ul style="list-style-type: none"> Logical sequencing of ideas in response to task requirements Effective use of paragraphing Clarity and coherence of organisation, including use of sub-headings where appropriate 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Demonstrates an ability to prepare a case description in accord with appropriate academic and linguistic conventions 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Overall mark: /20

Date:

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 contextualize 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.**

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5142 LEADING EDUCATIONAL CHANGE**

Student Name:
Assessment Task 2: **Case analysis**

Student No.:

SPECIFIC CRITERIA	Fail	Pass	Credit	Distinction	High Distinction
Understanding of the question or issue <ul style="list-style-type: none"> Demonstrates an understanding of the nature and role of case analysis 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Demonstrates the ability to think critically and to apply an understanding of leadership and educational change to the analysis and resolution of the issues/problems associated with the case of leading educational change Demonstrates the capacity to propose approaches to the leadership of educational change that effectively address the complex and often contested values and dilemmas that can arise when leading educational change 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Demonstrates the ability to identify relevant scholarly and professional literature that might be used to analyse the effectiveness of an attempt to lead educational change in a particular context 					
Structure and organisation of response <ul style="list-style-type: none"> Logical sequencing of ideas in response to task requirements Effective use of paragraphing Clarity and coherence of organisation, including use of sub-headings where appropriate 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Demonstrates an ability to prepare a case analysis in accord to appropriate academic and linguistic conventions 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:
Overall mark: /20

Date:
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 contextualize 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.**

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5142 LEADING EDUCATIONAL CHANGE**

Student Name:

Student No.:

Assessment Task 3: **Presentation of the case**

SPECIFIC CRITERIA	Fail	Pass	Credit	Distinction	High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Demonstrates an understanding of the nature and role of a case description and analysis, in a presentation format 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Case description provides sufficient detail to illustrate the nature of, and issues associated with, this attempt to lead educational change Suggestions for how this attempt to lead educational change might have been improved are clear and justified 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Judicious use of references to the professional and/or research literature to support presentation 					
Structure and organisation of response <ul style="list-style-type: none"> Case description and analysis are presented in a clear and succinct manner 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Engaging visual and verbal presentation 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Overall mark: /20

Date:

Weighting: 20%

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 contextualize 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.**