



School of Education

EDST 5142 Leading Educational Change

Term 3, 2019

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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 and Social Sciences
School of Education
EDST 5142 Leading Educational Change (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Professor Stephen Marshall
Office Location: TBA
Email: stephen.marshall@unsw.edu.au
Phone: +61 2 9385 8422
Availability: By appointment. Please contact 9385-8422 or email to the above address

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	Full Day Workshops Saturday 21 Sep 2019, 9.30am to 4.30pm Sunday 22 Sep 2019, 9.30am to 4.30 pm Saturday 19 Oct 2019, 9.30 am to 4.30 pm Saturday 23 Nov 2019 OR Sunday 24 Nov 2019, 9.30 am to 4.30 pm http://classutil.unsw.edu.au/EDST_T3.html

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:

Based on the very positive feedback of previous participants, the course remains largely unchanged from the last time it was offered. However, at the request of students, an additional online peer review activity has been included prior to the final submission dates for the Case Analysis.

COURSE LEARNING OUTCOMES (CLOs)

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 a basis	1 9.96 Tf1 0 0 1 442.51 726.34

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.

6. COURSE CONTENT AND STRUCTURE

Module	Week Beginning	Activity/Topic
1	16 Sep	On-line: Welcome. Overview of Course. Online Learning Activity: Introductions and Confidentiality Agreement
Saturday Week 1	21 Sep	<i>On-Campus Day 1:</i> <i>Theories of leadership, management and change</i>

Structure of On-Campus Sessions

Time	Day 1 Saturday 21 September 2019	Day 2 Sunday 22 September 2019	Day 3 Saturday 19 October 2019	Day 4 Either 23 November 2019 24 November 2019
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7. RESOURCES

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**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5142 LEADING EDUCATIONAL CHANGE**

Student Name:

Student No.:

ASSESSMENT TASK ONE: Case Description

SPECIFIC CRITERIA	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<i>Your Case Description:</i>					
Understanding of the question <ul style="list-style-type: none"> Demonstrates your understanding of the nature and role of a Case Description in Case Study Method 					
Advanced disciplinary knowledge and practices <ul style="list-style-type: none"> Demonstrates an understanding of the fields of educational leadership and 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 					
Research Based Learning <ul style="list-style-type: none"> Demonstrate the ability to identify, collect and synthesis all the data necessary to support the writing of 					

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Student Name:

Student No.:

ASSESSMENT TASK THREE: Case Presentation

ASSESSMENT CRITERIA	Average Peer Assessment	Convener Assessment	Combined Assessment
1. You presented your Case Description in a clear and succinct way			
2. You presented your Case Analysis in a clear and succinct way			
3. Your case description provided sufficient detail to illustrate the nature and effectiveness of this attempt to lead educational change			
4. Your case description provided the audience with sufficient detail to highlight the (ethical) issues associated with this attempt to lead educational change			
5. Your case analysis provided a justified assessment of the effectiveness of the			