

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 practices as leaders of educational change	1,2

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

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)

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.

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

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

Student No.:

SPECIFIC CRITERIA	Fail	Pass	Credit	Distinction	High Distinction
Understanding of the question or issue Demonstrates an understanding of the nature and role of case analysis					
Depth of analysis and/or critique in response to the task 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 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 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 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%

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