Contents

1. LOCATION .................................................................................................................................... 1
2. STAFF CONTACT DETAILS ..................................................................................................... 1
3. COURSE DETAILS ..................................................................................................................... 2
   Aims of the Course ....................................................................................................................... 2
   Student Learning Outcomes ....................................................................................................... 2
   Graduate Attributes ...................................................................................................................... 2
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .......... 4
5. TEACHING STRATEGIES ......................................................................................................... 4
6. COURSE CONTENT AND STRUCTURE ................................................................................ 5
7. ASSESSMENT ............................................................................................................................. 6
   Assessment Details ..................................................................................................................... 6
   Submission of Assessment Tasks ................................................................................................ 9
8. RESOURCES ............................................................................................................................... 9
9. ACADEMIC HONESTY AND PLAGIARISM .......................................................................... 9
10. COURSE EVALUATION AND DEVELOPMENT ................................................................... 10
11. OTHER INFORMATION .......................................................................................................... 10
   Policies ........................................................................................................................................ 10
   Attendance ................................................................................................................................. 11
   Special Consideration ................................................................................................................ 11
   School of Education Grade Descriptors ..................................................................................... 11
   University Counselling Service .................................................................................................. 12
   Equity and Diversity ................................................................................................................... 12
1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5130 Leadership in Action (6 units of credit)
Semester 1, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Kerry Barnett
Office Location: John Goodsell Room 106
Email: k.barnett@unsw.edu.au
Phone: 93851986
Availability: Email for appointment
3. COURSE DETAILS

Course Name
Leadership in Action

Credit Points
6 units of credit (uoc)

Workload
Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
NOTE: 25 hours per uoc

Schedule
Lecture
TBA, date, time, location
Weeks 1-12

Summary of Course

This course will provide students with an opportunity to conduct an action research project with guidance from an academic supervisor.

Aims of the Course

The aim of the course is for students to conduct an action research project with guidance from an academic supervisor.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Cognitive skills and critical thinking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Demonstrate advanced critical thinking and problem solving skills</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Communication, adaptive and interactional skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ethical and responsible professional practice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is being offered to provide students with an opportunity to conduct an action research project in a specific area of educational leadership of their choice. The course will also enable students to develop a deeper reflective approach to educational leadership and give them a foundation in working autonomously with guidance from an academic supervisor.

5. TEACHING STRATEGIES

The course will initially use explicit instruction designed to stimulate student thinking because there are a number of issues that students will need to address so that fieldwork can become practicable and feasible and also, group discussion and activities designed to increase the capacity and capability of students for doing fieldwork.
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday 1 March</td>
<td>Preliminary meeting</td>
</tr>
<tr>
<td>1 3 March</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>2 10 March</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>3 17 March</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>4 24 March</td>
<td>Mid Semester Break</td>
</tr>
<tr>
<td>5 31 March</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>6 7 April</td>
<td>Student presentations at Kensington campus</td>
</tr>
<tr>
<td>7 14 April</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>18-27 April</td>
<td>Student presentations at Kensington campus</td>
</tr>
<tr>
<td>8 28 April</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>9 5 May</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>Saturday 10 May</td>
<td>Student presentations at Kensington campus</td>
</tr>
<tr>
<td>10 12 May</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>11 29 May</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
<tr>
<td>12 26 May</td>
<td>Independent work/online contact with supervisor or negotiated consultation</td>
</tr>
</tbody>
</table>
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>1800 words</td>
<td>30%</td>
<td>1,2,3</td>
<td>1,2,3,4,5</td>
<td>17 March</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15 minutes</td>
<td>10%</td>
<td>1,2,3</td>
<td>1,2,3,4,5</td>
<td>10 May</td>
</tr>
<tr>
<td>Report</td>
<td>3500 words</td>
<td>60%</td>
<td>1,2,3</td>
<td>1,2,3,4,5</td>
<td>2 June</td>
</tr>
</tbody>
</table>

Assessment Details

1. Action Research Plan

Task: Develop an action research plan to guide your action research project. Your plan should use the following headings and include the following information; introduction, literature review, methods, research planning schedule, references.

Weight: 30%
Length: 1800 words
Date due: 17 March

2. Oral Presentation

Task: An oral presentation of the results of your action research project to your peers and the lecturer.
A. The oral presentation should include introduction, brief overview of literature, research questions, methodology, results, conclusions, action plan and reflections.
B. Provide a one A4 page handout for your peers with a summary of the results of your action research project. (NB: Your one page summary should be 11pt font, 1.5 spaced, 2cm margins and may be double sided).

Weight: 10%
Length: 12 minutes + 3 minutes questions
Date due: Saturday 10 May (Time and room to be advised)

3. Action Research Report

Task: Write a report based on the results of your action research. Use the following headings as a framework to write your report; introduction, literature review, methodology, results and discussion, conclusions, action plan, reflections and references

Weight: 60%
Length: 3600 words
Date due: 2 June
## Specific Criteria

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
</tr>
</tbody>
</table>

## General Comments/Recommendations for Next Time

---

Lecturer: ______________________  Date: ______________________  Recommended:  /20  (FL  PS  CR  DN  HD)  Weighting:  %

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.
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Blackboard 9. Students are also 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.

A penalty of 10% per day (24 hours) applies to work submitted after the due date without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Prescribed text

(Note: Available in UNSW bookshop).

9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of thoughts or work of another as one’s own. Examples include:

- Direct duplication of the thoughts or work of another, including by copying material, idea or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design/drawing, circuitry computer program or software, website, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement
- Paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original
- Piecing together section of the work of others into a new whole
- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor
- Claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed
- Knowingly permitting your work to be copied by another student may also be considered plagiarism
- Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism
- Note that an assessment item produced in oral, not written, form or involving live presentations, may similarly contain plagiarised material

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: www.lc.unsw.edu.au/plagiarism.
At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html.

In the interests of maintaining high standards in scholarship and research, the University remind students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT

Periodically student evaluative feedback on the course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION

Policies
School of Education Assessment Principles and Procedures
The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content.

Assessment tasks should be carefully designed to:
- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

For more information regarding the UNSW assessment policy please visit: http://www.gs.unsw.edu.au/policy/assessmentpolicy.html

Attendance
Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Special Consideration
On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adverse affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

School of Education Grade Descriptors
NB: distributed to all students via BB9

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the</td>
</tr>
</tbody>
</table>
issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.

### Distinction (75-84%)

The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of the literature. The assignment is well-organised and well-written.

### Credit (65-74%)

The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.

### Pass (50-64%)

The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.

### Fail (less than 50%)

The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structure and meaning is at time unclear.

---

**University Counselling Service**

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.
Website: [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

**Equity and Diversity**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au).

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.