



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5130
Leadership in Action

Semester 1

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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 Bidjigal and Gadigal 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 5130 Leadership in Action (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Scott Eacott
Office Location: John Goodsell Room 103
Email: s.eacott@unsw.edu.au
Phone: 9385 0704
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: 25hours per uoc
Schedule	
Lecture	Self-directed

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.

*The main ways in which the course has changed since last time as a result of student feedback
Balancing the assignment weighting and timelines to reflect student workload and expectations; and
the development of detailed task specific assessment criteria.*

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate in depth knowledge and understanding of a topic of interest related to educational leadership.	1,2,3
2	Demonstrate knowledge and ability to identify questions to guide research, to collect information to answer research questions, analyse the information that has been collected and share the results with others.	1,2,3
3	Demonstrate knowledge and understanding of the processes involved in an action research project.	1,2,3

Program Learning Outcomes

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

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.

For the most part, this course is delivered through **independent work and online contact / negotiated consultation with the supervisor.**

6. COURSE CONTENT AND STRUCTURE

Following initial contact with supervisor (which could be via Skype / phone), this course is primarily independent work with regular online contact / negotiated consultation with supervisor.

7. RESOURCES

There is no prescribed text in this course. Support materials will be made available via Moodle.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Plan	1200-1500 words	30%	1,2,3	1,2,3,4,5	25 March 2016 5:00 PM
Oral presentation	15 minutes	10%	1,2,3	1,2,3,4,5	13 May 2016 5:00 PM
Report	3000-3500 words	60%	1,2,3	1,2,3,4,5	03 June 2016 5:00 PM

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students no longer need to use a cover sheet. 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. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment Details

1. Action Research Plan / Proposal

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; and references.

Weight: 30%

Length: 1250-1500 words

Date due: 25 March 2016 5:00PM

2. Oral Presentation / Work in Progress

Task: An oral presentation of the results (or work-in-progress) of your action research project to your peers and the lecturer. Depending on class size, this may be via Skype or telephone.

A. The oral presentation should include an 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: 13 May 2016 (time and venue 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: 3000-3500 words

Date due: 03 June 2016 5:00 PM

* Assignment specific rubrics will be available on the course Moodle site.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5130 LEADERSHIP IN ACTION

Student Name:
 Assessment Task: Plan

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer
Recommended: /20 (FL PS CR DN HD)

Date
Weighting: 30%

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
 EDST5130 LEADERSHIP IN ACTION

Student Name:
 Assessment Task: Report

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer
Recommended: /20 (FL PS CR DN HD)

Date
Weighting: 60%

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.**