



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

**EDST5130**  
**Leadership in Action**

Semester 1, 2017

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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 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, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Scott Eacott  
Office Location: John Goodsell Room 103  
Email: [s.eacott@unsw.edu.au](mailto:s.eacott@unsw.edu.au)  
Phone: 9385 0704  
Availability: Email for appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Leadership in Action
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
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.

### *Student Learning Outcomes*

Outcome		Assessment/s
1	Students will be able to recognize and articulate the dominant historical and contemporary ideas, debates, and criticisms of a specific topic of interest related to educational leadership.	1,2,3
2	Students will be able to identify researchable questions, generate data to answer those research questions, analyse the data and present an argument using an appropriate range of techniques.	1,2,3
3	Students will interpret and report the significance of their research for knowledge production, practical issues and relevant information from other sources.	1,2,3

### *Program Learning Outcomes*

Standard		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	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
1. Plan	1200-1500 words	30%	1,2,3	1,2,3,4,5	10 March
2. Oral presentation	15 minutes	10%	1,2,3	1,2,3,4,5	TBC (approx. 17 April)
3. Report	3000-3500 words	60%	1,2,3	1,2,3,4,5	26 May

*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.*

### 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:* 1200-1500 words

*Date due:* 10 March

### 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:* By negotiation (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 words

*Date due:* 26 May

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5130 LEADERSHIP IN ACTION

Student Name:  
 Assessment Task: Plan

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
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					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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	(-) <span style="font-size: 2em;">→</span> (+)				
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					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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.**