School of Education

EDST5142
Leading Educational Change

Semester 1

Contents

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
EDST5142 Leading Educational Change (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Professor Stephen Marshall
Office Location: Room 1015, Level 10, Library Building
Email: stephen.marshall@unsw.edu.au
Phone: 9385 8244
Availability: Email to arrange a meeting time

Visiting Lecturer: Ms Jennifer Davies
Email: jdavies@aisnsw.edu.au

3. COURSE DETAILS

Course Name	Leading Educational Change
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, online learning and assessment activities.
Schedule	
Lectures	Sat 09:30-16:30 (w1,8,12, JGoodsLG21) Sun 09:30-16:30 (w1, JGoodsLG19)

Summary of the course

The course has been designed to provide participants with the opportunity to further develop their understanding of educational change and the roles that leaders play in effecting change. To do this, participants will be exposed to some of the seminal research literature on leadership and educational change, and encouraged to use the theoretical and conceptual frameworks embodied therein to:

- reflect upon their own and others' experience of educational change

- identify some of the issues and challenges associated with leading and effecting educational change,

- formulate and test strategies for successfully effecting educational changes

Aims of the Course
This course is designed to deepen participants' understanding of leadership and educational change and to provide them with the theoretical and conceptual tools necessary to analyse, evaluate, problematize and reconstruct current leadership and educational change practices.

Based on the very positive feedback received in 2015, the course remains largely unchanged except for some minor changes to the videos associated with the preparation of the required Case Description/Case Analysis.

Student Learning Outcomes
At the end of this course participants should be able to demonstrate:

Outcome		Assessment/s
1	a deep understanding of leadership and educational change	1,2,3
2	an understanding of case study methodology as a basis for action research/learning	1,2
3	the capacity to effectively analyse and evaluate their own and others' practices as leaders of educational change	1,2
4	the capacity to effectively apply their understanding of leadership and educational change to the resolution of issues/problems in leading educational change.	2,3

Program Learning Outcomes

Students will be encouraged to develop the following graduate attributes through the variety of learning activities and assessment tasks included in the course.

		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education 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
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	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1,2
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	International outlook Demonstrate an understanding of international perspectives relevant to the educational field	2
6	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	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 ones capability as a leader of educational change is, therefore, a critical capability of all educators.

The teaching approach, which includes independent as well as team based 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 blended mode designed to maximise the benefits of both the on-campus face-to-face classroom experience and the on-line experience. 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, students:

- learn in an environment that is *respectful* of diversity, *recognizes* their individual and collective learning needs, and *draws upon* their prior knowledge, skills and experience

- are provided with *clear guidelines and standards* detailing what they are expected to do to facilitate their learning prior to, during, and after each on-campus session

- are provided with access to *seminal, contemporary and cutting edge content* through a variety of different means including video lectures, audio tapes, lecture transcripts, library and internet based content both published and unpublished.

- are *challenged* by and *supported* to engage in learning activities and assessment tasks that are *situated* and *authentic* requiring them to grapple with new concepts and ideas and apply these to the analysis of practice and the resolution of problems in leading educational change in their own or others workplace.

- are *engaged in online and campus based learning activities and assessment tasks that require them to work independently and collaboratively* to interpret learning activities/tasks; to plan and implement strategies to address these activities/tasks; and to communicate the outcomes of these learning activities/tasks to others

In summary, the learning activities and assessment tasks associated with this course will involve students in:

- reading and research (information gathering, analysis, evaluation, and management)

- on-line (asynchronous) and on-campus (synchronous) group-work and discussion

- the preparation of two written papers – a Case Description and a Case Analysis; and

- a presentation based upon your Case Description and Analysis.

6. COURSE CONTENT AND STRUCTURE

Overall Course Structure

Week	Activity/Topic
1 29 Feb	**On-line**: Welcome, Introductions, Overview of Course, Course Requirements, Assessment Tasks, The Group as a Learning Resource
Saturday 5 March	*On-Campus* **Sessions 1a, 1b, 1c and 1d.**
Sunday 6 March	*On-Campus* **Sessions 2a, 2b, 2c and 2d.**
2 7 March	**On-line**: Case Study Method
3 14 March	**On-line**: Leadership, Management, and Difference
4 21 March	**On-line**: Leadership, Management, and Educational Change
25 March – 3 April	**Mid-Semester Break**
5 4 April	**On-line**: Leading educational change: Structural and Human Perspectives
6 11 April	**On-line:** Leading educational change: Political and Cultural Perspectives
Saturday 16 April	*On-Campus* **Sessions 3a, 3b, 3c and 3d. (Assessment Task 1 Due)**
7 18 April	**On-line**: Writing your Case Description
8 25 April	**On-line**: Reviewing your Case Description
9 2 May	**On-line**: Writing you Case Analysis
10 9 May	**On-line**: Reviewing your Case Analysis
11 16 May	**On-line**: Issues in Leading Educational Change in Schools 1
12 23 May	**On-line**: Issues in Leading Educational Change in Schools 2
Saturday 28 May	**On-Campus Session 4 (Assessment Tasks 2 & 3 Due)**

Structure of On-Campus Sessions

Time	Day 1 – Saturday 5 March	Day 2 – Sunday 6 March	Day 3 – Saturday 16 April	Day 4 – Saturday 28 May
10:00-11:30 am	1a. Exploring Tacit Theories of Leadership	2a. What do leadership and management have to do with educational change?	3a. Leading educational change in schools: identifying the scale of change for schooling in the 21st century	Case Presentations
11:30-11:45 Morning Tea				
11:45-1:00pm	1b. Theories of Leadership	2b. Reframing Leadership and Educational Change	3b. Leading educational change in schools: framing the voices of change	Case Presentations
1:00-2:00 Lunch – Students to provide own lunch				
2:00-3:30pm	1c. Exploring Tacit Theories of Educational Change	2c. Case Study as a means of building capability for leading educational change	3c. Leading educational change in schools: engaging with processes for change	Case Presentations
3:30-3:45 Afternoon Tea				
3:45-5:00pm	1d. The Meaning of Educational Change	2d. Assessment Task Requirements	3d. Evaluating Case Descriptions and Analyses	Case Presentations

7. ASSESSMENT

Assessment Schedule

Assessment component	Description	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Task 1	Case Description	3000 words	40%	1,2,3	1,2,3,4	16 April 2016 5:00 PM
Task 2	Case Analysis	3000 words	40%	1,2,3,4	1,2,3,4,5,6	28 May 2016 5:00 PM
Task 3	Case Presentation	10 minutes	20%	1,4	4	28 May 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. Student 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.

Details of Assessment Tasks

Assessment task details and criteria for assessment of these tasks are provided in Moodle through: http://elearning.unsw.edu.au

In summary:

- **Assessment Task 1 - Preparation of a Case Description**

  This task requires participants to prepare a rich description of an attempt to effect educational change in a particular context. This description will provide all the necessary data to support a detailed analysis of the effectiveness of the change and the leadership exercised in attempting to bring the change about.

- **Assessment Task 2 - Preparation of a Case Analysis**

  This task requires participants to utilise the various theoretical and conceptual frameworks discussed in the course to analyse and evaluate the effectiveness of the educational change process and leadership described in the Case Description that they prepared in response to Assessment Task 1.

- **Assessment Task 3 - Presentation of Case Description and Analysis**

    This task requires participants to make a brief presentation to the group that provides details of their case, a summary of their analysis of the case, and a reflection on what they have learned about leading educational change as a result of the process of preparing and analysing their case.

Assessment Feedback

In addition to the verbal and other written feedback provided to participants in class, on drafts, and throughout final written papers, participants will receive a separate written Feedback Sheet for each Assessment Task.

These will be modelled on the UNSW School of Education Standard Feedback Sheet and are available to participants in Moodle through: http://elearning.unsw.edu.au.

Copies of these Feedback Sheets are provided below.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5142 LEADING EDUCATIONAL CHANGE

Student Name: **Student No.:**
ASSESSMENT TASK ONE: Case Description

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   **Date**
Overall Mark: **/20**   **Weighting: 40   %**

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
EDST5142 LEADING EDUCATIONAL CHANGE

Student Name: **Student No.:**
ASSESSMENT TASK TWO: Case Analysis

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   **Date**

Overall Mark: /20   **Weighting: 40 %**

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.**

Student Name: **Student No.:**

ASSESSMENT TASK THREE: Case Presentation

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   **Date**

Overall Mark: **/20**   **Weighting: 20   %**

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.**

8. RESOURCES

Required Readings
A list of required readings for the course is provided in Moodle through: http://elearning.unsw.edu.au

Bridges, W. (1995). *Managing Transitions: Making the most of change*. London: Nicholas Brearley.

Ford, D., & Ford, W. (2009). Decoding resistance to change. *Harvard Business Review* (April).

Forrester, G. (2011). Leading Educational Change Wisely. *Journal of Educational Administration and History*

Fullan, M., Cuttress, C., & Kilcher, A. (2005). 8 Forces for Leaders of Change. *National Staff Development Council, 26*(4), 54-64.

Fullan, M. (2006). *Change theory: A force for school improvement*. S e m i n a r S e r i e s P a p e r. Centre for Strategic Education. Victoria.

Gill, R. (2003). Change Management or Change Leadership. *Journal of Change Management, 3*(4), 12. Kotter, J. P. (1995). Leading Change: Why transformation Efforts Fail. *Harvard Business Review, 73*, 59-67.

Hargreaves, A. & Goodson, I. (2006). Educational Change Over Time? The Sustainability and Nonsustainability of Three Decades of Secondary School Change and Continuity. *Educational Administration Quarterly, 42(1)*

Kotter, J. (1995). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review.*

Kotter, J., & Schlesinger, L. (2008). Choosing Strategies for Change. *The Best of Harvard Business Review*.

Waddell, D., & Sohal, A. (1998). Resistance: a constructive tool for change management. *Management Decision, 36*(8)

Further Readings
A list of possible further readings for the course is provided in Moodle through:
http://elearning.unsw.edu.au

Class Presentations
Contact the Learning Centre UNSW for advice and assistance re oral presentations.

Moodle Virtual Learning Environment
This course uses *Moodle* to create its online learning environment. The following information will be available on the Course e-learning website:
- The course outline;
- All PowerPoint slides and handouts;
- Suggested references and readings;
- Assessment details;
- Discussion forum;
- Electronic submission box.

Please log into Moodle through: http://elearning.unsw.edu.au
If you have problems accessing Moodle, please contact the Support Help Desk on 9385-1333.