



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

Arts & Social  
Sciences

School of Education

EDST5445  
Workplace Leadership Project

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 5445 Workplace Leadership Project (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Kerry Barnett  
Office Location: John Goodsell Room 106  
Email: [k.barnett@unsw.edu.au](mailto:k.barnett@unsw.edu.au)  
Phone: 9385 1986  
Availability: Email for appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Workplace Leadership Project
<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>	Various
	Self-directed

### *Summary of Course*

This course provides an opportunity to enhance understanding of educational leadership theory and research through fieldwork. Students may either interview an educational leader to provide insight on the various styles, skills, and experiences that educational leaders utilise in order to address complex issues related to educational organisations or, complete a 360<sup>0</sup> reflection of their own leadership practices to determine areas of strength/weakness and develop an action plan for leadership growth.

### *Aims of the Course*

The aim of this course is to enhance understanding of educational leadership theory and research through fieldwork.

### *Student Learning Outcomes*

Outcome		Assessment/s
1	Demonstrate a substantial understanding of the links between theory, research and practice in educational leadership	1, 2, 3
2	Demonstrate familiarity with and use appropriate research strategies to gather data in educational organisations.	1, 2, 3
3	Develop a small research proposal to conduct research in educational organisations.	1, 2, 3
4	Apply educational leadership theory and research to investigate a leader or reflect on self-leadership in an educational organisation.	

### *Program Learning Outcomes*

Capability		Assessment/s
1	<b>Advanced disciplinary knowledge and practices</b> 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, 3
2	<b>Enquiry-based learning</b> 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	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem solving skills	1,2,3
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2,3
5	<b>Global outlook</b> Demonstrate an understanding of international perspectives relevant to the educational field	1,2,3

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This course provides students with an opportunity to enhance understanding of educational leadership theory, research and practice through fieldwork. It will help students to make links between theory, research and practice and also provide a pathway to further research and study of educational leadership.

#### **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

Week Beginning	Learning activities
1 29 Feb	Initial Meeting with Convenor (TBA)
2 7 March	Independent work/online, contact Convenor for consultation (if necessary)
3 14 March	
4 21 March	
25 March - 3 April	Mid Semester Break
5 4 April	Independent work/online, contact Convenor for consultation (if necessary)
6 11 April	
7 18 April	
8 25 April	
9 2 May	<b>Assignment 2 due 2 May 2016: Presentation</b>
10 9 May	
11 16 May	Independent work/online, contact Convenor for consultation (if necessary)
12 23 May	<b>Assignment 3 due 23 May 2016: Report</b>

## 7. RESOURCES

*Prescribed text*

Efron, S. (2013). *Action research in education: A practical guide*. New York: Guilford Press.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Proposal	1800 words	30%	1,2,3	1,2,3,4,5	21 March 2016 5:00 PM
Presentation	10 ppt. slides	10%	1,2,3	1,2,3,4,5	2 May 2016 5:00 PM
Report	3600 words	60%	1,2,3	1,2,3,4,5	23 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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

### Assessment Details

#### 1. Proposal

Task: Develop a proposal to guide a leader interview study or 360° leader reflection study.

Weight: 30%

Length: 1800 words

Date due: 21 March 2016 5:00 pm

#### 2. Presentation

Task: A presentation of the results of your leader interview or 360° leader reflection study.

Weight: 10%

Date due: 2 May 2016 5:00 pm

#### 3. Report

Task: Use a report format to write up the results of your leader interview or 360° leader reflection study.

Weight: 60%

Length: 3600 words

Date due: 23 May 2016 5:00 pm

## Assessment Feedback

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Proposal	Written	4 April
Presentation	Written	9 May
Report	Written	6 June

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 FEEDBACK SHEET  
 EDST5445 WORKPLACE LEADERSHIP PROJECT

Student Name:

Student No.:

Assessment Task 1

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					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

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  
 EDST5445 WORKPLACE LEADERSHIP PROJECT

Student Name:

Student No.:

Assessment Task 3

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					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

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.**