



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5445
Workplace Leadership Project

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 5445 Workplace Leadership Project (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr 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	Workplace Leadership Project
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
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 360⁰ reflection of their own leadership practices to determine areas of strength/weakness and develop an action plan for leadership growth.

Student Learning Outcomes

Outcome		Assessment/s
1	Develop a research plan to gather, collect and analyse information on the leadership practices of a leader or self-leadership practices	1
2	Gather, collect, analyse and report the practices of a leader or self-leadership practices.	2
3	Apply educational leadership theory to interpret the findings from an investigation of leadership practices of a leader or self-leadership practices and develop an action plan to improve practice.	3

Program Learning Outcomes

Capability		Assessment/s
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
	Enquiry-based learning	
2	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	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	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	Learning activities
1	<i>Initial meeting with Convenor (TBA)</i>
2	Independent work
3	Independent work
4	<i>Assessment one due 20 March 2017</i>
5	Independent work
6	Independent work
7	Independent work
	Mid-semester break
8	Independent work
9	Independent work
10	<i>Assessment two due 8 May 2017</i>
11	Independent work
12	<i>Assessment three due 22 May 2017</i>
13	Independent work

7. RESOURCES

Prescribed text

Mertler, C. (2012). *Action research: Improving schools and empowering educators*. Thousand Oaks, CA: Sage.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Research Plan	2000 words	40%	1	1,2,3,4	20 March
Oral Presentation	12 mins +3 mins questions	10%	2	1,2,3,4	8 May
Interview or 360° Report	3000 words	50%	3	1,2,3,4	22 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. 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 Task One: Proposal

Develop a research plan to guide a leader interview study (option A) or 360° self-reflection study (option B). Your plan should include the following elements:

Option A: Leader interview	Option B: Self-reflection
a. Identification of an area of interest.	a. Context for the study
b. Problem statement.	b. Purpose
c. Literature review.	c. Rationale and questions.
d. Research questions.	d. Self-reflective tools.
e. Your role as a researcher.	e. Sources of information.
f. Scope of your study.	f. Data collection
g. Research site and participant.	g. Credibility.
h. Data collection procedures.	h. Ethical considerations.
i. Credibility.	i. Analysis
j. Ethical considerations.	j. Scope of your study.
k. Timeline of research activities.	k. Timeline of research activities.
l. References	l. References (if used)

Note; Further details for assessment one and feedback sheets are located on Moodle.

Assessment Task Two: Oral Presentation

Task: Your task is to present a 12 minute + 3 minutes for questions *oral presentation* of the results from your leader interview study or 360° self-reflection study and provide a *one page* (A4) summary of the results for peers and lecturer for formative assessment.

A. The presentation should cover the following:

Option A: Leader Interview

1. Introduction Description of leader and context, and rationale for selecting this leader to interview.
2. Method Description of processes used to collect, analyse and interpret data.
3. Results What are the key findings from your study?
4. Conclusions What are the conclusions from your interview about the topic you selected?
5. Reflections What did you learn about leadership from this small single case study?

Option B: Self-reflection

1. Introduction What was the context in which the study was conducted?
 2. Method What methods (sample, tools etc) did you use?
 3. Results What are the key findings from your 360° feedback?
 4. Conclusions What are the conclusions from your 360° reflections?
 5. Reflections What did you learn about your own leadership? What will you do with this feedback?
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B. The one page (A4) handout with a summary of the results of your study. The one page summary should be 11 point font, text at least 1.5 spaces (does not apply to tables) and may be double sided.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Research Plan	Written	28 March
Oral Presentation	Written	15 May
Interview or 360° Report	Written	29 May

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5445 WORKPLACE LEADERSHIP PROJECT

Student Name:
 Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and 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: 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.**