School of Education

EDST5445
Workplace Leadership Project

Semester 2

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 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 2, 2016

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 360^0 reflection of their own leadership practices to determine areas of strength/weakness and develop an action plan for leadership growth.

The main ways in which the course has changed since last time as a result of student feedback

- Revised student learning outcomes
- Revised assessment weightings

Aims of the Course

The aim of this course is to increase student understanding of educational leadership theory and practice through a practical investigation of the leadership practices of a leader or a 360 degree view of their own leadership practices

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 leadership 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
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, 3
2	**Enquiry-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

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 25 July	*Initial meeting with Convenor (TBA)*
2 1 Aug	Independent work
3 8 Aug	Independent work
4 15 Aug	*Assessment one due Wednesday 17 August*
5 22 Aug	Independent work
6 29 Aug	Independent work
7 5 Sept	Independent work
8 12 Sept	Independent work
9 19 Sept	Independent work
10 26 Sept	*Assessment two due Wednesday 28 September*
11 10 Oct	Independent work
12 15 Oct	*Assessment three due Wednesday 19 October*
13 24 Oct	Independent work

7. RESOURCES

Prescribed text

Mertler, C. 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,	17 Aug
Oral Presentation	12 mins +3 mins questions	10%	2	1,2,3,4,	28 Sept
Action Report	3000 words	50%	3	1,2,3,4,5	19 Oct

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 leader reflection study (option B). Your plan should include the following elements:

Option A	Option B
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° 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: Leader 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 360^0 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?

 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.

Assessment Task Three: Action Report

Option A: Leader Interview Study

Task: Use a report format (with headings) to write up the results of your leader interview. Your report should include an introduction, literature review and, discussion of methods, results, conclusions and reflections, references and appendices. Use the **headings** in bold below as a framework for your report.

A. Introduction (approx. 200 words)

This section should introduce the topic of interest focused on in your leader interviews. It should also include the purpose of the study and explain why this is important to know more about and how the knowledge gained will be beneficial to yourself and others.

B. Literature Review (Approx. 700 words)

A review of what is known about the topic of interest in the literature. An *introduction* that describes how the literature review is organised and, terms explained and defined, a *main section* describing what is known and, a *summary and concluding remarks* that points out how this contributes to your own study and limitations which should provide a rationale for your own study and lead to the research questions.

C. Methods (approx.300 words)

This section should include:

(i) Data collection procedures – description of type of interview, how you developed the interview questions, how you ensured the interview was conducted ethically and interview data are valid and reliable, how, when and where you conducted the interview and how interview data were recorded.

(ii) Data analysis procedures – description of how you analysed the interview data.

D. Results and Discussion (approx. 1100 words)

This section should include the following information:

(i) Leader background - name (use pseudo name) and demographic characteristics of the leader you interviewed, organization (use pseudo name) she/he is associated, and leadership role and why you selected this leader.

(ii) Description of the results from your interview, and;

(iii) Discussion of how your results validate, refute, or reinforce what you have learned about leadership from courses taken so far in your degree? You should make specific reference to leadership theories or models, styles etc.

E. Conclusions (approx. 400 words)

The section should include:

(i) Summary of your key results.

(ii) Limitations of your study.

(ii) Practical implications.

F. Reflections (approx. 300 words)

This section should include discussion of what you have learned about your topic of interest from the interview with this leader.

G. References

Include a list of references consulted and use APA format.

H. Appendices

A copy of the interview questions and the transcript should be placed in the appendices.

Option B: 360° Leader Reflection Study

Task: Use a <u>report</u> format (with headings) to write up the results of your 360° reflection. Your report should include description of context tool and, participants methods of data collection and analysis, discussion of results, reflections and a plan of action, references and appendices. Use the **headings** in bold below as a framework for your report.

A. Context, Purpose and Questions (approx. 200 words)

This section should introduce the setting where the 360° was undertaken and your role in this setting. It should also include the purpose for conducting the 360° and precisely what you want to learn about your leadership from the self-reflective study.

B. Tool Description (approx. 200 words)

Describe the tools you selected for the 360° and explain why this tool was selected and what it assesses.

C. Participant Description (approx. 200 words)

Describe who and how many participants will be sampled to provide feedback, the criteria you used for selecting the sample participants and the nature of your professional relationship with participants.

D. Data Collection (approx. 300 words)

In this section describe how collected the feedback from participants how you know data is trustworthy and steps to check accuracy. Also describe steps for to ensure study was conducted ethically.

E. Data Analysis (approx. 400 words)

In this section you should describe the methods you used to analyse your 360° feedback, e.g., SWOT analysis, content analysis and provide a rationale for the methods used.

F. Results and Discussion (approx. 1000 words)

This section should include a d<u>escription</u> of the feedback and a <u>discussion</u> of the feedback.

G. Reflections and Actions (approx. 700 words)

This section should include a discussion of what you have learned about your leadership practices based on the feedback you have received and what you will do about the feedback. You should include a detailed plan for taking action which will enable you to enhance identified strengths and build weaknesses in practice.

H. References

Include a list of references consulted and use APA format (only if used).

I. Appendices

Anything that is important but does not fit into the report can be added here.

Note. Assessment task three feedback sheets are located on Moodle.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Proposal	Written	24 August
Presentation	Written	5 October
Report	Written	2 November

Student Name: Student No.:

Assessment Task 1

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   **Date**

Recommended: /20   (FL PS CR DN HD)   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.**

Name: Student No:
Assessment Task 2   Date:

	CRITERIA	Excellent (3)	Good (2)	Needs improvement (1)
CONTENT	• Introduces presentation in a clear and interesting way and makes purpose clear. • Demonstrates comprehensive understanding of topic. • Stays focused on the topic and information presented is well supported with evidence. • Concludes with an effective summary and emphasis of key points.			
ORGANISATION	• Demonstrates presentation was well prepared and rehearsed. • Organises information logically and clearly explains ideas. • Adheres to the allocated time limit.			
PRESENTATION & DELIVERY	• Demonstrates effective speaking skills (clarity, pace, volume). • Makes appropriate use of vocabulary and body language. • Uses effective techniques to engage and involve the audience. • Listens and answers audience questions with authority and accuracy. • Makes effective use of visual aids and multimedia that supports presentation.			
PEER FEEDBACK				
LECTURER FEEDBACK				

MARK: /20   (NB: Mark = peer average mark /10 + lecturer mark /10)

 GRADE:

Student Name: Student No.:
Assessment Task 3

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   **Date**
Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting:**   **50%**

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.**