



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5459

School Based Management and
Accountability

Semester 1

Contents

1.	LOCATION	2
2.	STAFF CONTACT DETAILS	2
3.	COURSE DETAILS	2
	Summary of Course	2
	Aims of the Course.....	2
	Important Information	3
	Student Learning Outcomes	3
	Program Learning Outcomes	3
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5.	TEACHING STRATEGIES	4
6.	COURSE CONTENT AND STRUCTURE	5
7.	RESOURCES	6
8.	ASSESSMENT	6

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

EDST5459 School Based Management and Accountability (6 units of credit)

Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Professor Colin Evers
Office Location: John Goodsell 102
Email: cw.evers@unsw.edu.au
Phone: (02)93851359
Availability: By appointment, Kensington Campus

3. COURSE DETAILS

Course Name	School Based Management and Accountability
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Mon 19-21 (w1-4,5-12, JGoodsLG21)
Lecture	

Summary of Course

This course provides a systematic study of the theory and practice of School Based Management (SBM), its background and its most important features. However, the major focus of the course is normative and analytical rather than descriptive. Thus, it will be primarily concerned with suggesting ways in which SBM may be interpreted and applied so as to bring about improvement in schools, particularly the improvement of student learning outcomes. Central to this focus is the policy framework of school and professional autonomy in the context of broader requirements for accountability. The course also examines the nature of leadership within this framework.

Aims of the Course

There are two principal aims for this course.

The first is for students to develop an understanding of key research findings concerning the policy, practice and outcomes of school based management in both local and international jurisdictions, and to appreciate its strengths and weaknesses in these various contexts.

The second is for students to develop a model of school based management, despite its strengths and weaknesses, that they could argue would be helpful in bringing about improvements to schools that they are familiar with.

The two assessment items for the course reflect these aims. The first has a focus on the development of a critical understanding of the literature and research findings. The second has a focus on the development of a model that can be applied with effect in a student's particular context.

Important Information

There is no set text for this course. Instead, weekly reading for each course topic will be uploaded into Moodle folders. These folders will contain a PowerPoint, a set of notes and bibliography, and a set of readings.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

The main ways in which the course has changed since last time as a result of student feedback
The course varies from year to year in order to reflect two features. The first is the availability of new research findings. The second is the need to cater for class members who come from a variety of jurisdictions where school based management takes different forms and degrees of implementation.

Student Learning Outcomes

Outcome	Assessment/s
1 An understanding of the nature of school based management (SBM) and its various accountability structures	1, 2
2 Development of a relatively systematic understanding of what SBM would mean for your school or organizational context	1, 2
3 Know how SBM may be applied and used for school improvement, particularly student learning outcomes, in your school	1, 2

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,
2 Research-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyze, 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
5 International outlook Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6 Ethical and responsible professional practice Demonstrate an advanced capacity to recognize and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Ideas about school based management have tended to develop in a dynamic and progressive way sensitive to the various jurisdictional contexts in which policy is being developed and applied. The result has often been a dialogical and experimental framework of application, as ideas are debated, researched, improved upon or replaced. The structure and content of the course seeks to reflect this critical intellectual dynamic, with students being able to see where ideas came from and what led to their replacement. The teaching approach is therefore one of critical engagement with the research literature and the current research of staff teaching the course.

The approach to teaching and learning is informed by research. This research has demonstrated the importance of the learning environment for quality student learning. Therefore, emphasis is placed on a learning environment which is student-centred, knowledge-centred, assessment-centred and community-centred

5. TEACHING STRATEGIES

The model that I favour for SBM is individual learning taking place in the context of organizational learning. This carries over into the classroom as a community of learners. The main teaching strategy is therefore to encourage students to use the evidence of their own contexts of practice as a tool for evaluating approaches to SBM in a critical way.

The course will use explicit instruction designed to stimulate student thinking because there are a number of theories which must be understood, and group discussion, activities and case studies designed to increase the capacity and capability of students for developing their own theories of SBM and its implementation.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic	Tutorial Topic
1 29 February	Course Overview: SBM and accountability	
2 7 March	SBM and learning outcomes	
3 14 March	Leading the self-managing school: theoretical issues	
4 21 March	Leading the self-managing school: principal effectiveness	
EASTER	25 March - 3 April	
5 4 April	Professional autonomy and teacher leadership	
6 11 April	Learning for school improvement: individuals and critical learning	
7 18 April	Learning for school improvement: organizational learning	
8 25 April	School performance and evaluation: autonomy and accountability	
9 2 May	Participating in SBM: parents and community	
10 9 May	Solving school problems: case studies I	
11 16 May	Solving school problems: case studies II	
12 23 May	SBM: recent policy developments	

7. RESOURCES

There is no set text for this course. Instead, readings will be uploaded into weekly folders on Moodle. These folders will contain: (1) a set of notes on that week's topic that includes a brief statement of the key issues, a number of questions to consider, and a brief bibliography for that topic; (2) a PowerPoint, and; (3) a number of uploaded materials such as journal articles and book chapters and policy documents.

In addition to the weekly folders, there is also a folder marked Background. This contains more uploaded papers on SBM.

There is a very large amount of published material on SBM that can be retrieved from many sources. Feel free to explore to your own satisfaction.

Note also the UNSW Library website: <http://www.library.unsw.edu.au>.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assignment 1	2000 words	40%	1, 2, 3	1, 2, 3, 4, 5, 6	10 April 2016 5:00 PM
Assignment 2	4,000 words	60%	1, 2, 3	1, 2, 3, 4, 5, 6	12 June 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. 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. [https://education.arts.unsw.edu.au/students/courses/course-outlines/Assessment Details](https://education.arts.unsw.edu.au/students/courses/course-outlines/Assessment%20Details)

There are two assessment tasks for this course plus the requirement to give a class presentation in either weeks 10 or 11 that is not assessed.

Each assessment task is an essay:

Assignment 1: What is School Based Management? Critically discuss the kind of leadership and organizational arrangements and practices that are most appropriate for its implementation in a context that you are familiar with. The relevant materials are those from weeks 1-5.

Assignment 2: Develop systematically and defend with reasoned arguments a version of School Based Management and its associated accountability mechanisms that could deal with the following issues: goal setting, school improvement in identified areas but especially the improvement of student learning outcomes, decision-making, parent involvement, and school self-evaluation. The relevant materials are from weeks 1-12.

The criteria used to assess essays are given below.

Results for essays are given as both Grades (Credit, Distinction and the like) and Marks (out of 20). For course results, these marks are then weighted according to the proportion of assessable work they represent and recorded as a percentage. You can work out your final result from your results for both essays.

Please note that there are new Faculty protocols related to extensions, late submission and review of results that are outlined in STUDENT POLICIES AND PROCEDURES.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5459 SCHOOL BASED MANAGEMENT AND ACCOUNTABILITY

Student Name:

Student No.:

Assessment Task 1

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
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 organization 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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5459 SCHOOL BASED MANAGEMENT AND ACCOUNTABILITY

Student Name:

Student No.:

Assessment Task 2

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 organization 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: 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.**

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
1. Essay	Written	Within three weeks of submission
2. Essay	Written	Within three weeks of submission