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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5461 Contemporary Issues in Educational Leadership (6 units of credit)
Summer School 2013/2014

2. STAFF CONTACT DETAILS

Course Convenor: Dr Margaret Varady AO
Office Location: John Goodsell building, Room 101
Email: m.varady@unsw.edu.au
Phone: 9385 1951
Availability: Contact to arrange a meeting time

Lecturer: Dr John Bennett
Email: john@johnbennett.com.au
Phone: 9399 3796
Availability: Contact to arrange a meeting time

Visiting Lecturer: Mr Greg Whitby
Email: Greg.Whitby@parra.catholic.edu.au
Availability: Please contact Dr Margaret Varady

Visiting Lecturer: Dr Leoni Degenhardt
Email: LDegenhardt@aisnsw.edu.au
Availability: Please contact Dr Margaret Varady

Visiting Lecturer: Dr Geoff Newcombe
Email: gnewcombe@aisnsw.edu.au
Availability: Please contact Dr Margaret Varady

Dr Margaret Varady Academic background:
Dr Margaret Varady is the Coordinator of the Office of Educational Leadership at the School of Education.
Margaret was Principal at Sydney Girls High School for 17 years and has taught at a variety of schools in Australia and New Zealand. She completed her Masters of Education and Doctor of Education at the University of New South Wales. Margaret lectures in the Certificate of Educational Leadership and the Masters of Educational Leadership programs

Dr John Bennett Academic background:
Dr John Bennett retired in August 2009 from the position of Chief Executive of the Office of the Board of Studies NSW. He holds the degrees of Bachelor of Mathematics, Bachelor of Educational Studies, Master of Education and Doctor of Philosophy. His PhD thesis is the basis of the standards-based approach to assessing and reporting student achievement in the NSW Higher School Certificate (HSC) and School Certificate (SC).
Prior to his appointment in December 2002 as Chief Executive (formerly titled General Manager) he held senior positions at the Office of the Board of Studies, including Director of Information Services, Director of Information Technology and Manager of Assessment and Systems. In these positions he had responsibility for planning, managing and operating information and key measurement systems and services; overseeing the development of the HSC and SC examination papers; and development of advice and materials to support the Board’s assessment and examination programs.
John has been actively involved in interstate and national forums, in particular in his capacity as the NSW Chief Executive member of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). On the international scene he has provided advice and assistance to
Government assessment and credentialing authorities in New Zealand, Scotland, Qatar and Indonesia. He has presented papers at international conferences on assessment. He authored the chapter on the NSW Higher School Certificate examinations and assessment programs in the book Secondary School External Examination Systems (Ed Vlaardingebroek & Taylor 2009). He was the 2009 recipient of the Australian College of Educators Wyndham Medal for ‘Outstanding contribution to the education of young people in NSW’. His address delivered at the presentation ceremony was entitled ‘The HSC – What Next?’

Mr Greg Whitby Academic background:
Greg Whitby is the Executive Director of Schools in the Diocese of Parramatta where he leads a system of approximately 80 primary and secondary schools and more than 4,500 teachers and staff. He holds a Bachelor of Arts and Diploma of Education from Macquarie University, a Graduate Diploma in Religious Education from the Catholic College of Educators, a Master of Education (Curriculum) from the University of Sydney and a Master of Management from the University of Western Sydney.

He has extensive experience in senior system leadership and K-12 schooling in government and non-government sectors and 10 years’ experience lecturing and tutoring at the University of Western Sydney in undergraduate management and at the Graduate School of Business.

In 2007, he was named the most innovative educator in Australia by the Bulletin Magazine in its annual SMART 100 awards and was awarded the Australian Council for Educational Leaders (ACEL) Presidential Citation. In 2011, he received the AW Jones Medal for services to education. Greg is an Apple Distinguished Educator, Fellow of the Australian College of Educators and Fellow of the Australian Council for Educational Leaders. He was made a Fellow of the Australian Institute of Management for his outstanding contribution to the advancement of education.

He is a regular keynote speaker at national and international conferences. Most recently, he presented at the Consortium of School Networking USA (CoSN) conference in Washington in March 2011; the Pearson Global Research Conference in Perth in January 2012; the 3rd International PBL Symposium in Singapore in March 2012; the Technology in K-12 Education National Congress in Sydney in May 2012; the Building Learning Communities conference in Boston in July 2012; and at the Victorian Information Technology Teachers Association Conference in Melbourne in August 2012. Greg was also a guest panelist at a 2012 Vivid Ideas Exchange event titled Bridging the Digital Divide.

In addition to writing a blog www.bluyonder.wordpress.com, Greg can also be followed on Twitter @gregwhitby.

Dr Leoni Degenhardt Academic background:
Dr Leoni Degenhardt is currently Dean of the Leadership Centre at The Association of Independent Schools of NSW. She has been Principal of two secondary schools. She left Loreto Normanhurst in 2008 after fourteen years as Principal there, during which time the school undertook a successful reinvention process. Her book Dancing on a Shifting Carpet: reinventing traditional schooling for the 21st century (2010), co-written with Professor Patrick Duignan, includes an extended case study of that process. She is a Fellow of both ACE and ACEL.

Her system experience includes periods of employment within the Catholic Education Office Sydney, and membership of a range of educational boards, councils and committees, including the National Catholic Education Commission (NCEC) and the National Standing Committee of AHISA. Leoni’s PhD is in the field of Educational Leadership, and she has worked as an independent consultant in both the education and corporate sectors on leadership, learning, strategy and organisational change. Her involvement in education has spanned all levels – early learning and preschool, primary, secondary and tertiary – all sectors – government, Catholic and independent - in rural, urban and suburban locations.
Dr Geoff Newcombe Academic background:
Dr Geoff Newcombe was appointed Executive Director of AISNSW (AIS) in January 2005. Prior to this he held the senior position of AIS Director of School Governance and Industrial Relations.

Geoff commenced teaching in 1969 and has held positions of Head and Business Manager in a number of independent schools, also teaching Mathematics and Science in that time. He has had a variety of governance and management experience across the independent schooling sector. He has also lectured in the Master of Educational Administration program at the University of New South Wales and in the School of Business at the University of Technology Sydney. He holds a PhD in the area of school-based financial decision making and has published widely in the areas of school governance and participation in financial decision making. In June 2006 he was appointed as a Visiting Fellow to the School of Education at the University of New South Wales. Geoff was an AIS appointed trustee of the Non Government Schools (NGS) Superannuation Fund and oversaw its merger in 2005 with other industry funds. He was also Chairman of the fund for a number of years.

Course dates:

Module 1 – 20th January
Module 2 – 21st January
Module 3 – 23rd January
Module 4 – 24th January

Hours: 10-1pm and 2-5pm each day

Location: Morven Brown G3
3. COURSE DETAILS

Course name, code and program
EDST5461 Contemporary Issues in Educational Leadership is an elective course offered in the Certificate and Master of Educational Leadership programs. This course will consist of four modules and will be taught over four 6 hour days in the Educational Leadership Summer School. This will be a total of 24 contact hours. This allows for flexible delivery for students outside metropolitan Sydney as well as local students.

Credit points
This course is worth 6 units of credit.

Summary of the course

Module 1 - This module will focus on current developments to produce a national curriculum and assessment program in Australia and will explore these initiatives from the point of view of potential advantages and challenges facing schools and systems in implementing these changes.

Module 2 - This module will focus on the critical role of leading contemporary schooling. Contemporary theory and practice demonstrates that we need a much sharper focus on the nature of leading vibrant, dynamic schools committed to contemporary learning and teaching. As schooling responds to this contemporary age and an increasingly powerful set of new teaching and learning tools in a web 2.0 world and beyond, the role of leading these schools is continually challenged. Just as the nature of learning and teaching is changing, so too is our understanding of what it is to lead these communities.

Module 3 - In both the education and the corporate sectors, effective leadership is now seen as both an outer and an inner journey of change and growing self-awareness. As well as technical skills and knowledge, today’s leaders need courage and authenticity to address the complexity of contemporary contexts. This module will address aspects of the leader’s inner journey of growth as a human being. The module will draw on Heifetz’s ‘case-in-point’ approach to support reflection on professional practice and life experience. It will explore theories of presence, mindfulness, spiral dynamics, and moral and ethical leadership to examine the concept of authentic leadership.

Module 4 - This module will consider the issue of accountability within the context of an education sector in which schools are the providers of educational services to parents and children within a policy framework legislated by government and influenced by bureaucrats, unions, business and the broader community. It will look at school governance reforms, in particular the devolution of financial management from bureaucracies to the school site as a response to the government’s new transparency and accountability agenda, and the possible impact of these reforms on stakeholders and student learning outcomes.

Aims of course

Module 1

This module will enable students to gain an understanding of the reasons behind the development of a national curriculum and national assessment and reporting of student achievement in Australia; and the implications for educational leaders in planning for and implementing the national curriculum and assessment and reporting programs.
Module 2

This model will enable students to
- explore this changing world and its impact on contemporary schooling
- look at emerging models that respond to these pressures
- provide a framework which will link leading school communities to improving student outcomes

Module 3

This module will enable students to gain an understanding of:
- the links between self-awareness, authenticity and effective leadership
- the range of theories, research and practices available to support the personal growth of leaders
- how to develop and/or sustain their own self-awareness.

Module 4

This module will enable students to gain an understanding of
- national and international models of school-based management (SBM)
- to investigate possible links between SBM and school performance
- to gain an insight into how resources are allocated and managed in an effort to target areas of priority and need within the school.
**Student learning outcomes**

At the end of this course students should have:

<table>
<thead>
<tr>
<th>Module</th>
<th>Outcome(s)</th>
<th>Assessment (s)</th>
</tr>
</thead>
</table>
| 1      | • a broad understanding of the range of factors behind the development of the national curriculum in Australia and the approaches and strategies involved  
• a sound appreciation of the challenges for schools and the educational sectors in implementing the national curriculum and in using information from the national assessment and reporting programs in an effective manner | 1, 2, 3 |
| 2      | • an opportunity to test their understanding of the challenges in leading contemporary schooling  
• explored the strong link between theory and practice in leading contemporary schooling  
• been challenged to develop their own theory of leading contemporary schooling | 1, 2, 3 |
| 3      | • developed an understanding of leadership as both an outer journey of skill and knowledge acquisition and an inner journey of personal growth and human development  
• developed an understanding of the need to keep developing their own self-awareness in order to be an effective leader and a fulfilled human being | 1, 2, 3 |
| 4      | • an understanding of national and international models of school-based management (SBM)  
• the ability to investigate possible links between SBM and school performance  
• gained an insight into how resources are allocated and managed in an effort to target areas of priority and need within the school | 1, 2, 3 |

**UNSW Graduate Attributes**

Students will be encouraged to develop the following graduate attributes by undertaking selected activities and knowledge content. These attributes will assessed within the prescribed assessment tasks:

| Standard | Advanced disciplinary knowledge and practices  
Demonstrate an advanced understanding of the field of contemporary issues in 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. | Assessment (s) |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>
| 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 |
| 3        |                                                                                           |                |
3. Cognitive skills and critical thinking
   Demonstrate advanced critical thinking and problem solving skills

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

5. International outlook
   Demonstrate an understanding of international perspectives relevant to the
   educational field

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is included to enable students to develop an understanding of Contemporary Issues in Educational Leadership which will enhance their practice as leaders of educational organisations.

Students in this course will mainly be aspiring and current educational leaders who will benefit not only from the experience and knowledge of the lecturers but also by sharing with each other. A focus will be on collaborative group work as well as the analysis of case studies.

5. TEACHING STRATEGIES

The modules will cover a range of activities with a strong focus on student participation. It is expected that students will have read the pre-session material.

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.

A student-centred environment encourages attention to students’ existing ideas, knowledge, skills and attitudes providing a foundation for learning. A knowledge-centred environment focuses on what is taught, why it is taught, how it should be taught and what competence looks like. Essential to the student and knowledge-centred environments, is assessment, which makes student learning visible and supports learning. A community-centred environment recognizes that learning is influenced by context.
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday 20(^{th}) January</th>
<th>Tuesday 21(^{st}) January</th>
<th>Thursday 23(^{rd}) January</th>
<th>Friday 24(^{th}) January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Professor John Bennett</td>
<td>Mr Greg Whitby</td>
<td>Dr Leoni Degenhardt</td>
<td>Professor Geoff Newcombe</td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
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<tr>
<td><strong>Module 3</strong></td>
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<tr>
<td><strong>Module 4</strong></td>
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</tr>
<tr>
<td><strong>Date</strong></td>
<td><strong>Lecturer</strong></td>
<td><strong>Module Content</strong></td>
<td><strong>Module Content</strong></td>
<td><strong>Module Content</strong></td>
</tr>
<tr>
<td>10:00-11:30</td>
<td>understanding of the reasons behind the development of a national curriculum in Australia</td>
<td>explore our changing world and its impact on contemporary schooling</td>
<td>the links between self-awareness, authenticity and effective leadership</td>
<td>national and international models of school-based management (SBM)</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Morning Tea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45-1:00</td>
<td>assessment and reporting of student achievement</td>
<td>look at emerging models that respond to these pressures</td>
<td>the range of theories, research and practices available to support the personal growth of leaders</td>
<td>to investigate possible links between SBM and school performance</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Lunch – Students to provide own lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-3:30</td>
<td>implications for educational leaders in planning for and implementing the national curriculum and assessment and reporting programs</td>
<td>provide a framework which will link leading school communities to improving student outcomes</td>
<td>how to develop and/or sustain our own self-awareness as leaders</td>
<td>to gain an insight into how resources are allocated and managed in an effort to target areas of priority and need within the school</td>
</tr>
<tr>
<td>3:30-3:45</td>
<td>Afternoon Tea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:45-5:00</td>
<td>implications for educational leaders in planning for and implementing the national curriculum and assessment and reporting programs</td>
<td>provide a framework which will link leading school communities to improving student outcomes</td>
<td>how to develop and/or sustain our own self-awareness as leaders</td>
<td>to gain an insight into how resources are allocated and managed in an effort to target areas of priority and need within the school</td>
</tr>
</tbody>
</table>
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Description</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Date due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Course Task</td>
<td>Minor research paper</td>
<td>1000-1500 words</td>
<td>20%</td>
<td>all</td>
<td>2.5</td>
<td>10th January 2014</td>
</tr>
<tr>
<td>Post Course Task 1</td>
<td>Major research paper</td>
<td>2000-2250 words</td>
<td>40%</td>
<td>all</td>
<td>1,2,3,4,5,6</td>
<td>3rd March 2014</td>
</tr>
<tr>
<td>Post Course Task 2</td>
<td>Major research paper</td>
<td>2000-2250 words</td>
<td>40%</td>
<td>all</td>
<td>1,2,3,4,5,6</td>
<td>3rd March 2014</td>
</tr>
</tbody>
</table>

Electronic and hard copy must be submitted otherwise students will be awarded a fail grade in this assessment task.

Assessment details

Assessment Task 1 – Pre Course Task
You have been provided with four articles, each article relevant to each of the four modules in the course. You are required to provide a brief summary of the key issues in each article. Also, you are required to choose one article (out of the four), and using this article and any other relevant research information,
- Indicate why you have selected that article.
- What do you see as the relevance of this article to the current educational agenda?
- How do you relate this article to your current position?

Assessment Task 2 – Major Research Paper
Select one of the four modules you have studied in this course. For this module that you selected and based on your pre reading, information gained in the course and your own post course readings
1. Construct a presentation (power point, podcast, multimedia, etc) which you could use with your staff, which briefly outlines the key issues relating to the module topic.

2. Select one of these key issues from this module and:
   a. Briefly outline the key research evidence related to this issue.
   b. As an educational leader what do see as the implications and challenges associated with this issue for Educational Leaders?

Assessment Task 3 – Major Research Paper
Select one of the four modules you have studied in this course. For this module that you selected and based on your pre reading, information gained in the course and your own post course readings
1. Construct a presentation (power point, podcast, multimedia, etc) which you could use with your staff, which briefly outlines the key issues relating to the module topic.

2. Select one of these key issues from this module and:
   c. Briefly outline the key research evidence related to this issue.
   d. As an educational leader what do see as the implications and challenges associated with this issue for Educational Leaders?
**UNSW SCHOOL OF EDUCATION**

**FEEDBACK SHEET (TASK 1)**

**EDST5461 Contemporary Issues in Educational Leadership**

Student Name: ____________________________

Assessment Task: Pre Course task

Date: 10\(^{th}\) January 2014

Lecturer: Dr Margaret Varady

Recommended Mark: _____ and Grade: _______

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of the key concepts: Understanding of the relevant theory, research and practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Understanding of the key issues in each of the 4 articles (1.5 marks each)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>- Reason as to why select article</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>- Relevance to current educational agenda</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- Relevance to current position</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Critical thinking and analysis</strong></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>- Use of relevant evidence</td>
<td></td>
<td></td>
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<tr>
<td>- Well reasoned arguments</td>
<td></td>
<td></td>
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<tr>
<td>- Sound analysis of problem</td>
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<tr>
<td><strong>Structure and organisation of response</strong></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>- Logical and coherent structure</td>
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<tr>
<td>- Clear presentation of ideas</td>
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<tr>
<td><strong>An academic writing style</strong></td>
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<td>3</td>
</tr>
<tr>
<td>- APA style for citations and references</td>
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<td></td>
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<tr>
<td>- Clarity and appropriateness of language style</td>
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<td></td>
</tr>
<tr>
<td>- Appropriate references to research</td>
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</tr>
</tbody>
</table>

**TOTAL** 20

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the key concepts; Understanding of the relevant theory, research and practice</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1. Powerpoint</td>
<td></td>
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<tr>
<td>2. One key issue</td>
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<td></td>
</tr>
<tr>
<td>a) Key research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>b) Implications and Challenges</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Critical thinking and analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• Use of relevant evidence</td>
<td></td>
<td></td>
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<tr>
<td>• Well reasoned arguments</td>
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<tr>
<td>• Sound analysis of problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Logical and coherent structure</td>
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<td></td>
</tr>
<tr>
<td>• Clear presentation of ideas</td>
<td></td>
<td></td>
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<tr>
<td>An academic writing style</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• APA style for citations and references</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clarity and appropriateness of language style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriate research references to support response</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 10% per day (24 hours) applies to work submitted after the due date without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Reading guide

Module 1

Pre-Course Reading


Additional Readings


Module 2

Pre-Course Reading


Additional Readings


Module 3

Pre-Course Reading


Additional Readings


Module 4

Pre-Course Reading


Additional Readings


EDST5461 Contemporary Issues in Educational Leadership, UNSW 2014


• School Improvement and Accountability Framework documents for government schools in
  • Victoria
  • Western Australia
  • ACT
These are all available on various department websites.

A comprehensive reading guide is available on the Course e-learning website.
9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is the presentation of thoughts or work of another as one’s own. Examples include:

- Direct duplication of the thoughts or work of another, including by copying material, idea or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design/drawing, circuitry computer program or software, website, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement
- Paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original
- Piecing together section of the work of others into a new whole
- Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor
- Claiming credit for a proportion of a work contributed to a group assessment item that is greater than that actually contributed
- Knowingly permitting your work to be copied by another student may also be considered plagiarism
- Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism
- Note that an assessment item produced in oral, not written, form or involving live presentations, may similarly contain plagiarised material

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism).

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: [https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html](https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html).

In the interests of maintaining high standards in scholarship and research, the University remind students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

*Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).*

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: [https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html](https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html)
Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he’, ‘people’, etc.

10. COURSE EVALUATION AND DEVELOPMENT

Each year, we seek feedback from students and other stakeholders about the courses we offer in the School of Education. This course has been developed through a sustained process of stakeholder consultation, planning and design. In this course we will evaluate and use your course-level feedback, both quantitative and qualitative, to guide our process of continuous improvement through the ongoing review and redesigning of the course. The UNSW Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.itu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which we gather student evaluative feedback.

11. OTHER INFORMATION

Policies
School of Education Assessment Principles and Procedures
The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content.

Assessment tasks should be carefully designed to:
- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school’s programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

For more information regarding the UNSW assessment policy please visit: http://www.gs.unsw.edu.au/policy/assessmentpolicy.html

Attendance
Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent EDST5461 Contemporary Issues in Educational Leadership, UNSW 2014
from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Special Consideration
On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adverse affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

School of Education Grade Descriptors
NB: distributed to all students via Moodle

<table>
<thead>
<tr>
<th>Grade Descriptor</th>
<th>Description</th>
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<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well organised and the arguments can be clearly understood.</td>
</tr>
<tr>
<td>Fail (less than 50%)</td>
<td>The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structured and meaning is at time unclear.</td>
</tr>
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</table>
University Counselling Service
The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418. Website: http://www.counselling.unsw.edu.au

Equity and Diversity
Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website http://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.