School of Education

EDST5461: Contemporary Issues in Educational Leadership

Summer Semester
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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 5461 Contemporary Issues in Educational Leadership (6 units of credit)  
Summer Semester 2015

2. STAFF CONTACT DETAILS

Course Coordinator: Dr John Bennett  
Office Location: Room 125, John Goodsell  
Email: john@johnbennett.com.au  
Phone: 9399 3796  
Availability: Please email to arrange a meeting time

Visiting Lecturer: Professor Michele Bruniges AM  
Availability: Please email to arrange a meeting time

Visiting Lecturer: Dr Leoni Degenhardt  
Email: LDeagenhardt@aisnsw.edu.au  
Availability: Please email to arrange a meeting time

Visiting Lecturer: Dr Geoff Newcombe  
Email: gnewcombe@aisnsw.edu.au  
Availability: Please email to arrange a meeting time

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?’
**Professor Michele Bruniges Academic background:**

Dr Michele Bruniges is currently the Secretary of the NSW Department of Education and Communities. As Secretary, Dr Bruniges is one of the state’s most senior public servants and is responsible for all NSW public schools, vocational education and training, early childhood education and care. The Department also manages policy and services relating to Aboriginal affairs, veterans’ affairs, volunteering, youth and community engagement.

Previously, Dr Bruniges held senior positions in the (former) Australian Government’s Department of Education, Employment and Workplace Relations (DEEWR).

Dr Bruniges has a Doctorate of Philosophy in Educational Measurement, a Masters Degree in Education from the University of New South Wales, a Graduate Diploma in Educational Studies and a Diploma in Teaching from the Goulburn College of Advanced Education. She is a Director on the Board of the Australian Institute for Teaching and School Leadership.

In 2012, Dr Bruniges became a Member of the Order of Australia for her service to public administration through executive roles, and her contribution to reform in the education sector at state and national levels. She also took up the role of Adjunct Professor in the School of Education, Faculty of Arts and Social Sciences at the University of New South Wales. Dr Bruniges is a Churchill Fellow, a Fellow of the Australian College of Educators and a fellow of the Australian Council for Educational Leaders who, in 2011, awarded her the ACEL Presidential Citation for her high level leadership of public education. In 2012, she was nationally recognised as a joint recipient of the 100 Women of Influence Awards in the area of public policy.

**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, and has published and presented widely in areas relating to leadership and change in schools. 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 – 19th January
Module 2 – 20th January
Module 3 – 22nd January
Module 4 – 23rd January

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

Location: Matthews 107

3. COURSE DETAILS

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.

Summary of 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 - Continuous, systemic school improvement is increasingly seen as essential by education systems around the world. However, it is also a complex process, requiring sustained commitment over many domains. A major challenge for educational leaders and policy-makers is creating sustainable, positive change, particularly in large education systems where change has traditionally been imposed on schools from the centre. There is evidence that substantial, long-lasting change is possible, but it needs to be owned and driven by educators, schools and their leaders. Evidence shows us that there are a number of domains that school leaders need to master to embed continuous and sustained improvement in their schools, including instructional leadership, supporting collaborative practice and effective professional development and collecting and using data to target resources and evaluate teaching practice.

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 the 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
- the implications for educational leaders in planning for and implementing the national curriculum and assessment and reporting programs.

**Module 2**
This module will enable students to gain an understanding of:
- international approaches to systemic school improvement
- research linking school improvement to improved outcomes for students
- the importance of instructional leadership, collaborative practice, professional development and collecting and using data, and
- how they can promote continuous, school-wide improvement practices in their schools to improve outcomes for all students.

**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.

**Important Information**

**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. See the section on attendance for details on guidelines, procedures and penalties in Part B of this document.
**Student Learning Outcomes**

<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 reflect on international comparisons of educational performance and approached to school improvement  
       | • explored the key research underpinning school improvement and its impact on student outcomes, and  
       | • collaborated on an approach to promote continuous, school-wide improvement practices in their schools.                                                                                                                                                                   | 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          |

**Graduate Attributes (AITSL Professional Graduate Teaching Standards)**

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:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment (s)</th>
</tr>
</thead>
</table>
| 1        | 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.                                           | 1, 2, 3        |
| 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        | Cognitive skills and critical thinking  
                      Demonstrate advanced critical thinking and problem solving skills                                                                                                                                                    | 2, 3           |
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 19th January</th>
<th>Tuesday 20th January</th>
<th>Thursday 22nd January</th>
<th>Friday 23rd January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Professor John Bennett</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Module 2</td>
<td>Professor Michele Bruniges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Leoni Degenhardt</td>
<td>Professor Geoff Newcombe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**10:00-11:30**
- the background to and factors associated with the development and implementation of the Australian Curriculum
- Context and background:
  - International comparisons of educational performance
  - International approaches to school improvement
- the links between self-awareness, authenticity and effective leadership
- national and international models of school-based management (SBM)

**11:30-11:45** Morning Tea

**11:45-1:00**
- the dimensions and implications of the National Assessment Program
- Improving student learning and outcomes:
  - Providing and receiving feedback
  - Setting high expectations
  - Broad, engaging and challenging curriculum
- the range of theories, research and practices available to support the personal growth of leaders
- to investigate possible links between SBM and school performance

**1:00-2:00** Lunch – Students to provide own lunch

**2:00-3:30**
- the features and implications of the National Reporting Program
- Improving teaching:
  - Collaborative practice
  - Professional learning and development
  - Collecting and using data and evidence
- how to develop and/or sustain our own self-awareness as leaders
- to gain an insight into how resources are allocated and managed in an effort to target areas of priority and need within the school

**3:30-3:45** Afternoon Tea

**3:45-5:00**
- the current and ongoing implications for educational leaders in planning for and implementing the Australian Curriculum and the National Assessment and Reporting programs
- Improving leadership:
  - Explicit improvement agenda, vision and performance culture
  - Instructional leadership
  - Community engagement
- how to develop and/or sustain our own self-awareness as leaders
- to gain an insight into how resources are allocated and managed in an effort to target areas of priority and need within the school
7. RESOURCES

Module 1

Pre-Course Reading


Additional Readings

- Read the President’s Message to Principals, ‘New NSW Syllabus Implementation Schedule – No Changes, February 2014 and the BOSTES Submission to the Australian Government Review of the Australian Curriculum on the BOSTES website (http://www.boardofstudies.nsw.edu.au/australian-curriculum/)

Module 2

Pre-Course Reading


Additional Readings

- Barber, M & Fullan, M (2004), Tri-level development: It’s the system in Education Week, March 2.
- Hanushek, E A and Woessman, L (2010), The high cost of low educational performance, OECD.
- Jensen, B (2012), Catching up: Learning from the best school systems in East Asia, Grattan Institute.
- Mourshed, M, Chijioke, C & Barber, M (2010), How the world’s most improved school systems keep getting better, McKinsey & Company.
- Robinson, V “The impact of leadership on student outcomes: An analysis of the differential effects of leadership types” in Educational Administration Quarterly, 44(5): 564
Module 3

Pre-Course Reading


Additional Readings


Module 4

Pre-Course Reading


Additional Readings

- 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.
### 8. 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>7th January 2015</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>16th February 2015</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>16th February 2015</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?

### Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Course Task</td>
<td>Written</td>
<td>19th January, 2015</td>
</tr>
<tr>
<td>Post Course Task 2</td>
<td>Written</td>
<td>23rd March, 2015</td>
</tr>
<tr>
<td>Post Course Task 3</td>
<td>Written</td>
<td>23rd March, 2015</td>
</tr>
</tbody>
</table>
### Feedback Sheet (Task 1)

**EDST5461 Contemporary Issues in Educational Leadership**

**Student Name:**

**Assessment Task:** Pre Course task

**Date:** 7th January 2015

**Lecturer:** Prof John Bennett

**Recommended Mark:**

**Grade:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of the key concepts:</strong> Understanding of the relevant theory, research and practice</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>
</tr>
<tr>
<td>- Reason as to why select article</td>
<td>1</td>
</tr>
<tr>
<td>- Relevance to current educational agenda</td>
<td>3</td>
</tr>
<tr>
<td>- Relevance to current position</td>
<td>2</td>
</tr>
<tr>
<td><strong>Critical thinking and analysis</strong></td>
<td></td>
</tr>
<tr>
<td>- Use of relevant evidence</td>
<td>3</td>
</tr>
<tr>
<td>- Well reasoned arguments</td>
<td></td>
</tr>
<tr>
<td>- Sound analysis of problem</td>
<td></td>
</tr>
<tr>
<td><strong>Structure and organisation of response</strong></td>
<td></td>
</tr>
<tr>
<td>- Logical and coherent structure</td>
<td>2</td>
</tr>
<tr>
<td>- Clear presentation of ideas</td>
<td></td>
</tr>
<tr>
<td><strong>An academic writing style</strong></td>
<td></td>
</tr>
<tr>
<td>- APA style for citations and references</td>
<td>3</td>
</tr>
<tr>
<td>- Clarity and appropriateness of language style</td>
<td></td>
</tr>
<tr>
<td>- Appropriate references to research</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

### General Comments/Recommendations for Next Time

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 (TASKS 2 & 3)**

**EDST5461 Contemporary Issues in Educational Leadership**

Student Name: ____________________________  
Module No: ____________________________ Date: 16th February 2015  
Lecturer: ____________________________ 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>1. Powerpoint</td>
<td></td>
<td></td>
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<tr>
<td>2. One key issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Key research</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>b) Implications and Challenges</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Critical thinking and analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of relevant evidence</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>• Appropriate research references to support response</td>
<td></td>
<td></td>
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</table>

| TOTAL | 20 |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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**.