# School of Education

# EDST5608
# Effective Schools

# Summer Semester

**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 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 5608 Effective Schools (6 units of credit)
Summer Semester, 2016


## 2.  STAFF CONTACT DETAILS

Course Convenor:     Dr Scott Eacott
Office Location:     John Goodsell, Room 103
Email:               s.eacott@unsw.edu.au
Phone:               (02) 9385 0704
Availability:        Please email to arrange an appointment


## 3.  COURSE DETAILS

| Course Name | Effective Schools |
| --- | --- |
| Credit Points | 6 units of credit (uoc) |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| Schedule<br>Lecture | 18, 19, 21, 22 January 2016<br>9.30 am – 4.30pm<br>Civil Engineering, 102 |

*Summary of Course*
Effective schools, effective leaders and effective teachers have long been a focus of researchers, parents and government systems. This course examines the research literature relevant to effective schools as well as providing practical strategies for building school capacity. Criteria used to evaluate effectiveness will be considered as well as the relationship between leadership, culture and student outcomes. Contributions made by the principal, team leaders, teachers, community, systems, peers and individual students will be examined. Leadership processes which contribute to improved student outcomes will be analysed. Case studies, both nationally and internationally, of effective and ineffective schools and systems will provide the basis of a strategic framework for future planning. Students should be able to relate the knowledge they gain from this course to their own personal and professional contexts

The main ways in which the course has changed since last time it was offered are: i) changes in staff led to a substantial reworking of the structure (to twelve topics); ii) readings have been significantly updated to reflect this new structure; iii) assessment tasks have been updated to reflect the new structure; and iv) a wider variety of resources (e.g. twitter, discussion forums) have been introduce to support student learning outside of intensive classes.


*Aims of the Course*
The aim of this course is to assist aspiring and practicing educational leaders acquire an understanding of relevant theory, research and practice of key characteristics of effective schools which lead to improved student outcomes.

*Important Information*
**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.
**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.

*Student Learning Outcomes*

| Outcome | | Assessment (s) |
|---|---|---|
| 1 | Relate key phases in the school effectiveness and school improvement research history | 1, 2 |
| 2 | Discuss the characteristics of effective systems, schools, faculties and classrooms and their relationship to student outcomes | 1, 2, 3 |
| 3 | Critically appraise different approaches used to determine "effective". | 1, 2 |
| 4 | Identify and analyse research evidence with respect to effective schools | 1, 2 |
| 5 | Evaluate case studies in terms of their methodology and findings. | 2, 3 |
| 6 | Describe the challenges facing educational leaders in improving student outcomes | 2, 3 |
| 7 | Critically evaluate various models for building school capacity | 2, 3 |

*Graduate Attributes*

| Standard | | Assessment (s) |
|---|---|---|
| 1 | **Advanced disciplinary knowledge and practices**<br>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**<br>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**<br>Demonstrate advanced critical thinking and problem solving skills | 1, 2, 3 |
| 4 | **Communication, adaptive and interactional skills**<br>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership | 2, 3 |
| 5 | **Global outlook**<br>Demonstrate an understanding of international perspectives relevant to the educational field | 1, 2 |
| 6 | **Ethics**<br>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 1, 2, 3 |

## 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Governments and education communities are strongly focused on developing systems to improve student outcomes. However, as Jill Blackmore (2004) argues, to understand how educational leadership is 'perceived, understood and enacted, one has to have a sense of the broader social, economic and political relationships shaping educational work' (p. 267). **EDST5608 Effective Schools** is explicitly designed to do just that. In particular, this course brings participants into conversation with contemporary thought and analysis on effective teachers, leaders, schools and systems.

## 5. TEACHING STRATEGIES

As in any graduate course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be facilitated as a seminar or inquiry in which all participants hold themselves and each other accountable for a rigorous and robust intellectual dialogue and debate.

The format of the class requires that each person come prepared to take an active role in class discussion. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings and to utilize your knowledge and professional experiences to address the focus questions posed by the lecturer. Class participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the seminars.

## 6. COURSE CONTENT AND STRUCTURE

The course consists of three modules each with an assessment task: i) pre-class readings; ii) effective schools literatures; and iii) case studies in effective schools and assessment task three.

This course will be taught in a four-day intensive mode, with a pre-class task. The face-to-face component will be built around three sessions per day. Each topic consists of: i) a 1.5 hr session; ii) a focus question; iii) an essential reading; iv) supplementary readings; and v) a dedicated discussion forum on Moodle. In addition, there will be use of the hashtag #EDST5608 on twitter.

**Pre-reading**

Government policy requires at least 20% of course content to be covered by census date. As a result, this course includes **some pre-reading and a small task (20%) prior to the face-to-face component**. This pre-reading is broken into two parts of effective schools literature: i) the organization of schools; and ii) the quality of pedagogy.

Pre-reading A: The organization of effective schools

Essential readings
Lee, V.E., Bryk, A.S., & Smith, J.B. (1993). The organization of effective secondary schools. *Review of Research in Education, 19*(1), 171-267.
Thoonen, E.E.J., Sleegers P.J.C., Oort, F.J., & Peetsma, T.T.D. (2012). Building school-wide capacity for improvement: The role of leadership, school organizational conditions, and teacher factors. *School Effectiveness and School Improvement*, *23*(4), 441-460.

Supplementary readings
Ladwig, J.G. & Luke, A. (2014). Does improving school level attendance lead to improved school level achievement? An empirical study of indigenous educational policy in Australia. *Australian Educational Researcher, 41*(2), 171-194.
Witte, J.F., & Walsh, D.J. (1990). A systematic test of the effective schools model. *Educational Evaluation and Policy Analysis*, *12*(2), 188-212.
Rowan, B., Bossert, S.T., & Dwyer, D.C. (1983). Research on effective schools: A cautionary note. *Educational Researcher, 12*(4), 24-31.
Scheerens, J. (2014). School, teaching, and system effectiveness: Some comments on three state-of-the-art reviews. *School Effectiveness and School Improvement, 25*(2), 282-290.

Pre-reading B: The quality of pedagogy

Essential reading
Ladwig, J.G. (2005). Monitoring the quality of pedagogy. *Leading & Managing, 11*(2), 70-83.

Supplementary readings
Garrett, R. & Steinberg, M.P. (2015). Examining teacher effectiveness using classroom observation scores: Evidence from the randomization of teachers to students. *Educational Evaluation and Policy Analysis, 37*(2), 224-242.
Newmann, F.M., Marks, H.M., Gamoran, A. (1996). Authentic pedagogy and student performance. *American Journal of Education, 104*(4), 280-312.
Gore, J.M., & Bowe, J.M. (2015). Interrupting attrition? Re-shaping the transition from preservice to inservice teaching through Quality Teaching Rounds. *International Journal of Educational Research,* http://dx.doi.org/10.1016/j.ijer.2015.05.006

**ASSESSMENT TASK ONE:** Based on this initial reading, you are asked to articulate a tentative position on the role of leadership in bringing about effective schools.

**Topic 1: School Effectiveness and School Improvement**

Overview: The roots of what we have come to know as 'school effectiveness and school improvement' gained traction during the 1970s and 1980s. This emergence was based on work in three areas: 'school effectiveness'; 'school improvement'; and 'teacher effectiveness'. A distinctive feature is the pursuit of valid, robust and reliable data that can inform practice. As such, it is well recognized for sophisticated analytical procedures (usually quantitative).

Focus question: What are the major purposes and direction of effective schools research?

Essential reading
Chapman, C., Reynolds, D., Muijs, D., Sammons, P., Teddlie, & Clarke, P. (2016). Educational effectiveness and improvement: Research and practice (EEI): The emergence of the discipline. In C. Chapman, D. Muijs, D. Reynolds, P. Sammons, & C. Teddlie (Eds.), *The Routledge international handbook of educational effectiveness and improvement: Research, policy, and practice* (pp. 1-24). London: Routledge.

Supplementary readings
Reynolds, D., Sammons, P., De Fraine, B., Van Damme, J., Townsend, T., Teddlie, C., & Stringfield, S. (2014). Educational effectiveness research (EER): A state-of-the-art review. *School Effectiveness and School Improvement, 25*(2), 197-230.
Townsend, T. (2007). 20 years of ICESI: The impact of school effectiveness and school improvement on school reform. In T. Townsend (Ed.), *International handbook of school effectiveness and improvement* (pp. 3-26). Dordrecht, the Netherlands: Springer.

**Topic Two: Critical debates in/against SESI**

Overview: As with any field of study, there is a critical stream. Following on from the previous topic, this one picks up on some of the major critiques of the effective schools tradition.

Focus question: What are the major critiques of the effective schools literatures?

Essential Reading
Gorard, S. (2010). Serious doubts about school effectiveness. *British Educational Research Journal, 36*(5), 745-766.

Supplementary readings
Bogotch, I., Miron, L., & Biesta, G. (2007). "Effective for what; effective for whom?" Two questions SESI should not ignore. In T. Townsend (Ed.), *International handbook of school effectiveness and improvement* (pp. 93-110). Dordrecht, the Netherlands.
Thrupp, M. & Willmott, R. (2003). *Educational management in managerialist times: Beyond the textual apologists.* Buckingham, UK: Open University Press.

**Topic Three: The purposes of education**

Overview: Central to any dialogue and debate on the role of 'effective' schools requires work around the purposes of schooling. To that end, this topic engages with our own perceptions and the implications of such for constructing criteria for 'effectiveness'.

Focus question: What do you see as the purpose/s of schooling and how does that shape your criteria for effective?

Essential reading
Ladwig, J.G. (2010). Beyond academic outcomes. *Review of Research in Education, 34*(1), 113-141.

Supplementary readings
Eacott, S. (2013). 'Leadership' and the social: Time, space and the epistemic. *International Journal of Educational Management, 27*(1), 91-101.
Rutledge, S.A., Cohen-Vogel, L., Osbourne-Lampkin, L., & Roberts, R.L. (2015). Understanding effective high schools: Evidence for personalization for academic and social emotional learning. *American Educational Research Journal.* Doi:10.3102/0002831215602328

**Topic Four: Systems**

Overview: A key aspect of the school effectiveness and school improvement movement / research agenda is the prospect of scaling up. This is taking small scale successes and expanding their scope and reach. In this topic we focus on systems (before funneling down to principals / leaders and then teachers) and their role in bringing about effective schools.

Focus question: Is it possible to 'scale up' effectiveness and what are the implications?

Essential reading
Hopkins, D., Stringfield, S., Harris, A., Stoll, L., & Mackay, T. (2014). School and system improvement: A narrative state-of-the-art review. *School Effectiveness and School Improvement, 25*(2), 257-281.

Supplementary readings
Stuart, E.A. (2007). Estimating causal effects using school-level data sets. *Educational Researcher, 36*(4), 187-198.
Teodorovic, J. (2011). Classroom and school factors related to student achievement: what works for students? *School Effectiveness and School Improvement, 22*(2), 215-236.

**Topic Five: Principals / leaders**

Overview: There are three major schools of thought on the impact of leaders/leadership on student outcomes: a direct impact; indirect impact (the contemporarily popular position); and no impact. Not surprisingly, the educational leadership literatures for the most part align with one of the first two positions. This topic will explore this area with particular reference to effective schools.

Focus question: Where do you sit in relation to the impact of 'leaders' (e.g. direct, indirect, no) on student outcomes, and what does that mean for practice?

Essential reading
Robinson, V.M.J., Lloyd, C., & Rowe, K. (2007). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44*(5), 635-674.

Supplementary readings
Hallinger, P. & Heck, R.H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement, 9*(2), 157-191.
Seashore Louis, K., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national survey. *School Effectiveness and School Improvement, 21*(3), 315-336.

**Topic Six: Teachers**

Overview: Contemporary thought and analysis has the teacher as the most significant school-based factor in the improvement of student outcomes. This topic explores ways of sustaining a focus on teacher effectiveness.

Focus question: What criteria are used in the assessment of teachers and what evidence do we require to demonstrate effectiveness?

Essential reading
Muijs, D., Kyriakides, L., van der Werf, G., Creemers, B., Timperley, H., & Earl, L. (2014). State of the art – teacher effectiveness and professional learning. *School Effectiveness and School Improvement, 25*(2), 231-256.

Supplementary readings
Henry, G.T., Bastian, K.C., & Fortner, C.K. (2011). Stayers and leavers: Early-career teacher effectiveness and attrition. *Educational Researcher, 40*(6), 271-280.
Gitomer, D.H. & Zisk, R.C. (2015). Knowing what teachers know. *Review of Research in Education, 39*(1), 1-53.

**ASSESSMENT TASK TWO:** Based on this module, at the course to this point, you are asked to articulate and defend your position on what makes an effective school.


**Topic Seven: Schooling and social disadvantage**

Overview: Two major schools of thought on the role of schools and disadvantage include the compensatory and the reproduction. The latter considers the education system to be a key institution in the reproduction of the existing social stratification of society. In contrast, the former sees education as the primary means of overcoming multiple forms of disadvantage. The underlying generative principle is important for understanding interventions and their impact (or lack thereof) on the outcomes of schooling.

Focus question: What do you see as the role of systems, schools, and teachers in relation to social disadvantage?

Essential reading
Muijs, D., Harris, A., Chapman, C., Stoll, L., & Russ, J. (2004). Improving schools in socio-economically disadvantaged areas - a review of research evidence. *School Effectiveness and School Improvement, 15*(2), 149-175.

Supplementary readings
Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher, 44*(5), 293-307.
Xu, Z., Ozek, U., & Hansen, M. (2014). Teacher performance trajectories in high- and lower-poverty schools, *Educational Evaluation and Policy Analysis*, doi: 10.3102/01623737156513
Gore, J., Holmes, K., Smith, M., Southgate, E., & Albright, J. (2015). Socioeconomic status and the career aspirations of Australian school students: Testing enduring assumptions. *Australian Educational Researcher, 42*(2), 155-177.

**Topic Eight: Recruiting the best and brightest**

Overview: Recent discussions on education policy have focused on the recruitment (university entry requirements), training, and early career supports for teachers. There is a genuine push to only recruitment the 'best and brightest' into education, even if that requires fast tracking high performance graduates from others areas into the classroom. This topic draws on evidence from New York City, among others, to investigate this policy rhetoric and its impact in practice.

Focus question: What are the most important factors in attracting, preparing, and retaining effective teachers?

Essential reading
Loeb, S., Miller, L.C., & Wyckoff, J. (2015). Performance screens for school improvement: The case of teacher tenure reform in New York City. *Educational Researcher*, *44*(4), 199-212.

Supplementary readings
Henry, G.T., Bastian, K.C., & Smith, A.A. (2012). Scholarships to recruit the 'best and brightest' into teaching: Who is recruited, where do they teach, how effective are they, and how long do they stay? *Educational Researcher, 41*(3), 83-92.
Goldhaber, D. (2015). Exploring the potential of value-added performance measures to affect the quality of the teacher workforce. *Educational Researcher, 44*(2), 87-95.

**Topic Nine: Hattie, effect sizes, and the impact agenda**

Overview: Since the release of John Hattie's much acclaimed *Visible learning*, policy moves in Australian education – at all levels – has focused on the impact or effect size of practices / interventions. With the professional standards agenda, and increasing attention across all stages of teachers working lives on impact, this attention is unlikely to dissipate in the immediate future. This topic will investigate the impact agenda and what it means for effective schools.

Focus question: Can studies focused on elements of effective pedagogies improve school effectiveness?

Essential reading
Hattie, J.A.C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Supplementary readings
Snook, I., O'Neill, J., Clark, J., O'Neill, A.M., & Openshaw, R. (2009). Invisible learnings?: A commentary on John Hattie's book – 'Visible learning: A synthesis of over 800 meta-analyses relating to achievement'. *New Zealand Journal of Educational Studies, 44*(1), 93-106.
Gorard, S., See, B.H., & Siddiqui, N. (2014). *Anglican schools partnership: Effective feedback*. Retrieved from Education Endowment Foundation website: https://educationendowmentfoundation.org.uk/uploads/pdf/FINAL_EEF_Evaluation_-_Anglican_Schools_Partnership_-_February_2014.pdf

**Topic Ten: The International Successful School Principals Project (ISSPP)**

Overview: Arguably the largest longitudinal study on effective principals is the *International Successful School Principals Project* (ISSPP). Beginning with eight countries (of which Australia was one) and now including over 20, this project has produced a substantial literature on what it means to be successful. This topic will look at the contributions from the project, particularly from the Australian team led by A/Prof David Gurr and Dr Lawrie Drysdale from the University of Melbourne.

Focus question: What has the ISSPP taught us about the role of the principal in school success?

Essential reading
Gurr, D.M. (2015). A model of successful school leadership from the International Successful School Principalship Project. *Societies, 5,* 136-150.

Supplementary readings
Garza, E., Drysdale, L., Gurr, D., Jacobson, S., & Merchant, B. (2014). Leadership for school success: Lessons from effective principals. *International Journal of Educational Management, 28*(7), 798-811.
Gurr, D., Drysdale, L., & Goode, H. (2010). Successful school leadership in Australia: A research agenda. *International Journal of Learning, 17*(4), 113-129.
Eacott, S. (2015). Rethinking school leadership. In S. Eacott, *Educational leadership relationally: A theory and methodology for educational leadership, management and administration* (pp. 85-107). Rotterdam, the Netherlands: Sense Publishers.

**Topic Eleven: AESOP**

Overview: The An Exceptional Student Outcomes Project was a collaborative initiative funded by the Australian Research Council and the New South Wales Department of Education. Led by Professor Stephen Dinham this project sought to investigate the leadership of departments (faculties) and schools achieving exceptional student outcomes in exit examinations. This topic will consider the findings of the work and major critiques of its methodology.

Focus question: What has the AESOP research taught us about the role of leaders in bringing about school effectiveness / student outcomes?

Essential reading
Dinham, S. (2007). The secondary head of department and the achievement of exceptional student outcomes. *Journal of Educational Administration, 45*(1), 62-79.

Supplementary readings
Dinham, S. (2005). Principal leadership for outstanding educational outcomes. *Journal of Educational Administration, 43*(4), 338-356.
Eacott, S. (2015). Rethinking school leadership. In S. Eacott, *Educational leadership relationally: A theory and methodology for educational leadership, management and administration* (pp. 85-107). Rotterdam, the Netherlands: Sense Publishers.

**Topic Twelve: IDEAS**

Overview: For over a decade the Leadership Research International team at the University of Southern Queensland has been delivering the *Innovative Designs for Enhancing Achievements in Schools* project to schools on the eastern seaboard of Australia. This project has sought to develop school level coherence across school leadership, teaching, curriculum, and assessment for the purpose of school reform. This topic will explore the *IDEAS* process and its major findings to date.

Focus question: What does *IDEAS* offer us in thinking through the process of improving school effectiveness?

Essential reading
Crowther, F., Andrews, D., Morgan, A., & O'Neill, S. (2012). Hitting the bullseye of school improvement: The IDEAS project at work in a successful school system. *Leading & Managing, 18*(2), 1-33.

Supplementary readings
Chew, J.O.A., & Andrews, D. (2010). Enabling teachers to become pedagogical leaders: Case studies of two IDEAS schools in Singapore and Australia. *Educational Research for Policy and Practice, 9*(1), 59-74.
Wildy, H. & Faulkner, J. (2008). Whole school improvement Australian-style: What do IDEAS and RAISe offer? *Leading & Managing, 14*(2), 83-96.

**ASSESSMENT TASK THREE:** Based on the work in the final module, and in particular the essential and supplementary readings, you are asked to complete an online quiz. Further details will be provided in class and on Moodle.

## 7. RESOURCES

**Prescribed text: There is not a prescribed text for this course but recommended readings will be provided to students on Moodle**


**Relevant Journals**
Educational Administration Quarterly
Educational Evaluation and Policy Analysis
Educational Leadership Review
Educational Management, Administration and Leadership
Educational Policy
International Journal of Educational Management
International Journal of Leadership in Education
Journal of Educational Administration
Journal of Educational Administration and History
Journal of Educational Change
Journal of Educational Leadership, Policy and Practice
Journal of Education Policy
Leadership and Policy in Schools
Leading & Managing
School Effectiveness and School Improvement
School Leadership and Management


**Related Professional / Scholarly Associations**.
American Educational Research Association (AERA) – Division A
Australian Association for Educational Research (AARE)
Australian Council for Educational Leaders (ACEL)
British Educational Leadership, Management and Administration Society (BELMAS)
Commonwealth Council for Educational Administration and Management (CCEAM)
Internal Congress for School Effectiveness and Improvement (ICSEI)
National Council for Professors of Educational Administration (NCPEA)
New Zealand Educational Administration and Leadership Society (NZEALS)
University Council for Educational Administration (UCEA)


**People to Follow on Twitter**

| | | |
|---|---|---|
| AITSL | AITSL | @aitsl |
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| A/Prof Alex Bowers | Teachers College, Columba | @Alex_J_Bowers |
| Prof Jeffrey Brooks | Monash University | @jeffreysbrooks |
| Dr Rachel Buchanan | The University of Newcastle | @rayedish |
| Prof Carol Campbell | University of Toronto (OISE) | @CarolCampbell4 |
| Keren Caple | INNOVATE | @kerencaple |
| Prof Bradley Carpenter | University of Louisville | @Brad_Carpenter |
| Prof Chris Chapman | University of Glasgow | @ChrisChapmanGla |
| Prof Vincent Cho | Boston College | @profvinnycho |
| Prof Megan Crawford | Plymouth University | @drmegancrawford |
| Dr Joan Conway | University of Southern Queensland | @joanmconway |
| Prof Linda Darling-Hammond | Stanford University | @LDH_ed |
| A/Prof Scott Eacott | University of New South Wales | @ScottEacott |
| Prof John Fischetti | The University of Newcastle | @fischettij |
| E/Prof Michael Fullan | Ontario Institute for Studies in Education | @MichaelFullan1 |
| E/Prof Adam Gamoran | University of Wisconsin – Madison | @agamoran |
| Dr Linda Graham | Queensland University of Technology | @drlindagraham |
| Prof Donald Hackmann | University of Illinois at Urbana-Champaign | @donhackmann |
| Prof Rich Halverson | University of Wisconsin – Madison | @aporiatwo |
| Prof Andy Hargreaves | Boston College | @HargreavesBC |
| Prof Alma Harris | University of London | @AlmaHarris1 |
| A/Prof Sonya Horsford | George Mason University | @SonyaHorsford |

| A/Prof James Ladwig | The University of Newcastle | @jgladwig |
| Learning Sci Inst Aust | Australian Catholic University | @LSIA_ACU |
| Prof Chris Lubienski | University of Illinois Urbana-Champaign | @Club_edu |
| Prof Scott McLeod | CASTLE | @mcleod |
| Dr Nicole Mockler | University of Sydney | @NicoleMockler |
| A/Prof Paul Newton | University of Saskatchewan | @PaulNewtonDr |
| Dr Katina Pollock | KNAER | @DrKatinaPollock |
| Prof Diane Ravitch | University of New York | @DianeRavitch |
| Dr Gus Riveros | University of Western Ontario | @GusRivrs |
| Prof Pasi Sahlberg | Harvard University | @pasi_sahlberg |
| Dr Glenn Savage | University of Melbourne | @glenncsavage |
| Dr Andreas Scheicher | OECD | @ScheicherEDU |
| A/Prof Greg Thompson | Queensland University of Technology | @EffectsofNAPLAN |
| Prof Julian Vasquez Heilig | California State University, Sacramento | @ProfessorJVH |
| Dr Tanya Vaughan | AITSL | @tvaughan74 |
| Dr Andrew Wilkins | University of Roehampton | @andewilkins |
| Prof Michelle Young | UCEA / University of Virginia | @MDYoungUCEA |
| Dr David Zyngier | Monash University | @dzyngier |

Also, many of these academics have their papers available on academia.edu and/or researchgate (both of which are free to join).

## 8. ASSESSMENT

| Assignment / Description | Length | Weight | Learning Outcomes | Graduate Attributes | Due |
|---|---|---|---|---|---|
| A tentative position on leadership and effective schools | 1,000 | 20 | 1-4 | 1-3, 5-6 | 08 Jan 2016 midnight |
| Articulation of what is an effective school | 2,500 | 50 | 1-7 | 1-6 | 05 Feb 2016 midnight |
| Case studies of effective schools quiz | 1,500 | 30 | 2, 5-7 | 1-4, 6 | 25 Jan 2016 midnight |

**Task One: A tentative position – 1,000 words, 20%**

Based on the pre-course readings, and any further reading you undertake, you are asked to develop a tentative position on the role of leadership in bringing about effective schools. This may take any form, and we will use this as a basis for further exploration and nuancing as we progress through the course content.

**Task Two: A position on effective schools – 2,500 words, 50%**

Drawing upon scholarly literatures and lived experience, in this task you are asked to articulate and defend a position on what makes an effective school. This can take any form, but it is expected that you can provide sufficient detail of you key criteria for 'effectiveness' and that they are well justified.

**Task Three: Case studies of effective schools quiz – 1,500 words (or equivalent), 30%**

In this task you are asked to complete an online quiz (available on Moodle) based on the case studies of effective schools that constitute module three. Questions may include multiple choice, true/false and short answer. The content of all questions will be drawn from the readings from Module Three (Topics 7-12). Further details will be provided in class and on Moodle.

*Detailed rubrics designed for each task can be found on Moodle.*

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5608 EFFECTIVE SCHOOLS

Student Name:                              Student No.:

Assessment Task: **Task 1**

| SPECIFIC CRITERIA | (-) | | → | | (+) |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved** <br> • Addresses the question/issue <br> • Understanding of the question/issue <br> • Understanding of relationship to relevant theory, research and practice <br> • Information presented is relevant <br> • Understanding of the complexities and interrelationships involved | | | | | |
| **Depth of analysis and/or critique in response to the task** <br> • Depth of analysis <br> • Well-reasoned arguments <br> • Sound analysis of problem | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response** <br> • Appropriate research references to support responses <br> • Sound range of research references | | | | | |
| **Structure and organisation of response** <br> • Appropriate nature of structural organisation <br> • Logical and coherent structure <br> • Clear presentation of ideas to enhance readability | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions** <br> • APA style for citations and references & complete reference list <br> • Clarity and appropriateness of language style | | | | | |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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

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.**

Student Name:                           Student No.:

Assessment Task: **Task 2**

| SPECIFIC CRITERIA | (-) | | | → | (+) |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved** <br> • Addresses the question/issue <br> • Understanding of the question/issue <br> • Understanding of relationship to relevant theory, research and practice <br> • Information presented is relevant <br> • Understanding of the complexities and interrelationships involved | | | | | |
| **Depth of analysis and/or critique in response to the task** <br> • Depth of analysis <br> • Well-reasoned arguments <br> • Sound analysis of problem | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response** <br> • Appropriate research references to support responses <br> • Sound range of research references | | | | | |
| **Structure and organisation of response** <br> • Appropriate nature of structural organisation <br> • Logical and coherent structure <br> • Clear presentation of ideas to enhance readability | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions** <br> • APA style for citations and references & complete reference list <br> • Clarity and appropriateness of language style | | | | | |

**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.**

Student Name:                                    Student No.:

Assessment Task: **Task 3**

| SPECIFIC CRITERIA | (-) | | | → | (+) |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Addresses the question/issue<br>• Understanding of the question/issue<br>• Understanding of relationship to relevant theory, research and practice<br>• Information presented is relevant<br>• Understanding of the complexities and interrelationships involved | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Depth of analysis<br>• Well-reasoned arguments<br>• Sound analysis of problem | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• Appropriate research references to support responses<br>• Sound range of research references | | | | | |
| **Structure and organisation of response**<br>• Appropriate nature of structural organisation<br>• Logical and coherent structure<br>• Clear presentation of ideas to enhance readability | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• APA style for citations and references & complete reference list<br>• Clarity and appropriateness of language style | | | | | |

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

 

 

 

 

**Lecturer**                                                              **Date**
**Recommended:        /20      (FL  PS  CR  DN   HD)        Weighting:      30%**

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.**