UNSW SYDNEY Arts & Social Sciences

School of Education

EDST 5142
Leading Educational Change

Term 3 2020

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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 Bedegal 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 5142 Leading Educational Change (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Professor Stephen Marshall
Office Location:	Morven Brown Building, G20
Email:	stephen.marshall@unsw.edu.au
Availability:	Email to arrange an appointment.

3. COURSE DETAILS

Course Name	Leading Educational Change
Credit Points	6 units of credit (UOC)
Workload	150 hours including class contact hours, individual and group online learning activities, readings, class preparation, and assessment activities.
Schedule	
Intensive online Workshops	Saturday 19 Sep 2020, 9.30am to 4.30pm Sunday 20 Sep 2020, 9.30am to 4.30 pm Saturday 17 Oct 2020, 9.30 am to 4.30 pm Saturday 21 Nov 2020 OR Sunday 22 Nov 2020, 9.30 am to 4.30 pm http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

This course is designed to deepen your understanding of leadership and educational change and to provide you with the theoretical and conceptual tools necessary to analyse, evaluate, problematise and reconstruct current leadership and educational change practices. At the conclusion of this course you should be able to:

- Describe educational leadership and educational change processes
- Analyse educational leadership and educational change processes
- Apply an understanding of leadership and educational change to the resolution of issues in leading educational change.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

Based on the very positive feedback of previous participants, the course remains largely unchanged from the last time it was offered. However:

- at the request of students, an additional online peer review activity has been included prior to the final submission dates for the Case Analysis, and
- in response to the social distancing requirements of COVID-19 the outdoors Team Working Activity has been replaced with an online Team Working Activity.

COURSE LEARNING OUTCOMES

Outcome		Assessment/s
1	The capacity to use theories of leadership and educational change to describe efforts to lead educational change	1,2,3
2	The capacity to use case study methodology as a basis for action research/learning	1,2
3	The capacity to effectively analyse and evaluate your own and others' practices as leaders of educational change	1,2
4	The capacity to effectively apply your understanding of leadership and educational change to the resolution of issues/problems in leading educational change.	2,3

PROGRAM LEARNING OUTCOMES

Outcome		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to your specialist area of study (leading educational change), and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
2	**Research-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1,2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2,3
5	**Ethical and responsible professional practice** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie leading educational change.	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Continuing to develop the quality of learning and teaching is a central responsibility of all educators whether they be in formal positions of management responsibility or not. How to analyse, evaluate and develop one's capability as a leader of educational change is, therefore, a critical capability of all educators.

The teaching approach, which includes independent as well as group-based learning activities, is designed to mirror the solitary and collective nature of educational leadership, providing participants with opportunities to work independently and together in the process of analysing and evaluating practice; identifying issues that need to be addressed; and formulating and evaluating strategies to effect the changes necessary to address these issues.

5. TEACHING STRATEGIES

The course is taught in a fully online mode designed to maximise the benefits of both synchronous and asynchronous learning activities. The approach to teaching and learning is informed by research that has demonstrated the importance of the learning environment to quality student learning. Emphasis is placed on a learning environment that is *Student-centred, Knowledge*-centred, *Assessment*-centred, and *Community*-centred.

Thus, as a student in this course you:

- will learn in an environment that is respectful of diversity and draws upon the prior knowledge, skills and experience of each participant
- will be provided with clear guidelines and standards detailing what you are expected to do to facilitate your learning prior to, during, and after each on-line session
- will be provided with access to seminal, contemporary and cutting-edge content through a variety of different means
- will be challenged by and supported to engage in learning activities and assessment tasks that are situated and authentic requiring you to grapple with new concepts and ideas and apply these to the analysis of practice and the resolution of problems in leading educational change in your own or another's workplace.
- will be engaged in online learning activities and assessment tasks that require you to work independently and collaboratively to interpret learning activities/tasks; to plan and implement strategies to address these activities/tasks; and to communicate the outcomes of these learning activities/tasks to others.

In summary, the learning activities and assessment tasks associated with this course will involve you in:

- reading and research (information gathering, analysis, evaluation, and management)
- on-line synchronous and asynchronous group-work and discussion
- the preparation of two written papers – a Case Description and a Case Analysis; and
- a presentation based upon your Case Description and Analysis.

6. COURSE CONTENT AND STRUCTURE

Overall course Structure

Module	Week Beginning	Activity/Topic	
1	**14 Sep**	**On-line**: Welcome. Overview of Course. **Online Learning Activity***:* Introductions and Confidentiality Agreement	
Saturday Week 1	***19 Sep***	***Intensive Online Workshops - Day 1*:** *Theories of leadership, management and change*	
Sunday Week 1	***20 Sep***	***Intensive Online Workshops - Day 2:*** *Theories of organisation, organisational learning and change*	
2	**21 Sep**	**On-line Learning Activity**: The Role of Theory in Case Description	
3	**28 Sep**	**On-line Learning Activity:** Preparing to write your Case Description **Independent Writing:** Drafting your Case Description	**School Holidays 28 Sep to 9 Oct 2020**
4	**5 Oct**	**Independent Writing:** Drafting your Case Description	
5	12 Oct	**Independent Writing:** Finalising your Case Description **Preparation for Saturday's Intensive Online Workshops** **Submit your Case Description by 5:00 pm Friday 16 October 2020**	
Saturday Week 5	***17 Oct***	***Intensive Online Workshops - Day 3:*** *Strategy Development, Managing Resistance, Case Analysis*	
6	**19 Oct**	**On-line Learning Activity:** Preparing to write your Case Analysis **Independent Writing:** Structuring your Case Analysis	
7	**26 Oct**	**Independent Writing:** Drafting your Case Analysis **Submit your (revised) Case Description and Draft Case Analysis for Peer Review by 9.00am Monday 2 November 2020**	
8	**2 Nov**	**On-line Learning Activity:** Reviewing a Peer's Case Description and Analysis **Return and discuss your review of your peer's Case Description and Case Analysis by 9.00am Monday 9 November 2020**	
9	**9 Nov**	**Independent Writing**: (Re)-Drafting your Case Description and Case Analysis	
10	**16 Nov**	**Independent Writing:** Finalising your Case Description and Case Analysis **On-line Learning Activity**: Preparing your video presentation of your Case Description and Analysis. **Submit your final Case Description, Case Analysis, and Video Presentation of your Case Description and Analysis by 5:00 pm Friday 20 November 2020**	
Sat or Sun Week 10	***21 or 22 Nov***	***Intensive Online Workshops - Day 4:*** Independent Activity – Assessing Video Case Descriptions and Analyses Group Work Activity - Communicating as Leaders of Educational Change Course closure and evaluation	

Structure of On-Campus Sessions

Time	Day 1 – Saturday 19 September 2020	Day 2 – Sunday 20 September 2020	Day 3 – Saturday 17 October 2020	Day 4 – Either 21 November 2020 22 November 2020
9:30-11:00 am	**1a.** Theories of Leadership and Management: • Tacit • Scholarly	**2a.** Analysing Teamwork • Leadership and management perspectives • Behavioural Style perspectives • Organisational learning perspective	**3a.** Leading educational change: • Strategy Development and Implementation	**4a.** Overview of the day's activities Peer Assessment of Video Presentations
11:00-11:15 Morning Tea				
11:15-12:30pm	**1b.** Theories of Educational Change: • Tacit • Scholarly	**2b.** Leadership and Critical Reflective Practice Reframing Leadership and Educational Change	**3b.** Leading educational change: • Managing Resistance	**4b.** Peer Assessment of Video Presentations
12:30-1:30 Lunch – Students to provide own lunch				
1:30-3:00pm	**1c.** Team Activity Team Working and Organisational Learning:	**2c.** Case Study as a means of building capability for leading educational change	**3c.** Evaluating Your Case Description: Independent and Peer Review	**4a.** Peer Assessment of Video Presentations
3:00-3:15 Afternoon Tea				
3:15-4:30pm	**1d.** Leadership and Individual Differences • Using DiSC	**2d.** Assessment Task Requirements: • AT1 Preparing a response to AT1	**3d.** Preparing your Case Analysis	**4a.** Communicating as Leaders of Educationa Change Course Closure Course Evaluation

7. RESOURCES

Moodle Course

EDST 5142 Leading Educational Change has an on-line presence within Moodle where you can find:

- Information concerning the structure and processes of the course
- Learning resources for each topic considered in the course and to support the preparation of your Case Description and Case Analysis (Assessment Tasks 1 and 2)
- Tools that you can use for independent research, collaboration, and sharing of information.

You should ensure that you are a regular visitor to and user of this site as it will be the principal means by which the Course Convenor will communicate information and provide feedback to you and your colleagues.

Prescribed Text

There is **NO prescribed text** for this course. However, reference will frequently be made to a number of seminal texts and articles that are available via the UNSW library.

These include:

Bolman, L.G. & Deal, T.E. (2003). *Reframing Organisations: Artistry Choice and Leadership*, 3rd edition. San Francisco, CA: Jossey-Bass.

Fullan, M.G. (2003). *The New Meaning of Educational Change,* 3rd edition. New York, NY: Teachers' College Press.

Kotter, J.P. (1990). *A Force for Change: How Leadership Differs from Management*. New York, NY: The Free Press.

Marshall, S.J., Orrell, J., Cameron, A., Bosanquet, A., & Thomas, S. (2011). Leading and Managing Learning and Teaching in Higher Education. *Higher Education Research and Development, 30*(2): 87-103.

McDonnell, L.M. & Elmore, R.F. (1987). Getting the Job Done: Alternative Policy Instruments. *Educational Evaluation and Policy Analysis, 9*(2): 33 – 152.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organisation*. New York: Currency Random House

Smyth, J. (1986). *Reflection-in-Action*. Geelong, VIC: Deakin University Press.

Related Readings

A list of readings relevant to the topic(s) focussed upon in the course is provided in the Course Information section of the course's Moodle site.

Assistance with the Preparation and Delivery of your Class Presentation

Contact the Learning Centre UNSW for advice and assistance re oral presentations.

8. ASSESSMENT

Assessment component	Description	Length	Weight	Course Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task 1	Case Description	2000 words	40%	1,2,3	1,2,3,4	**5:00 pm Friday 16 October 2020**
Task 2	Case Analysis	2000 words	40%	1,2,3,4	1,2,3,4,5	**5:00 pm Friday 20 November 2020**
Task 3	Video Case Presentation	10 minutes (equiv. to 1000 words)	20%	1,4	4	**5:00 pm Friday 20 November 2020**

Assessment Details

- **Assessment Task 1 - Preparation of a Case Description**
  This task requires you to prepare a rich description of an attempt to lead educational change in a particular context. This description should provide all the necessary data to support a detailed analysis of the effectiveness of the change and the leadership exercised in attempting to bring the change about.
- **Assessment Task 2 - Preparation of a Case Analysis**
  This task requires you to utilise the various theoretical and conceptual frameworks discussed in the course to analyse and evaluate the effectiveness of the leadership and educational change process described in the Case Description that you prepared in response to Assessment Task 1.
- **Assessment Task 3 – Video Presentation of Case Description and Analysis**
  This task requires you to make a 10 minute video presentation to the class that provides details of your case, a summary of your analysis of the case, and your suggestions for how the change described in the case might have been more effectively led or implemented based on your learning throughout this course.

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment.

Assessment Tasks 1 and 2 will be submitted in the form of a ".doc" or ".docx" file online via **Turnitin** in the Course's Moodle Site by 5pm on the day the assignments are due.

Assessment Task 3 (your video presentation of your case) will be submitted by uploading it in the form of an ".mp4" movie file to the relevant (Saturday 21 November 2020 OR Sunday 22 November 2020) **Activity Forum** in the "Intensive Online Workshop Day 4" section of the course's Moodle site.

Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5142 LEADING EDUCATIONAL CHANGE

Student Name: Student No.:
Assessment Task 1: **Case description**

SPECIFIC CRITERIA ***Your Case Description:***	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
Understanding of the question • Demonstrates your understanding of the nature and role of a Case Description in Case Study Method					
Advanced disciplinary knowledge and practices • Demonstrates an understanding of the fields of educational leadership and educational change, and the ability to use this understanding to develop a rich description of an attempt to lead educational change in a particular context					
Research Based Learning • Demonstrate the ability to identify, collect and synthesis all the data necessary to support the writing of a detailed description and analysis of an attempt to lead educational change in a particular context					
Cognitive skills and critical thinking • Demonstrate your ability to resolve the problem of how to construct a narrative that conveys the rich description and data necessary to support an analysis of an attempt to lead educational change in a particular context.					
Communication, adaptive and interactional skills • Demonstrates your ability to prepare a Case Description in the manner or form required and in accord with appropriate academic and linguistic conventions.					
Ethical and responsible professional practice • Demonstrates your capacity to recognise and describe the complex and often contested values and ethical practices that are often arise in efforts to lead educational change.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Professor Stephen Marshall **Date:**

Overall mark: /20 **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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FEEDBACK SHEET
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Student Name: Student No.:
Assessment Task 2: **Case analysis**

SPECIFIC CRITERIA ***Your Case Analysis:***	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
Understanding of the question • Demonstrates your understanding of the nature and role of Case Analysis in Case Study Method					
Advanced disciplinary knowledge and practices • Demonstrates your understanding of the fields of educational leadership and educational change.					
Research Based Learning • Demonstrate the ability to identify relevant scholarly and professional literature that might be used to analyse the effectiveness of an attempt to lead educational change in a particular context.					
Cognitive skills and critical thinking • Demonstrate your ability to think critically and to apply your understanding of leadership and educational change to the analysis and resolution of the issues/problems associated with your case of leading educational change.					
Communication, adaptive and interactional skills • Demonstrates your ability to prepare a Case Analysis in the manner or form required and in accord to appropriate academic and linguistic conventions.					
Ethical and responsible professional practice • Demonstrates your capacity to propose approaches to the leadership of educational change that effectively address the complex and often contested values and ethical dilemmas that arise when leading educational change.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Professor Stephen Marshall **Date:**

Overall mark: /20 **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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FEEDBACK SHEET
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Student Name: Student No.:
Assessment Task 3: **Case presentation**

SPECIFIC CRITERIA	Average Peer Assessment	Convenor Assessment	**Combined Assessment**
1. You presented your **Case Description** in a clear and succinct way			
2. You presented your **Case Analysis** in a clear and succinct way			
3. Your case description provided sufficient detail to illustrate the **nature** and **effectiveness** of this attempt to lead educational change			
4. Your case description provided the audience with sufficient detail to highlight the **(ethical) issues** associated with this attempt to lead educational change			
5. Your case analysis provided a **justified** assessment of the **effectiveness** of the **leadership** exercised in this attempt at educational change			
6. Your case analysis provided a **justified** assessment of the **change processes** utilised in the case			
7. Your **suggestions** for how this attempt to lead educational change might have been **improved** were **clear** and appropriately **justified**.			
Overall Assessment:			

General Comments/ Suggestions for the future:

The marks above correspond to each of the following standards:

1 – Developing 2 – Adequate 3 – Proficient 4 – Advanced 5 - Outstanding

For an explanation of the meaning of these standards see Slide 15 of the Week 1 – Welcome and Overview Slide Pack. This can be found in the Week 1 section of the course's Moodle site.

Your Peer Reviewer's comments can be found in the attached file.

Lecturer: Professor Stephen Marshall **Date:**

Overall Mark: /20 **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.**