



EDST8420

Leadership for Learning

Session 1, Online-flexible 2022

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor and Tutor

A/Prof John De Nobile

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29WW 357

Credit points

10

Prerequisites

Admission to MEd or PGDipEdS or GradCertEdS or MEdLead or GradCertHEd or MEChild or GradCertEChild or MTeach(0-5) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit or MPH or MSocEntre

Corequisites

Co-badged status

Unit description

This unit focuses on the nature of leadership and what it means to lead for learning in a variety of educational contexts including early childhood, primary, secondary, adult and higher education. Participants: - explore and critique experience and existing knowledge and understanding of leadership in educational settings; - develop specialised knowledge of the broad theory and research relevant to the study and practice of educational leadership; - build a deeper understanding and appreciation of recent developments in research, theory and practice of leadership for learning through a process of individual and collaborative scholarship and critical reflection; - apply a range of relevant theories and constructs to the analysis of their own and others' experience of leadership and management in an educational setting, and; - develop capacity to lead for learning in multifaceted and changing educational organisations.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: develop and apply a research-informed knowledge and understanding of

leadership in educational settings

ULO2: demonstrate the ability to recognise and critically evaluate key theoretical paradigms for leadership

ULO3: critically reflect on recent developments in research, theory and practice of leadership for learning and their implications for diverse educational settings

ULO4: apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission.
- Students are responsible for checking that the correct file has been uploaded, that their submission has been successful, and that it has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your

judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.

Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. ?There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective Task	25%	No	25/3 or 29/4 or 13/5 or 27/5
Forum	25%	No	1/06/2022 (Final Post)
Keynote Paper and Presentation	50%	No	3/06/2022

Reflective Task

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 25 hours

Due: **25/3 or 29/4 or 13/5 or 27/5**

Weighting: **25%**

Write a detailed critical reflection on a topic of choice that summarises outcomes of readings, seminars or online forums in response to a stimulus question (1200 words).

On successful completion you will be able to:

- develop and apply a research-informed knowledge and understanding of leadership in educational settings
- demonstrate the ability to recognise and critically evaluate key theoretical paradigms for leadership
- critically reflect on recent developments in research, theory and practice of leadership for learning and their implications for diverse educational settings
- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Forum

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 25 hours

Due: **1/06/2022 (Final Post)**

Weighting: **25%**

Participation in and contributions to 4 online discussion forums or seminars. Total (1200 words).

On successful completion you will be able to:

- develop and apply a research-informed knowledge and understanding of leadership in educational settings
- demonstrate the ability to recognise and critically evaluate key theoretical paradigms for leadership
- critically reflect on recent developments in research, theory and practice of leadership for learning and their implications for diverse educational settings

- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

Keynote Paper and Presentation

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **3/06/2022**

Weighting: **50%**

Produce a keynote paper for educational leaders comprising (a). a critical review of a leadership issue relevant to a particular context, and (b). an associated visual presentation (3000 words).

On successful completion you will be able to:

- develop and apply a research-informed knowledge and understanding of leadership in educational settings
- demonstrate the ability to recognise and critically evaluate key theoretical paradigms for leadership
- critically reflect on recent developments in research, theory and practice of leadership for learning and their implications for diverse educational settings
- apply a range of relevant theories and constructs to the analysis of one's own, and other people's, experience of leadership and management in educational settings

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

The prescribed text for this unit is:

Ridden, P. & De Nobile, J. (2012). Keys to School Leadership. Camberwell Vic: ACER Press.

This text will provide the basic initial reading for each topic/module. Additional readings will be

prescribed each week. These will be journal articles or research reports available via Leganto in the right hand menu bar or via Google search.

A significant part of the assessment weighting in this Unit relates to how well you can demonstrate your understanding of, and ability to apply, the readings recommended for the Unit. Some topics also list recent reports on educational leadership, available on the internet for free, and you are encouraged to download and read these as well. If, in addition to this material, you would like to refer to a text as supplementary material, two are recommended. The first is a detailed but general leadership text, and the second focussed on leadership in education:

Dubrin, A. J., Dalglish, C. & Miller, P. (2006), *Leadership - 2nd Asia-Pacific Edition*. Melbourne: John Wiley & Sons.

Duignan, P. (2012), *Educational Leadership - Together creating ethical learning environments* (2e). Cambridge, UK : Cambridge University Press.

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

This unit comprises 4 Modules covering 10 topics relating to educational leadership. These are all accessible via iLearn as are the related discussion forums, online seminars and other activities.

Unit Schedule

Please see iLearn for the following important documents:

- * Curriculum (containing details of modules and the key readings)
- * Assessment (containing details of each assessment task)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Attendance for Master of Teaching units

*Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is **compulsory** as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.*

Activities completed during weekly tutorials or on campus days are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Acknowledgement of Country

The Department of Educational Studies recognises the Darug people as the traditional custodians of the land upon which we learn and teach. In particular, we would like to acknowledge the Wattamattagal clan of the Darug Nation, the traditional custodians of this land, whose cultures and customs have nurtured and continue to nurture the land on which we are meeting and learning. Their interaction with the land over such a long time

suggests there is much we can learn from them about sustainability and respect for the environment.

The local totem of the Wattamattagal clan is Wallumai, a black snapper fish that has been described this way: "shy but clever fish, who uses the shadows and patterns created by the mangroves to protect the younger fish. The mangroves are their nursery, their school and their home. The mangroves represent life – the obstacles and tangles that we need to navigate. Once we learn the right path to take, we are safe in that knowledge and in our lives"¹.

¹ Walanga Muru. Accessed from <https://www.mq.edu.au/about/about-the-university/our-commitment-to-aboriginal-and-torres-strait-islander-peoples>

The 5Rs Framework

The 5Rs Framework

At Macquarie University we aim to produce graduates who not only have relevant discipline knowledge and teaching know-how, but who also understand and strive for those capabilities that will make teaching a sustaining career for years to come. Embedded in all our teaching courses is the Macquarie's 5R's framework which helps develop our graduates to be:

1. Resilient
2. Reflexive in their teaching practice
3. Responsive to children, colleagues, parents, professionals and communities
4. Ready to learn, and
5. Research engaged

In this unit you will learn using the 5Rs framework in the following ways:

RESILIENT	
REFLEXIVE	Engaging critically with research / policy and reflect on professional context and experience, with view to improvement or development of practice.
RESPONSIVE	Responding to the reflexive feedback of others in discussions and reflective tasks.
READY TO LEARN	

RESEARCH ENGAGED	The importance of research based practice and making evidence based decisions for leadership practice in context.
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