



EDST8420

Leadership for Learning

Session 1, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	9
<u>Acknowledgement of Country</u>	11
<u>The MSoE 5Rs Framework</u>	12

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

John De Nobile

john.denobile@mq.edu.au

Tutor

Ann Leaf

ann.leaf@mq.edu.au

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 or MAppLingTESOL or MTransInterMAppLingTESOL

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

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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. For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 your course progression.

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 <https://ask.mq.edu.au>

Assessment Tasks

Name	Weighting	Hurdle	Due
Forum	25%	No	23:55, 31/05/2024 (Final Post)
Reflective Task	25%	No	Option 1: 23:55, 22/03/2024. There are 4 other options!
Keynote Paper and Presentation	50%	No	23:55, 07/06/2024

Forum

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 25 hours

Due: **23:55, 31/05/2024 (Final Post)**

Weighting: **25%**

Participation in and contributions to 4 discussion in 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

Reflective Task

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 25 hours

Due: **Option 1: 23:55, 22/03/2024. There are 4 other options!**

Weighting: **25%**

Write a detailed critical reflection on a topic of choice that summarises outcomes of readings, discussions or 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

Keynote Paper and Presentation

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **23:55, 07/06/2024**

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. (2024). Keys to School Leadership (2e). EdWest Publishers.

Copies of the Ridden & De Nobile text are available as an e-book for order through Edwest Publishing at

<https://www.philridden.com.au/>

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.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external

students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2024/> In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Classes

For DAY enrolled students there are 4 compulsory 2 hour seminars across the semester. Please see Unit Curriculum in iLearn for the dates and times as they might not be on the MQ Timetable yet.

For ONF enrolled students there are 4 recorded 2 hour seminars that should be viewed at

around the same time as the day seminars.

Unit Schedule

Information will be provided in iLearn. See Unit Curriculum.

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.

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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 Macquarie School of Education 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 Wallumettagal 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 Wallumettagal 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".*

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

The MSoE 5Rs Framework

At the Macquarie School of Education 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.

Unit information based on version 2024.02 of the [Handbook](#)