



EDST8705

Education Leadership Communities of Practice Specialist Project

Session 2, In person-scheduled-weekday, North Ryde 2026

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

John De Nobile

john.denobile@mq.edu.au

Contact via Please email

25WWB Room 644

Tuesdays from 10 - 4

Credit points

20

Prerequisites

Admission to Master of Education

Corequisites

Co-badged status

Unit description

A community of practice will support students to engage in collaborative dialogue, share insights, and reflect on diverse perspectives in educational leadership. Combining communities of practice with persistent challenges the unit will tackle complex challenges by leveraging collective knowledge and diverse perspectives. Through workshops, guided readings and peer collaboration students will be supported to develop a research-informed project. The combined project plan and report may serve as the basis for a Master of Research thesis, allowing early planning and preparation for this degree, or it may propose an independent but equivalent-length project.

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: Critically analyse contemporary issues, pedagogies, and policies using a range of theoretical and research-informed perspectives. in education leadership.

ULO2: Design and implement a research-informed inquiry project that addresses a complex or persistent challenges relevant to education leadership.

ULO3: Apply ethical and inclusive approaches to professional inquiry, demonstrating responsiveness to the rights and voices of stakeholders in education.

ULO4: Collaborate effectively within a community of practice to exchange insights, refine ideas, and construct shared understandings of professional challenges in education leadership.

ULO5: Communicate the outcomes of professional inquiry through clear, well-structured, and critically reflective documentation suited to scholarly and practitioner audiences in education leadership.

General Assessment Information

General Submission Information

All written assessments must be submitted electronically. Please format assessments using 12-point font and 1.5 spacing. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to 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. 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 contact the unit convenor.

Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. 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.

Word limits are strictly applied, with + or – 10% applicable. Work above the word limit will not be marked.

Academic Integrity

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>).

Artificial Intelligence

<https://students.mq.edu.au/study/assessment-exams/assessments/ai-and-assessment>

<https://policies.mq.edu.au/document/view.php?id=394>

Information for Unit Convenors: [What to communicate to students about AI and Assessments.](#)

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, **a 5% penalty (of the total possible mark) will be applied each day to late submissions, up until the 7th calendar 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.

Important to note:

Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs) will be addressed by the unit convenor in a Special consideration application.

Students should not request an informal arrangement from their tutor, lecturer or Unit Convenor (or equivalent).

Where an application for Special Consideration is approved and the outcome is an extension to the due date of a task, submissions that are received after the new due date will be subject to late penalties that are calculated from the new due date. This only applies where the outcome is an extension to the due date – see the [Special Consideration Policy](#) for a schedule of all possible outcomes.

A Special Consideration outcome may result in a new question or topic.

Applications must be made via [Service Connect](#).

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component and a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/PEX units) is marked as Not met, Met or Exceeds.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 [Service Connect](#).

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) 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.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Literature Review Draft	25%	No	28/08/2026	Individual	Yes	Open
Project Proposal Draft	25%	No	25/09/2026	Individual	Yes	Open
Completed Proposal	50%	No	06/11/2026	Individual	Yes	Open

Literature Review Draft

Assessment Type ¹: Written Submission

Indicative Time on Task ²: 30 hours

Due: **28/08/2026**

Weighting: **25%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

Mapping the challenge located in the literature.

On successful completion you will be able to:

- Critically analyse contemporary issues, pedagogies, and policies using a range of theoretical and research-informed perspectives. in education leadership.
- Design and implement a research-informed inquiry project that addresses a complex or persistent challenges relevant to education leadership.
- Collaborate effectively within a community of practice to exchange insights, refine ideas, and construct shared understandings of professional challenges in education leadership.

Project Proposal Draft

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 30 hours

Due: **25/09/2026**

Weighting: **25%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

Drafting a Project Proposal

On successful completion you will be able to:

- Critically analyse contemporary issues, pedagogies, and policies using a range of theoretical and research-informed perspectives. in education leadership.
- Design and implement a research-informed inquiry project that addresses a complex or persistent challenges relevant to education leadership.
- Apply ethical and inclusive approaches to professional inquiry, demonstrating responsiveness to the rights and voices of stakeholders in education.
- Collaborate effectively within a community of practice to exchange insights, refine ideas, and construct shared understandings of professional challenges in education leadership.
- Communicate the outcomes of professional inquiry through clear, well-structured, and critically reflective documentation suited to scholarly and practitioner audiences in education leadership.

Completed Proposal

Assessment Type ¹: Written Submission

Indicative Time on Task ²: 60 hours

Due: **06/11/2026**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

Presenting a completed project proposal

On successful completion you will be able to:

- Critically analyse contemporary issues, pedagogies, and policies using a range of theoretical and research-informed perspectives. in education leadership.
- Design and implement a research-informed inquiry project that addresses a complex or persistent challenges relevant to education leadership.
- Apply ethical and inclusive approaches to professional inquiry, demonstrating responsiveness to the rights and voices of stakeholders in education.
- Collaborate effectively within a community of practice to exchange insights, refine ideas, and construct shared understandings of professional challenges in education leadership.

- Communicate the outcomes of professional inquiry through clear, well-structured, and critically reflective documentation suited to scholarly and practitioner audiences in education leadership.

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

Information about readings and other resources will be available in iLearn.

Unit Schedule

Information about lectures, seminars and other activities will be available in iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#) (<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>). 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>) 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 connect.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](#).

Student Support

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

Academic Success

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

- [Ask a Study Coach](#)
- [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 the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

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.

Unit 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 Wallumattagal 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 Wallumattagal 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>

Unit information based on version 2026.02 of the [Handbook](#)