



EDED20497 Leadership in the School Context

Term 1 - 2017

Profile information current as at 05/07/2022 05:09 pm

All details in this unit profile for EDED20497 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

With reference to current research, in this unit you will examine the nature of school leadership and the responsibilities of school leaders for ensuring learning outcomes for learners. You will also consider the legal, ethical, policy, cross cultural and governance issues school leaders consider in their work. You will reflect on your personal leadership capabilities and examine these in line with leadership theory, research, and practice. In addition you will investigate and reflect upon the importance of personal well-being for school leaders in an increasingly complex and demanding role.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

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

1. Evaluate effective leadership skills for a school context including influencing, decision making, problem-solving, time management and networking
2. Evaluate personal views, values and beliefs about educational leadership
3. Apply strategies to build personal well-being and to manage professional learning.

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Julie Fleming Unit Coordinator
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Schedule

Week 1 - 06 Mar 2017

Module/Topic**Chapter****Events and Submissions/Topic**

Introduction to leadership in the school context

Zoom Session - Tuesday 7 March

Week 2 - 13 Mar 2017

Module/Topic**Chapter****Events and Submissions/Topic**

Who are you as an educational leader?

Week 3 - 20 Mar 2017

Module/Topic**Chapter****Events and Submissions/Topic**

What is the research evidence about the impact of school leadership on student learning?

Residential Saturday 25 March and Sunday 26 March

Week 4 - 27 Mar 2017

Module/Topic**Chapter****Events and Submissions/Topic**

How has the profession defined leadership capabilities and behaviours?

Zoom Session Wednesday 29 March

Presentation - Who am I as an Educational Leader? Due: Week 4 Monday (27 Mar 2017) 4:00 pm AEST

Week 5 - 03 Apr 2017

Module/Topic**Chapter****Events and Submissions/Topic**

Reviewing a personal 'credo' with reference to evidence and data

Vacation Week - 10 Apr 2017

Module/Topic**Chapter****Events and Submissions/Topic**

Week 6 - 17 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Professional Capabilities - influencing, goal setting, professional conversations, decision making		Zoom Session - Tuesday 18 April Written Assessment - Individual Leadership Profile Due: Week 6 Friday (21 Apr 2017) 4:00 pm AEST
Week 7 - 24 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Dealing with ambiguity, complexity, legal and ethical implications for the school leader		
Week 8 - 01 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Diversity in the school setting - students and communities		
Week 9 - 08 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
School Governance and community engagement		
Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
The concept of Professional Capital - what it means and how to raise it		Zoom Session - Tuesday 17 May
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
The connection between social capital, school performance and leader wellbeing		
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Leading in an effective and sustainable way		Written Assessment - Professional Learning and Wellbeing Discussion Due: Week 12 Friday (2 June 2017) 4:00 pm AEST
Review/Exam Week - 05 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 12 Jun 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Presentation - Who am I as an Educational Leader?

Assessment Type

Presentation

Task Description

A requirement of a leader is to establish relationships, and to persuade and influence others. In this task you are to give a five minute presentation supported by electronic media (e.g. Powerpoint, Prezi, Video). You will introduce yourself to the staff of a new school where you have been appointed as leader. You will outline your background, explaining what you bring to the role of an educational leader and what you believe to be important in school education today.

This new appointment may not be in the same region/district that you currently work. Therefore, you should not assume any prior knowledge of the staff, local strategies, programs or priorities that may be specific to a particular geographic

area, or education system.

The task will be presented in one of two ways.

a) For those attending, your presentation will be presented to fellow students at the residential at the end of Week three. There will be an opportunity for feedback to be provided by your peers at the residential. These presentations will be video recorded and uploaded to a YouTube site for sharing with any of the cohort that are not in attendance.

b) For those not attending the residential you will need to record your presentation, save it as an MP4 file and upload it via Moodle by the due date, Monday 27 March. These will be added to the You Tube site for others to access.

A secondary focus for this task is to build a community of learners for those undertaking the *Graduate Certificate in Educational Leadership* program.

Assessment Due Date

Week 4 Monday (27 Mar 2017) 4:00 pm AEST

Return Date to Students

Week 4 Friday (31 Mar 2017)

You will receive written feedback on this assessment tas via Moodle.

Weighting

20%

Assessment Criteria

The task will be assessed according to the following criteria:

1. The presentation contains a range of information relevant to the role of school leader and important to a school staff in terms of introducing yourself as the educational leader in the community.
2. There is reference to relevant educational leadership theory and contemporary issues and practice.
3. The presentation offers insights into your capabilities as a school leader by outlining your professional beliefs about educational leadership and professional experience.
4. Communication and Presentation. There is a level of confidence displayed in the presentation and consideration of building relationships with your audience.
5. The appropriate use of a chosen electronic media that supports the presentation.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

If not presented at the residential, submit through Moodle. The task should be uploaded via the unit's Moodle site as an MP4 file along with the criteria sheet.

Learning Outcomes Assessed

- Evaluate personal views, values and beliefs about educational leadership

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

2 Written Assessment - Individual Leadership Profile

Assessment Type

Written Assessment

Task Description

This written task requires reflection about who you are as an education leader. It requires that you consider your strengths, areas that require development and the literature of educational leadership. The reflection may come through analysis of data from a 360 degree tool (e.g. The AITSL tool), personality type indicator, and feedback from trusted colleagues and /or supervisor.

The piece should not exceed 2000 words and must include a personal educational 'credo' and values statement.

Assessment Due Date

Week 6 Friday (21 Apr 2017) 4:00 pm AEST

Return Date to Students

Week 8 Friday (5 May 2017)

You will receive written feedback on this assessment task via Moodle.

Weighting

40%

Assessment Criteria

The task will be assessed according to the following criteria:

1. The written piece has clarity, a professional style and tone and is accurate in terms of referencing, spelling, grammar and punctuation.
2. The development of a compelling educational leadership 'credo' that clearly expresses the 'why' of your educational leadership.
3. Reference to your strengths, and areas needing further development in educational leadership in relation to a range of leadership behaviours and capabilities (e.g. persuading, goal setting, decision making, networking).
4. The data sources accessed in evaluating your strengths and lessors strengths (e.g. 360 degree tool, feedback from others, self-reflection).
5. The extent the piece is supported by reference to the educational leadership literature presented in the unit and from other sources.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Submit your word document and criteria sheet in the Moodle unit site.

Learning Outcomes Assessed

- Evaluate effective leadership skills for a school context including influencing, decision making, problem-solving, time management and networking
- Evaluate personal views, values and beliefs about educational leadership

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 Written Assessment - Professional Learning and Wellbeing Discussion

Assessment Type

Written Assessment

Task Description

This assessment requires contribution to professional discussions on leadership growth and wellbeing from Week 6 through to Week 12 on the Moodle Discussion forum for this unit. You will demonstrate an understanding of contemporary school leadership and practice including consideration for the wellbeing of self and others. Your weekly contribution will be 300-400 words and while written in first person, should include reference to personal research and materials presented in the unit. Whilst there is an expectation you comment each week on the contribution of at least two others posts in the discussion forum, this aspect is not being assessed.

Assessment Due Date

Week 12 Friday (2 June 2017) 4:00 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

You will receive written feedback on this assessment task via Moodle.

Weighting

40%

Assessment Criteria

The task will be assessed according to the following criteria:

1. The level of understanding of the topics demonstrated in relation to their application in a school setting.
2. The writing has clarity, is accurate in terms of spelling, grammar and punctuation.
3. The extent the piece is supported by reference to the educational leadership literature presented in the unit and from other sources.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

You will be provided weekly feedback on your discussion in the forum posts. At the end of the six week period, submit your criteria sheet in the Moodle unit site.

Learning Outcomes Assessed

- Apply strategies to build personal well-being and to manage professional learning.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem