EDED20497 *Leadership in the Educational Context*
Term 1 - 2018

Profile information current as at 13/12/2025 03:56 pm

All details in this unit profile for EDED20497 have been officially approved by CQUniversity 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 educational leadership and the responsibilities of educational leaders for ensuring good learning outcomes for learners. You will also consider the legal, ethical, policy, cross-cultural and governance issues educational 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 educational 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 - 2018

- 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).

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: 30%
2. **Written Assessment**
Weighting: 40%
3. **Online discussion forum**
Weighting: 30%

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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Anecdotal from students.

Feedback

High cost of each unit makes the course not affordable to most of the prospective cohort (deputy principals and heads of school, etc).

Recommendation

The structure of the units will be reviewed in light of wider changes to the course.

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.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	● Introductory Level	● Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	**2**	**3**
1 - Presentation - 30%		●	
2 - Written Assessment - 40%	●	●	
3 - Online discussion forum - 30%			●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
1 - Knowledge	○	○	○
2 - Communication		○	
3 - Cognitive, technical and creative skills	○		○
4 - Research			○

Graduate Attributes	Learning Outcomes		
	1	2	3
5 - Self-management	○		
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership			○
8 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Presentation - 30%	○	○	○	○	○			
2 - Written Assessment - 40%	○	○	○	○	○	○	○	
3 - Online discussion forum - 30%	○	○			○	○	○	

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

Alison Elliott Unit Coordinator
a.elliott@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to leadership in the school context.		Zoom Session - Monday 5th March 7:00pm

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Who are you as an educational leader? Articulating the "why".		

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
What is the evidence about the impact of school leadership on student learning?		Zoom Session - Monday t19h March 7:00pm

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
How has the profession defined leadership capabilities and behaviours?		Optional Residential - Brisbane Saturday 24th March 9:00am - 4:00pm **Presentation - Who am I as an Educational Leader?** Due: Week 4 Monday (26 Mar 2018) 4:00 pm AEST

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Returning to the "why" - reviewing a personal credo with reference to evidence and data.		

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional Capabilities - influencing, goal setting, professional conversations, decision making etc.		Zoom Session - Monday 16th April 7:00pm **Written Assessment - Individual Leadership Profile** Due: Week 6 Friday (20 Apr 2018) 4:00 pm AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Dealing with ambiguity, complexity, legal and ethical implications for the school leader.		

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Diversity in the school setting - students and communities.		

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
School Governance and community engagement.		

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

The concept of Professional Capital - what it means and how to raise it.		Zoom Session - Monday 14th May 7:00pm

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
The connection between social capital, school performance and leader wellbeing.		

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leading in an effective and sustainable way.		**Discussion Forum Assessment - Professional Learning and Wellbeing Discussion** Due: Week 12 Friday (1 June 2018) 4:00 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Dr David Turner - Lecturer
Email: d.r.turner@cqu.edu.au

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 ten-minute presentation supported by electronic media (e.g. Powerpoint, Prezi, Video) introducing yourself to the staff of a new school/ centre where you have been appointed as leader. In the presentation, you will outline your background, what you bring to the role of educational leader, what you believe to be important in school education today?
Do not assume this new appointment is in the same region/district/location that you currently work. You should, therefore, be careful of assuming any prior knowledge of the staff about 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. These will be added to the YouTube site for others to access.
A secondary intention of this task is to build a community of learners of those undertaking the Graduate Certificate in Educational Leadership program.

Assessment Due Date
Week 4 Monday (26 Mar 2018) 4:00 pm AEST

Return Date to Students
Vacation Week Monday (9 Apr 2018)

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

Weighting
30%

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 an educational leader and important to 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 with reference to evidence of your strengths and lesser strengths and the literature on 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 1500 words and must include a personal educational credo and values statement.

Assessment Due Date
Week 6 Friday (20 Apr 2018) 4:00 pm AEST

You will receive written feedback on this assessment task via Moodle

Return Date to Students
Week 8 Friday (4 May 2018)

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 lesser strengths, 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 Discussion Forum Assessment - Professional Learning and Wellbeing Discussion

Assessment Type
Online discussion forum

Task Description
This assessment requires a contribution to professional discussions on leadership growth and wellbeing from Week 6 through to Week 12 in the unit's Moodle Discussion forum. You will demonstrate an understanding of contemporary educational leadership and practice including consideration for the well-being of self and others.
Your weekly contribution will be 300-400 words and while written in the 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 this aspect of the conversation is not being assessed.

Assessment Due Date
Week 12 Friday (1 June 2018) 4:00 pm AEST

Via discussion forums

Return Date to Students
Exam Week Friday (15 June 2018)

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

Weighting
30%

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 an educational 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.

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility
- Leadership

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