



EDED20498 Educational Change and Improvement

Term 1 - 2017

Profile information current as at 25/04/2024 01:49 pm

All details in this unit profile for EDED20498 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

In an increasingly complex and dynamic environment, school leaders effectively manage change and also capitalise on opportunities to innovate. In this unit you will engage in the theory and practice of implementing and evaluating change in an educational setting. You will review a current school improvement agenda and evaluate it against a range of contemporary educational leadership research and make recommendations about, or justifications for, that agenda. You will evaluate school governance structures and the implications of these on your role as a leader. You will also compare and contrast industry approaches to innovation for school-specific application.

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. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

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 and apply appropriate change processes to suit a specific educational context
2. Analyse a range of data that informs a change agenda and compares alternative approaches to school improvement
3. Evaluate a range of school governance structures and their implications for leadership roles
4. Compare and contrast industry approaches to innovation for school-specific application.

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
j.fleming@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to educational change and improvement and the measures currently used (NAPLAN, PISA)		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
What is shaping schooling in the contemporary context?. A brief look at drivers of change, policy initiatives and potential "disrupters" within this context		Zoom Session - Monday 13 March

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Planning for change - change theory		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The use of evidence - understanding data		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
School Governance - the impact on community engagement and learning outcomes for students		

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
The National School Improvement Tool		
Week 7 - 24 Apr 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Evaluation of schools and system improvement		Zoom Session – Monday 24 April Written Assessment - Reviewing an existing school improvement agenda Due: Week 7 Friday (28 Apr 2017) 4:00 pm AEST
Week 8 - 01 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
A closer look at what may disrupt schooling in the future		
Week 9 - 08 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Social and technological change		Residential - Saturday May 13
Week 10 - 15 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Innovation and creativity		
Week 11 - 22 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Education futures. What might schooling look like in 25 years?		Zoom Session - Tuesday 23 May
Week 12 - 29 May 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Review		Written Assessment - Design a Technological Tool for Educational Application 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 Written Assessment - Reviewing an existing school improvement agenda

Assessment Type

Written Assessment

Task Description

This assessment requires a detailed review of a current school improvement initiative, plan or project with reference to the academic literature. This assessment task is to be presented as a report of 2500 words.

In the report you are to provide;

a) Background information on the school needs to be included, which includes data such as information from the MySchool website, school reviews, school data sets related to student performance, community information from the Australian Bureau of Statistics, etc. The analysis of the context should include the school's governance structure. For example; does the school have a council or board, is it part of a system and organisational structures, particularly if it is a large organisation.

b) A SWOT analysis of the current situation, referencing current educational literature (i.e. does the initiative align to

research on school improvement).

c) Recommendations to the school board and/or leadership team on any gaps in the initiative or improvements that could be made that would increase the likelihood of positive impacts on students and their learning.

Assessment Due Date

Week 7 Friday (28 Apr 2017) 4:00 pm AEST

Return Date to Students

Week 9 Friday (12 May 2017)

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

Weighting

50%

Assessment Criteria

The task will be assessed according to the following criteria:

1. Academic writing skills. The written piece has clarity, a professional style and tone and is accurate in terms of referencing, spelling, grammar and punctuation.
2. The analysis of the current plan including the use of a SWOT methodology and the rationale for improvement.
3. The range of data accessed in the analysis of the current plan.
4. Discussion about the governance structures and organisational complexity and implications for the improvement plan and leadership of the school.
5. Quality of the recommendations made supported by reference to change theory and current educational leadership literature directed at improving student outcomes.

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 and apply appropriate change processes to suit a specific educational context
- Analyse a range of data that informs a change agenda and compares alternative approaches to school improvement
- Evaluate a range of school governance structures and their implications for leadership roles

Graduate Attributes

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

2 Written Assessment - Design a Technological Tool for Educational Application

Assessment Type

Written Assessment

Task Description

Design an educational tool for the compulsory years of schooling that utilises information and communication technology. This assessment task requires you to identify a “problem” that educational leaders and /or teachers are faced with in their educational setting (e.g. Early Education setting, unit, school, or regional role). Examples may include, but are in not limited to; using a “flipped classroom” technology to maximise face to face teaching time, developing an app for improving communication and parental engagement in learning.

This innovation does not need to be developed or introduced into an educational setting. The assessment task may be a collaboration with another student undertaking the unit.

The task is to be presented in two parts.

Part A - The “pitch” - 500 words maximum. The task is to include a succinct but compelling “pitch” outlining the problem and the innovation that will address the problem. The purpose of the ‘pitch’ is to get others to “invest” in the

project. The 'others' may be colleagues, your supervisor, or even venture capitalists if you need finance to progress the innovation.

Part B - Detail your innovation – 2000 words - This part of the assessment will explain your innovation in more detail. It will include a detailed description of the problem, the solution including the technologies being accessed (data bases, cloud computing, artificial intelligence/machine learning, Virtual Reality) and the innovation framework model used to develop the idea. This will reference approaches to innovation used in creative industries and explain how the idea was generated, what ideas “bumped into each other”, and what collaborations were required (if any).

While a written assessment, the task can be supported and enhanced by diagrams, graphs, graphics and illustrations. The scope or of the project is not being considered but rather how compelling the need is and how creative the “solution”.

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

50%

Assessment Criteria

The task will be assessed according to the following criteria:

1. The quality of the “pitch” in terms of conciseness and articulation of the problem and solution.
2. The examination of the problem and the synthesis of ideas, data, trends, and technological advances accessed in solving the problem.
3. The level of innovation displayed in the solution and the creativity displayed in solving the problem presented.
4. A model for the development of the idea (the Innovation Framework) linked to academic writings on the innovation process and how creative industries approach innovation.
5. The written piece has clarity, a professional style and tone and is accurate in terms of referencing, spelling, grammar and punctuation.

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

- Analyse a range of data that informs a change agenda and compares alternative approaches to school improvement
- Compare and contrast industry approaches to innovation for school-specific application.

Graduate Attributes

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