



# EDED20499 *Leading Learning and Community Engagement*

## Term 2 - 2018

Profile information current as at 05/05/2024 05:01 pm

All details in this unit profile for EDED20499 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 this unit you will investigate how leadership links to improved student learning and effective community engagement. You will have the opportunity to develop an understanding and critical knowledge of the leader's role in creating and maintaining professional learning communities. As an educational leader, you will also investigate community engagement and will develop your skills of negotiation, dealing with conflict and managing competing interests.

### 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

The co-requisite is EDED20497 Leadership in the Educational Context

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 2 - 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).

### Residential Schools

This unit has a Optional 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: 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](#).

## 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 Student feedback

##### Feedback

Change the residential school from compulsory to optional.

##### Recommendation

Change the residential school to optional.

## Unit Learning Outcomes

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

1. Design and lead professional learning communities that focus on improving staff capability and student learning outcomes
2. Analyse issues that are relevant to the interests of the diversity of students
3. Evaluate a community engagement process for educational improvement
4. Apply techniques for conflict resolution in an educational community.

## 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	4
1 - Presentation - 50%	•	•	•	
2 - Written Assessment - 50%	•	•		•

### Alignment of Graduate Attributes to Learning Outcomes

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

Graduate Attributes	Learning Outcomes			
	1	2	3	4
5 - Self-management	<input type="radio"/>			<input type="radio"/>
6 - Ethical and Professional Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 - Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 - 50%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2 - Written Assessment - 50%	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

NA

### 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](mailto:a.elliott@cqu.edu.au)

## Schedule

**Week 1 - 09 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction - Professional Learning		<b>Zoom Session - Tuesday 10 July</b> Details of the session to be advised by lecturer Dr David Turner

**Week 2 - 16 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Professional Learning Communities/Teacher Learning Communities		

**Week 3 - 23 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Action Research/ Teacher as Researcher		<b>Zoom Session - Wednesday 25 July</b> Details to be advised by lecturer

**Week 4 - 30 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Collaborative Inquiry		

**Week 5 - 06 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Professional Learning Trends		

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Making Time for Great Teaching		

**Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
What does the research say about community engagement?		<b>Zoom Session - Wednesday 29 August</b> <small>Details to be advised by lecturer</small>

**Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Optional Full or half day workshop in Brisbane - Saturday 8 September</b>  <b>Details to be advised by lecturer in Week 1</b>
Understanding the school community		<b>Presentation - Professional Learning in Action</b> Due: Week 8 Friday (7 Sept 2018) 11:55 pm AEST

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Parents in the learning process.		

**Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The role of social media		

**Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Negotiation; conflict, managing competing interests.</b>		<b>Zoom Session - Monday 24th September</b> <b>Details to be advised by lecturer</b>

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>The power in networks (community and business)</b>		<b>Written Assessment - Community Engagement Strategy</b> Due: Week 12 Tuesday (2 Oct 2018) 11:45 pm AEST
<b>Diversity in Networks</b>		

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Exam Week - 15 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

## Term Specific Information

The optional half or full day workshop will be held at the Brisbane campus of CQU. The workshop will focus on building professional learning communities. We will discuss/negotiate details of the workshop in Week 1 and then you should advise whether you are interested in attending.

## Assessment Tasks

### 1 Presentation - Professional Learning in Action

**Assessment Type**

Presentation

**Task Description****Task Description**

You will present a 'Snapshot' of 'professional learning in action' in an educational site. This could be within a school, across schools or at professional association or system level. It may be current practice in your own educational site, or an example from another site. (If the example is not from your site, permissions will need to be obtained).

This Snapshot will be of 12- 15 minute duration, contain no more than 10 PowerPoint (or equivalent) slides, and be for presentation to an audience of other educational leaders. The snapshot will outline:

- (a) The rationale for the approach to professional learning taken
- (b) A concise overview of the approach with examples
- (c) Reference the outcomes being achieved, or expected

You will also submit a 500 -1000 written piece referencing the literature supporting the approach. This report will be in the format of a handout that would be provided to the audience to whom you are presenting.

The task will be presented in one of two ways.

- a) For those attending the residential (end of Week 8), your presentation will be presented to fellow students, and perhaps other teachers and educational stakeholders. The presentations will be recorded and uploaded to the Moodle site for sharing with for 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.

**Assessment Due Date**

Week 8 Friday (7 Sept 2018) 11:55 pm AEST

**Return Date to Students**

Week 10 Monday (17 Sept 2018)

**Weighting**

50%

### Assessment Criteria

The task will be assessed according to the following criteria:

1. The rationale provided for the approach to professional learning presented
2. Reference is made to relevant adult learning theory and contemporary professional learning issues and practice.
3. The presentation references impact on the professional learning community and student learning outcomes
4. The clarity and confidence displayed in the presentation and the relevance of images, information and/or diagrams included.
5. The scope, currency and accuracy of referencing use in the handout and its design and presentation.

### Referencing Style

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

### Submission

Online

### Submission Instructions

For those not attending the workshop you will need to record your presentation, save it as an MP4 file and upload it via Moodle, along with the 500-1000 word written report and criteria sheet.

### Learning Outcomes Assessed

- Design and lead professional learning communities that focus on improving staff capability and student learning outcomes
- Analyse issues that are relevant to the interests of the diversity of students
- Evaluate a community engagement process for educational improvement

### Graduate Attributes

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

## 2 Written Assessment - Community Engagement Strategy

### Assessment Type

Written Assessment

### Task Description

#### Task Description

You will develop a school community profile using data available (e.g. ABS, Local council information, School Opinion Survey, School website, prospectus and/or Annual Report). This profile should examine the diversity in the student body as well as the broader community dynamics and reference the key elements of the profile and the implications for a school leader.

Identify one key element that may be difficult, or complex, to address but is important for the school community.

Referencing the profile you will then develop a strategy to better engage the community with a view to improving student outcomes. In this strategy, you will outline 3-5 tactics to be applied as part of the strategy. You should outline how, as the responsible leader, you will address any conflict that may occur in applying the tactics.

The written piece is not to exceed 2000 words.

### Assessment Due Date

Week 12 Tuesday (2 Oct 2018) 11:45 pm AEST

### Return Date to Students

Exam Week Friday (19 Oct 2018)

### Weighting

50%

### Assessment Criteria

The task will be assessed according to the following criteria:

1. The written piece has clarity, uses a professional style and tone and is accurate in terms of referencing, spelling, grammar and punctuation.
2. The developed profile accesses a range of data sources and provides insight into the key elements relevant to

community engagement.

3. The tactics to be employed are practical and the have potential to engage parents and students.
4. Areas of potential conflict are identified and addressed.
5. The extent to which the piece is supported by reference to the literature presented in the unit and from other sources.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit through Moodle along with the criteria sheet.

### **Learning Outcomes Assessed**

- Design and lead professional learning communities that focus on improving staff capability and student learning outcomes
- Analyse issues that are relevant to the interests of the diversity of students
- Apply techniques for conflict resolution in an educational community.

### **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