EDED20499 *Leading Learning and Community Engagement*
Term 2 - 2019

All details in this unit profile for EDED20499 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

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 - 2019

- Mixed Mode

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 and teaching staff conversations and evaluations

Feedback

The unit has a practical focus with content and assessment targeted to students' diverse teaching contexts

Recommendation

Continue with the specific foci on developing students' leadership roles in their professional settings. Continue with authentic assessment tasks aligned to students' leadership goals and contexts and to their developing understandings and skills around educational leadership theory and practice.

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	○		○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
4 - Research	○		○	○
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 - 50%	○	○	○	○	○	○	○	
2 - Written Assessment - 50%	○	○	○	○	○	○	○	

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
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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction – Professional Learning		**Zoom Session – Tuesday July 16th. 7pm** **Details of the session to be advised by lecturer Dr David Turner**

Week 2 - 22 Jul 2019

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

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Action Research/ Teacher as Researcher		

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Collaborative Inquiry		Zoom Session – Tuesday August 6th, 7pm

Week 5 - 12 Aug 2019

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

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

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

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
What does the research say about community engagement?		**Presentation - Professional Learning in Action** Due: Week 7 Friday (6 Sept 2019) 5:00 pm AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the school community		

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Parents in the learning process		Zoom Session Tuesday Sept 17th, 7pm

Week 10 - 23 Sep 2019

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

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Negotiation- conflict, managing competing interests.		

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
The power in networks (community and business)

Diversity in networks | | **Written Assessment - Community Engagement Strategy** Due: Week 12 Friday (11 Oct 2019) 11:59 pm AEST |

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Presentation - Professional Learning in Action

Assessment Type
Presentation

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 rational 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 form of a 'handout' in a form suitable for your audience of peers.
Your 'snapshot' should be prepared in the form of presentation for your peers (educational leaders/colleagues, other stakeholder) and recorded. Save it as an MP4 file and upload it via Moodle by the due date.

Assessment Due Date
Week 7 Friday (6 Sept 2019) 5:00 pm AEST

Return Date to Students
Week 9 Friday (20 Sept 2019)
via Moodle

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
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 Friday (11 Oct 2019) 11:59 pm AEST

Return Date to Students
Exam Week Friday (25 Oct 2019)
via Moodle

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