

EDUC6353: Leading and Managing Educational Change

Online

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course critically explores the leadership and management of educational change in the contemporary context.
Requisites	This course replaces EDUC6034. If you have successfully completed EDUC6034 you cannot enrol in this course.
Contact Hours	Online Integrated Learning Session Face to Face On Campus 2 hour(s) per Week for Full Term Classes are usually scheduled in 2hrs per week, but may be compressed in workshop form or blended modes
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Online A/Prof Rachel Buchanan Rachel.Buchanan@newcastle.edu.au (02) 4921 6411 Consultation: contact via email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	Indicative content will include: <ul style="list-style-type: none">• Theories of educational change• Historical and contemporary developments in educational change processes• Strategic management perspectives and planning• Issues related to educational change management
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Investigate and critically engage with the concepts, principles, and research findings relating to educational change processes;2. Reflect upon and analyse educational change issues and the relationship to strategic management; and3. Develop strategic planning for initiating change in an educational setting.
Course Materials	Recommended Reading: <ul style="list-style-type: none">- Course materials will be made available on the EDUC6353 Canvas site.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Module 1 Topic 1	Online activities Module 1	
2	24 Jul	Module 1 Topic 2	Online activities Module 1	
3	31 Jul	Module 1 Topic 3	Online activities Module 1	Discussion Board Post 6 th August
4	7 Aug	Module 2 Topic 4	Online Activities Module 2	
5	14 Aug	Module 2 Topic 5	Online Activities Module 2	
6	21 Aug	Module 2 Topic 6	Online Activities Module 2	Discussion Board Post 27 th August
7	28 Aug	Module 3 Topic 7	Online Activities Module 3	
8	4 Sep	Module 3 Topic 8	Online Activities Module 3	
9	11 Sep	Module 3 Topic 9	Online Activities Module 3	Discussion Board Post 17 th September
10	18 Sep	Module 4 Topic 10	Online Activities Module 4	
Mid Term Break				
Mid Term Break				
11	9 Oct	Module 4 Topic 11	Online Activities Module 4	
12	16 Oct	Module 4 Topic 12	Online Activities Module 4	Discussion Board Post 22 nd October
13	23 Oct			29 th October Project Due
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Discussion	Due at the end of each of the course's 4 Modules: 6 th August, 27 th August, 17 th September, 22 nd October	Individual	60%	1,2
2	Project)	29th October	Individual	40%	1, 2, 3

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 Discussion

Assessment Type Purpose

Written Assignment

To learn from one another through discussion of your various teaching/leadership contexts; to investigate and critically engage with the concepts, principles, and research findings relating to educational change processes; and reflect upon and analyse educational change issues and the relationship to strategic management

Description

Participate in discussion of the module material by responding to the questions or task (one per module) posted by the lecturer. You must make at least one (1) contribution to each module (for a total of 4 contributions), but you can comment more often if you wish. A mark will be assigned at the end of each module. 400 words per module (minimum).

Weighting

60%

Length

1600 - 2000 words

Due Date

due at regular intervals throughout the course

Submission Method

Online

Discussion board posts will be submitted and marked in discussion board

Assessment Criteria	Marking criteria and rubric for the discussion board posts will be available in Canvas
Return Method	Online
Feedback Provided	Online - Feedback will be provided via Canvas not more than three weeks after the submission date

Assessment 2 - Project

Assessment Type	Project
Purpose	To develop and justify a suitable plan for change in your context, drawing on the relevant academic literature.
Description	Outline the steps you would take to initiate a sustainable change in your context. The change may involve the whole school/organisation, or it may have a more specific focus. Base your plan on one of the models discussed in Module 1 of the course (see Topic 3 notes for details) and consider how you would address the issues related to change management in your context. Your plan must be in two sections; your plan for change and a rationale justifying your plan. 2000 words.
Weighting	40%
Length	2000 words
Due Date	11:59pm Sunday 29 th October
Submission Method	Online
Assessment Criteria	Marking criteria and rubric for the project plan will be available on Canvas
Return Method	Online
Feedback Provided	Online - Feedback will be provided via Turnitin not more than three weeks after the submission date.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include: <ul style="list-style-type: none">- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
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Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	<p>The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.</p>

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC6353 SEM 2 2023 Task 1 (60%)



Course Overview

Module Dates	Topics	Deadlines
Module 1 17th July – 6th August	1. Theories of educational change 2. Models of educational change 3. History and effects of educational change	Discussion Board Post 11:59pm 6 th August
Module 2 7th August – 27th August	4. Educational change in Australia 5. Components of effective change leadership 6. Strategies for sustainable change	Discussion Board Post 11:59pm August 27 th
Module 3 28th August – 17th September	7. Effects of organizational culture 8. Teachers' sense making processes I – Beliefs and values 9. Teachers' sense making processes II – Emotions and identity	Discussion Board Post 11:59pm 17 th September
Module 4 18th September – 22nd October	10. Individual differences in responding to change 11. Overcoming resistance to change 12. Into the future	Discussion Board Post 11:59pm 22 nd October

Task 1

Length: 1600 – 2000 words (four posts minimum 400 words each) (60% of final grade)

Due: Sunday 11:59 pm at the end of each module

Task

Participate in discussion of course modules by responding to question/task posted by the lecturer. You must make at least one posting per module, but you may comment/reply to peers more often if you wish. Your contribution must include a personal reflection drawing from your current context or your learning, and refer to the relevant course readings.

Each module discussion task will be graded according to the rubric below. Each will be given a mark out of 15, for a total of grade out of 60 for the course.

Criteria/Grade	0	1	2	3	4
Use of Leadership Concepts /4 The degree to which the response demonstrates understanding of effective leadership practices by drawing from the relevant leadership concepts covered in the module.	No attempt or no relevant leadership concepts used in response.	Superficial and/or inadequate application of relevant leadership concepts, theories, and frameworks to support arguments and analysis.	Appropriate application of leadership concepts, theories, and frameworks to support arguments demonstrating an adequate understanding of effective leadership practices.	Good application of leadership concepts, theories, and frameworks to support arguments demonstrating a good understanding of effective leadership practices.	Excellent application of leadership concepts, theories, and frameworks to support arguments demonstrating depth of understanding of effective leadership practices.
Personal Reflection /4 The degree to which the response incorporates reflection on either personal leadership experience or relevant learning.	No attempt or response lacks personal reflection.	Inadequate personal reflection. The response hasn't been linked to personal experience or learning.	Appropriate reflection on personal experience and insights related to the topic, demonstrating some analysis and self-awareness.	Good reflection on personal experiences and insights related to the topic, demonstrating analysis and self-awareness.	Excellent reflection on personal experiences and insights related to the topic, demonstrating meaningful analysis and self-awareness.
Use of Academic Literature /4 The degree to which response references the course readings (or equivalent academic literature).	No, or inappropriate, academic literature referred to in the response.	Superficial and/or inadequate use of relevant academic literature.	Draws upon adequate sources and demonstrates appropriate understanding of relevant academic literature related to the topic.	Makes good use of relevant sources and demonstrates good understanding of relevant academic literature related to the topic.	Makes excellent use of relevant sources and demonstrates thorough understanding of relevant academic literature related to the topic.
Quality of Communication /3 The quality of written expression and accuracy and the correct use of APA 7 th edition referencing conventions.	No attempt or the response lacks coherence, and/or appropriate referencing.	Numerous errors in communication, and/or referencing.	Clearly and effectively communicates ideas, concepts, and arguments. Uses appropriate language, and formatting and APA referencing conventions.	Cogently communicates ideas, concepts, and arguments. Flawless language, and formatting and APA referencing conventions.	

Fail <7.5, Pass 7.5 – 9.5, Credit 10 – 11, Distinction 11.5 – 12.5, High Distinction 13 – 15



Task 2

Length: 2000 words (40% of final grade)

Date due: 11:59pm Sunday October 29th

Outline the steps you would take to initiate a sustainable change in your context. The change may involve the whole school or organisation, or it may have a more specific focus. Base your plan on one of the models considered in Module 1 of the course (this means one of the three models discussed in Topic 2); and consider how you would address the issues related to change management in your context.

Present your plan in two sections: an outline of your plan for change and a rationale.

Section 1: An outline of the plan including model for change your plan is based upon.

Include some or all of the following practical details:

- Activities that you would use to engage all stakeholders in the process of crafting a clear and inspiring vision
- Different types of evidence you will collect and how it will be used
- Strategies you will use to enable your community to set a short term goal and develop an action plan that will lead them towards the achievement of the long term goal

Section 2: A rationale explaining:

- why you have adopted this approach to introducing change in your context
- how you are addressing contextual issues related to managing change
- steps you will take to ensure that the change is sustained over time
- why you expect the measures you have taken to deal with issues related to change management to be successful.

Your plan and rationale should be supported by reference to relevant literature.

Criteria/Grade	Fail 0 – 4.5	Pass 5 - 6	Credit 6.5 - 7	Distinction 7.5 - 8	High Distinction 8.5 - 10
Plan for Change /10 A feasible plan for change is outlined and relevant practical details are described (e.g. strategies, evidence to be collected, etc).	There is no plan for change, or it is not feasible, and/or the relevant practical details have not been described.	The plan for change is inadequately described, or the practical details are not adequately addressed.	The plan for change is feasible, satisfactorily described and contains relevant practical details.	The plan for change is feasible, well described and the practical details are realistically addressed.	The plan for change is feasible, well designed and the description incorporates realistic, achievable practical objectives.
Use of theory /10 The plan is based on a theoretical model for change and addresses issues related to managing change.	The plan has no suitable theoretical basis and does not address the issues related to managing change.	The plan has either no suitable theoretical basis or does not adequately address managing change.	The plan has a suitable theoretical basis and satisfactorily addresses issues related to managing change.	The plan is well grounded in a suitable theoretical framework and incorporates strategies for managing change.	The plan makes excellent use of a suitable theoretical framework and has excellent strategies for change management.
Rationale /10 A rationale (supported by reference to the relevant literature) is provided that addresses the chosen approach, steps involved in plan, and the sustainability of change.	The rationale is absent and/or does not address any of the relevant points. No reference is made to the relevant academic literature.	The rationale does not adequately address some of the relevant points and/or the academic literature in the rationale used is not appropriate, and/or inadequate.	The rationale satisfactorily addresses all/or most of the relevant points and makes satisfactory reference to appropriate academic literature.	The rationale justifies the chosen approach, steps involved and sustainability of change and makes good use of academic literature, drawing on an adequate and appropriate selection.	Rationale convincingly justifies all aspects of the plan including chosen approach, steps involved and sustainability of change and makes excellent use of appropriate academic literature, drawing on a wide range and highly appropriate selection.
Quality of communication /10 Appropriate essay structure. Appropriate formal language in first and third person. One idea logically connected to the next. Clear paragraph structure. Correct punctuation. Correct sentence structure. Appropriate tense. Correct spelling. Correct use of APA referencing style	Major errors in essay structure, or inappropriate academic language used. Student needs to seek help from Learning Development Poor levels of academic literacy demonstrated. Student is advised to seek help from Learning Development.	Many errors in either essay or paragraph structure, or in academic language or ideas are not logically connected. The essay contains many punctuation, spelling and sentence structure errors, and/or errors in APA formatting.	Some errors in either essay or paragraph structure, or in academic language or ideas are not logically connected. The essay contains some punctuation, spelling and sentence structure errors, and/or errors in APA formatting.	Minor errors in either essay or paragraph structure, or in academic language or ideas are not logically connected. The essay contains few errors of punctuation, spelling and sentence structure, and/or some minor errors in APA formatting.	Essay is lucidly written, cogent and concise. It is well structured, flows well and the ideas are clearly expressed. The essay is free of punctuation, spelling and sentence structure. APA formatting is error free.