

EDUC6350: School Leadership Research

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	With increasing pressure on school leaders to draw upon research and evidence in their decision-making, the need for critical engagement with research has never been greater. This course serves as an introduction to critically engaging with popular school leadership research and its implications for practice.
Requisites	This course replaces EDUC6016. If you have successfully completed EDUC6016 you cannot enrol in this course.
Contact Hours	Online Integrated Learning Session 2 hour(s) per Week for Full Term
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

CONTACTS

Course Coordinator	Online Prof John Fischetti e: John.Fischetti@newcastle.edu.au t: 4921 5979 Consultation: please email for an appointment My mobile is 0418296365 if needed
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan e: Education@newcastle.edu.au t: +61 2 4921 6428

SYLLABUS

Course Content	Indicative content will include: <ul style="list-style-type: none">Contemporary popular research on school leadership, management and administration;Theoretical and practical strategies for engaging with research.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">Critically engage with the purpose, findings and underlying assumptions of school leadership research; andExplicitly analyse a chosen piece of research for its impact on practice.
Course Materials	To be advised

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	An Annotated Bibliography of Current Educational Leadership Literature	7 May	Individual	50%	1, 2
2	Implementing Change: Putting your Philosophy and Research into Practice	4 June	Individual	50%	1, 2

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.
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Assessment 1 - An Annotated Bibliography of Current Educational Leadership Literature

Assessment Type	Annotated Bibliography
Purpose	The purpose of this assignment is to engage with and critically review recent research literature in the field of educational leadership.
Description	You will be required to produce an annotated bibliography of 15 references (including at least 10 peer-reviewed journal articles or book chapters that report on empirical research). These annotated bibliography entries need to provide a concise description of the research methods and findings and a discussion of how these references relate to your area of interest.
Weighting	50%
Due Date	7 May
Submission Method	Online - submission via Canvas
Assessment Criteria	See criteria in Canvas
Return Method	Online
Feedback Provided	Online

Assessment 2 - Implementing Change: Putting your Philosophy and Research into Practice

Assessment Type	Written Assignment
Purpose	This assignment challenges students to put into context the research on their area of interest and articulate what they have learned about implementing change in their organisation.
Description	Students are required to produce a well-structured presentation for members of their own organisation that draws on key research evidence from their field of interest. They are asked to articulate what research suggests about the potential impact of proposed changes in their organisation and what processes they propose for moving forward.
Weighting	50%
Due Date	4 June
Submission Method	Online - submission via Canvas
Assessment Criteria	See criteria on Canvas
Return Method	Online
Feedback Provided	Online

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:

- Canvas Course Site

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. Please see [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances

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:

1. the assessment item is a major assessment item; or
2. 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; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#) available at:

Important Policy Information

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

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.