

EDUC6352: Australian School Leadership

Online

Semester 1 - 2024



OVERVIEW

Course Description This course brings together Australian education policy, research and practice to explore the nature of school leadership in contemporary Australia.

Requisites This course replaces EDUC6032. If you have successfully completed EDUC6032 you cannot enrol in this course.

Contact Hours **Online**
Integrated Learning Session
Online
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**
A/Prof Rachel Buchanan
Rachel.Buchanan@newcastle.edu.au
(02) 4921 6411
Consultation:
Please email me to arrange consultation.

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
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SYLLABUS

Course Content Indicative content will include:

- The Australian education policy structure
- The Australian school system
- National, Federal, and State education policy
- Historical education policy moves in Australia
- International education policy trends
- Educational leadership as the mediator of policy

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Demonstrate an understanding of the Australian education policy context;
2. Investigate the impact of different policy players on schools and schooling; and
3. Critically engage with contemporary policy issues facing Australian school leaders.

Course Materials

All course materials are available on the course CANVAS site.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 February	1. Australian School Leadership	Online activities, Discussion board and course readings focusing on educational policy history in Australia	
2	4 March	1. Australian School Leadership	Online activities, Discussion board and course readings focusing on school leadership in Australia	
3	11 March	1. Australian School Leadership	Online activities, Discussion board and course readings focusing on the politics of the teaching profession	17 March Assignment 1 Module 1
4	18 March	2. Policy Mediation	Online activities, Discussion board and course readings focusing on the influence of the media on educational policy	
5	25 March	2. Policy Mediation	Online activities, Discussion board and course readings focusing on educational leaders and how they work with policy	31 March Assignment 1 Module 2
6	1 April	3. Policy Analysis and Policy Case Studies	Online activities, Discussion board and course readings focusing on policy analysis	
7	8 April	3. Policy Analysis and Policy Case Studies	Online activities, Discussion board and course readings focusing on educational policy	
Mid Term Break				
Mid Term Break				
8	29 April	3. Policy Analysis and Policy Case Studies	Online activities, Discussion board and course readings focusing on educational policy	5 th May Assignment 1 Module 3
9	6 May	4. International policy trends	Online activities, Discussion board and course readings focusing on international policy trends	
10	13 May	4. International policy trends	Online activities, Discussion board and course readings focusing on international education policy	19 th May Assignment 1 Module 4
11	20 May	5. Reflecting on policy as an educator and a leader	Online activities, Discussion board and course readings focusing on policy from the perspective of school leadership	
12	27 May	5. Reflecting on policy as an educator and a leader	Online activities, Discussion board and course readings focusing on policy from the perspective of school leadership	2 nd June assignment 1 Module 5
13	3 June			9 th June Assignment 2
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	Trends in Australian Education Policy	Various times throughout semester	Individual	50%	1, 3
2	Term Paper: Analysis of the impact of policy on school leadership	11:59 pm 9 th June	Individual	50%	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 - Trends in Australian Education Policy

Assessment Type Discussion Board Tasks

Purpose To consolidate and share learning from each of the course's modules

Description Participate in discussion of modules' (1 - 5) topics by responding to the question posted by the course coordinator. You must make at least one contribution to each module's (1 – 5) questions but you can comment more often if you wish. Contributions may be your own thread or in response to a peer. A mark will be assigned a week after the end of each module's period. Each of the 5 tasks/discussion board questions is worth 10% (for a total of 50% of the final grade for the course). Each module contribution is to be a maximum of 500 words.

Weighting 50%

Due Date Various times throughout semester – on the Sunday evening prior to the commencement of the next module:

Module 1 due by 11:59 pm March 17th

Module 2 due by 11:59pm March 31st

Module 3 due by 11:59pm May 5th

Module 4 due by 11:59pm May 19th

Module 5 due by 11:59pm June 2nd

Submission Method Online

Assessment Criteria Students are assessed on their engagement with the key concepts in the course readings and their ability to critically reflect upon these.

Return Method Online

Feedback Provided Online

Assessment 2 - Term Paper: Analysis of the impact of policy on school leadership

Assessment Type Written Assignment

Purpose To describe the impact of policy on the work of leadership through an exploration of media depiction of educational policy.

Description Students are to provide a synopsis of a news media article on policy (Up to 1000 words) and an analysis exploring the implications of the policy for leadership (Up to 1500 words):

Weighting 50%

Length 2500 words

Due Date 11:59 pm 9th June

Submission Method Online

Assessment Criteria Students will be assessed on:

1. Identification and synopsis of appropriate news media article on an educational policy
2. Aspects and implications: Contextual, practical, political, and educational policy implications for leadership addressed;

3. Links to research and quality of discussion of this research in relation to chosen media article and policy;
4. Reflection on roles of different stakeholder in developing and implementing policy, the effect of the policy on these stakeholders and on the professional self as leader; and
5. Referencing and quality of written communication.

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: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

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**

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:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

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.

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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Assignment 1: Discussion Board Task Guidelines

The Task: Participation on discussion board 50%

Participate in discussion of modules' (1 – 5) topics by responding to the question posted by the course coordinator. You must make at least one contribution to each module's (1 - 5) questions but you can comment more often if you wish. Contributions may be your own thread or in response to a peer. A mark will be assigned a week after the end of each module's period.

Length: Approx 400 - 500 words (per module)

Each module's contribution will be marked out of ten according to the criteria below. (See below for annotated sample on a different topic). The sum of these contributions will be weighted to 50% of the final grade for the course.

Module 1 due by 11:59 pm March 17th

Module 2 due by 11:59pm March 31st

Module 3 due by 11:59pm May 5th

Module 4 due by 11:59pm May 19th

Module 5 due by 11:59pm June 2nd

Rubric for Discussion Board Posts

High Distinction - The student's understanding and development of the key concepts associated with the topic demonstrates a level of critical reflection that goes beyond the immediate issue at hand and makes excellent use of the course readings.	8.5 - 10
Distinction - The student demonstrates understanding of the key concepts involved in the topic, and is able to link these to practice in a meaningful way, and the contribution makes good use of the course readings.	7.5 - 8
Credit -Key concepts appropriate to the topic are addressed, but are not fully developed or related to practice, and the contribution makes some use of the course readings.	6.5 - 7
Pass - A significant idea from the topic is addressed, but the explicit focus on key concepts is not sustained, course readings are only used minimally.	5 - 6
Fail - Level of engagement is limited, and/or shows significant error or focuses on unrelated ideas or concepts. Course readings are not used.	Less than 5

Assignment 1: Discussion Board Tasks

Module 1:

Create a Mindmap (freehand, or using online freeware such as bubbl.us [Links to an external site.](#) or [miro](https://miro.com) [Links to an external site.](#), or similar) depicting an aspect of Australian School Leadership covered in Module 1 (such as the historical background or context, Australian school leadership, the politics of the teaching profession, teachers' experiences of the professional standards, etc.). Write a paragraph explaining your Mindmap making reference to the course readings as applicable.

Module 2:

Policy is mediated developed, enacting and implemented in a variety of ways. School leaders are mediators of policy. Make a meme about what this means to you and provide a short paragraph explaining your meme which links to some of the literature from this fortnight's module. (See Discussion board for an example meme).

Module 3:

What is your personal policy case study? What policy has impacted your work as an educator in positive or negative ways? Which framework (context, text and consequences; the four sublimines; or influence, production and practice) would you use to explore this policy [Please refer course readings in your response].

Module 4:

Topics 9 and 10 have examined GERM and digital education governance as separate topics. Do you see these international policy trends as being related? In your answer refer to the course readings.

Module 5:

Share your thoughts about education policy - what have you learnt this semester and what will you do with this information? In your answer refer to the course readings.

Annotated Post

In my school, the biggest challenge to educational reform is to change teachers' ways of thinking and get them to consider different types of pedagogy, including teaching practices and approaches to assessment (Wiggins and McTighe, 2008). The secret seems to be to convince them of the need for change, and that the old ways are not always better.

After a while a few teachers began to move away from teacher centred approaches and experiment with student directed activities. It was exciting to see their creativity emerge, and some actually became quite enthusiastic about their work. These teachers then became models for other teachers, and gradually some of these teachers started to make small changes in their pedagogy. Others, however, chose to stick with what was familiar and resisted all demands for change. Is there any way to work with these resistant teachers to support them to change, or is it just a matter of waiting for them to move on?

This post would be awarded a 7.5 or 8 because it demonstrates understanding of the key concepts involved in the topic, and links these to practice in a meaningful way.

Key Points

- ☐ Choose topics that are of most interest and relevance to you.
- ☐ Take time over each post.
- ☐ Posts made in a rush on the date due are unlikely to meet the requirements of this task.

Questions or Comments

If you have any questions or comments about the Discussion Board requirements, please put them in the Discussion Board under questions for the course coordinator.

My Approach

I intend to follow the approach of the authors below, and take a minimal role in the discussion, but I will be following the discussion with interest.

Too much instructor participation can reduce the quality of the discussion (Palloff & Pratt, 2001). Pelz (2010) has argued that students should lead discussions and Brower (2003) has gone so far as to advise instructors to intervene in a discussion only to correct inaccuracies or ensure civility, but not to enter into the discussion as a participant. Mazzolini and Maddison (2003), likewise, see the instructor's purpose as encouraging students to initiate and assume responsibility for their discussion. They found in a later study (Mazzolini & Maddison, 2007) that, although many instructors believe that their greater participation on the discussion board will elicit more comments by their students, an increase in instructor posts tends to suppress students' posting.

(From Comer, D. R., & Lenaghan, J. A. (2013). Enhancing Discussions in the Asynchronous Online Classroom: The Lack of Face-to-Face Interaction Does Not Lessen the Lesson. *Journal of Management Education*, 37(2), 261-294. doi:10.1177/1052562912442384, p. 271)

Comment [UoN1]:
Key concept

Comment [UoN2]: Link to practice and
reference to course reading
Comment [UoN3]: Key concept

Comment [UoN4]: Link to practice

Comment [UoN5]: Raises a meaningful
question to be explored during the course.



Analysis of the impact of policy on school leadership

Up to 2500 words - 50%

Due: 11:59pm 9th June

This assignment involves the following components:

Part 1. Synopsis of a news media article on policy: (500 - 1000 words)

Locate a news media article that has been published in the last 24 months, related to the education policy. Choose a substantive media article rather than a brief one. Information on where to find article is under the Ground Rules heading at the end of this page. You must provide a synopsis of the news media article using the following headings (see example of format below):

- o Citation for media article in APA 7th referencing style
- o Description of the education policy that the article addresses (who developed it, its purpose and scope)
- o A summary of the main ideas or issues raised in the news article
- o Use of evidence in the article

Part 2. Reflection on the article and policy from your professional perspective: (1000 - 1500 words):

In your reflection provide an analysis of the impact of the policy, described in the news media article, on school leadership. Reflect on the issues raised by the article for educators and school leaders like you. Aspects such as the contextual, practical, political, and educational implications for leadership should be addressed. You can use these aspects as subheadings in your essay. Your response should include recent research (theoretical and/or empirical as appropriate). At a minimum, you are required to make links to the ideas in **6 course readings**. You must reflect on the roles of different stakeholders (including the media, if appropriate) in developing and implementing the policy and the potential effect of the policy on these stakeholders, including yourself as a leader. Responses should have a coherent argument and be written to a suitable academic standard. Responses should examine how policy mediates or impacts upon school leadership.

Ground rules

- o You may use the headings outlined above but are required to write in academic prose not dot points.
- o You can write/speak in first and/or third person.
- o You must supply a reference list in APA 7th edition formatting style (regardless of whether your assignment is written or presented in an alternate format, your reference list needs to be uploaded onto Canvas).
- o You cannot use a media article already on the EDUC6352 Canvas site.
- o News media articles must be from newspapers or websites dedicated to reporting on current issues. To find a media article you can use the search engines of newspapers (such as the Sydney Morning Herald). You can also locate articles using the database NewsBank via the University library website You can also use news reports from ABC *The Drum* or *Online Opinion*, *The Conversation* or *Crikey* websites. Articles from non-media blogs cannot be used.

This task can be submitted as a written response or as a podcast or vlog. If submitting an in a non-written format please email the course coordinator your assignment as a file, or a link to your assignment if it has been uploaded online (e.g. YouTube or similar). Hints and tips for creating a podcast can be found on Canvas. You must submit a reference list in Canvas. Podcasts or vlogs must be between 5 and 10 minutes in length.

EDUC6352: Marking Rubric for Assignment 2

	Fail	Pass	Credit	Distinction	High Distinction
Identification and synopsis of appropriate news media article on an educational policy /20	Relevant article not selected and/or summary incomplete/inadequate Less than 10	Relevant article selected and an adequate synopsis provided 10 – 12.5	Relevant article selected and a good synopsis provided 13 – 14.5	Very relevant article selected and a high-quality synopsis provided 15 – 16.5	Highly relevant article selected and articulately and cogently described in synopsis 17 - 20
Aspects and implications: Contextual, practical, political, and educational policy implications for leadership addressed /20	Has not demonstrated understanding of aspects and implications for leadership Less than 10	Has shown an adequate knowledge of key aspects and implications for leadership 10 – 12.5	Has shown a good knowledge of most aspects and implications for leadership 13 – 14.5	Has shown depth of knowledge of aspects and implications for leadership 15 – 16.5	Has shown excellent depth of knowledge of aspects and implications for leadership 17 - 20
Links to research (minimum of 6 course readings or equivalent academic literature required); quality of discussion of this research in relation to chosen media /20	Academic literature absent, or is not appropriate, or is inadequately used Less than 10	Adequate selection and appropriate discussion of required number of academic texts 10 – 12.5	Good selection and discussion of academic literature – which goes beyond minimum required 13 – 14.5	Ideas from a good selection of research (beyond the minimum) link to a quality discussion relevant to media article /chosen policy 15 – 16.5	Ideas from an excellent range of research linked, discussed and analysed in a detailed and insightful way relevant to media article/policy chosen 17 - 20
Reflection on roles of different stakeholder in developing and implementing policy, the effect of the policy on these stakeholders and on the professional self as leader. /20	No/very limited identification of stakeholders and limited/illogical reflection on policy in relation to these and the professional self Less than 10	Adequate identification of most of the key stakeholders and basic reflection on policy in relation to stakeholders and professional self 10 – 12.5	Good identification of most of the key stakeholders and adequate reflection on policy in relation to stakeholders and professional self 13 – 14.5	All stakeholders identified and a quality discussion and reflection on policy in relation to stakeholders and professional self is provided 15 – 16.5	Identifies all stakeholders, & provides insightful discussion of their role in development and excellent reflection upon implementation of the policy and its impact on the stakeholders and the professional self. 17 - 20
Referencing and Reference list /10	Inaccurate reference list and citations with major problems. Sources unable to be located. Less than 5	Most references listed and cited, inaccuracies but able to locate sources 5 – 6	All references listed and cited with some minor inaccuracies 6.5 – 7	All references listed and cited with very few minor inaccuracies 7.5 – 8	Flawless in-text referencing and reference list 8.5 - 10
Communication /10	Little evidence of developed points, either verbally or written, or unacceptable inaccuracies in grammar & sentence structure Less than 5	Developed points, presented either verbally or in writing, and/or several minor inaccuracies in grammar & sentence structure 5 – 6	A set of logically constructed points, presented either verbally or in writing, and/or some minor inaccuracies in grammar & sentence structure 6.5 – 7	A set of well-constructed points, presented either verbally or in writing, and almost flawless grammar and sentence structure 7.5 – 8	A set of excellently constructed points, presented either verbally or in writing, with flawless grammar and sentence structure. 8.5 - 10