

School of Education

EDST5462  
Teacher Leadership

Intensive Mode

Summer 2019



## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5462 Teacher Leadership (6 units of credit)  
Summer 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Professor Colin Evers  
Office Location: Goodsell Room 102  
Email: [cw.evers@unsw.edu.au](mailto:cw.evers@unsw.edu.au)

## Program Learning Outcomes

Standard		Assessment/s
	<b>Advanced disciplinary knowledge and practices</b>	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
	<b>Enquiry-based learning</b>	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Ideas about teacher leadership have been under development in the research literature for at least the last twenty years. The main motivation for this has been the influence of models of distributed leadership, especially arising out of reforms to do with school-based management. Ironically, these reforms initially did much to emphasize the concentration of leadership in school principals. However, this was increasingly recognized as unrealistic and soon gave way to practices for distributing the demands of leadership. With the further demand that school reform deliver strong growth in student learning outcomes, the focus has now shifted back to teachers and the kinds of leadership roles they

## **6. COURSE CONTENT AND STRUCTURE**

### **Intensive Days**

There is no shortage of additional material for the topics in this course. Class members are encouraged to send me any interesting additional materials they discover, so I can upload them onto the background readings folder.

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>Due Date</b>
Essay					

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5462 TEACHER LEADERSHIP

Student Name:  
Assessment Task 1

Student No.:

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5462 TECAHER LEADERSHIP

Student Name:  
 Assessment Task 2

Student No.:

<b>SPECIFIC CRITERIA</b>	(-) _____ h (+)				
<b>Understanding of the question or issue and the key concepts involved</b>					
<b>Depth of analysis and/or critique in response to the task</b>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b>					
<b>Structure and organisation of response</b>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer Recommended:**      /20      (FL PS CR DN HD)

**Date Weighting:**      75%