

EDU705

# Leadership for Learning Communities

**School:** School of Education and Tertiary Access

2025 | Semester 2

UniSC Sunshine Coast

BLENDED  
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

This leadership course is for those aspiring to lead the development and continuous improvement of learning communities. Globalisation, diverse needs of clientele and the ever - increasing pace of change continue to impact on every learning environment. This four - module course highlights current research findings, policy changes, leadership theories and organisational change models which can be applied to your specific learning context. This course will be delivered through either an intensive six - day block or by course work over 13 weeks.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver the workshop component of the course.	2hrs	Week 1	13 times
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	13 times
<b>ONLINE</b>			
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver the workshop component of the course.	2hrs	Week 1	13 times
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	13 times

### 1.3. Course Topics

Understanding yourself in relation to leadership

- Exploring your own leadership experience, style, drive, professional knowledge and capacity to lead others in their learning journeys
- Leadership theories and case studies
- Strategic planning, visioning, cultural change and team development.
- Effective communication, and analysis of formal and informal leadership positions
- Frameworks for futures thinking and strategies for anticipating and transforming the future.
- Project Development and Action Research
- Conceptualisation and delivery of a leadership project to be implemented in your learning community

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Reflect on and theorise about your own learning and leadership styles in relation to your learning journey to date, and formulate goals for future leadership skills development.	Engaged Sustainability-focussed
2	Critically analyse your own and others' practice through relevant theoretical literature, framework and policies, and create a plan of action to improve leadership skills development and organisational capacity.	Empowered Engaged
3	Formulate peer feedback which effectively contributes to others' leadership skills development, and reflect on feedback received from others.	Empowered
4	Generate a futures-thinking approach to leadership, identifying emerging problems, trends and/or issues in education and hypothesising on global as well as local issues in Education.	Sustainability-focussed
5	Create, organise and present key ideas in a professional manner that maximises learning outcomes for you and audience members. APA6 referencing style is used throughout written and oral presentations.	Engaged

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Enrolled in Program ED508, ED703, ED704, ED705 or any postgraduate program

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Knowledge of a learning context from which experience and understanding concerning learning-related leadership issues have resulted, and for which you will be able to devise an appropriate leadership project which will have improved learning outcomes as its most significant goal.

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

#### 6.2. Details of early feedback on progress

Early feedback is given formatively by your lecturer from the start of the course as you are planning your leadership project. Peer feedback is given and received in Week 5.

#### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	20%	10 minutes oral presentation Peer Reviews and Reflection (1000 words)	Refer to Format	In Class
All	2	Oral and Written Piece	Individual	40%	10 minutes presentation Professional Learning Conversation participation Reflection (1000 words)	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	3	Artefact - Creative	Individual	40%	3000 words	Week 13	Online Assignment Submission with plagiarism check

## All - Assessment Task 1: Presentation of Intended Leadership Project

<b>GOAL:</b>	<p>The goal of this task is for you to develop and outline the Leadership Project you intend to undertake in your chosen community including the rationale for undertaking the project at this time in this context, your approach to leading change and innovation as well as the anticipated outcomes of the project.*</p> <p>* For students who do not currently have a leadership role in a school or other learning community, a range of appropriate simulated leadership projects will be provided for you to choose an appropriate one. The chosen simulation will entail periodic interventions which will mirror real-life leadership scenarios and necessitate reflection and remedial action.</p>		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	<p>Submit: Oral Presentation End of Week 3. Peer Review and Reflection End of Week 5.</p> <p>The focus of the presentation is an exploration of your intended Leadership Project. The peer-reviews will be undertaken during the class presentations and using a provided template based on the learning outcomes of the course. Your reflection, based on your own and others' reviews of your presentation, will be created individually and should relate to the learning outcomes of the course.</p>		
<b>CRITERIA:</b>	<p><b>No.</b></p> <ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> </ol>	<p><b>Learning Outcome assessed</b></p> <ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>5</li> </ol>	<p>Reflect on and theorise about your own learning and leadership styles, and formulate goals for leadership skills development and organisational capacity-building.</p> <p>Critically analyse your own and others' practice and further action through the use of relevant theoretical frameworks, literature and policy.</p> <p>Formulate peer feedback which effectively contributes to others' leadership skills development, and reflect on feedback received from others.</p> <p>Written and oral communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.</p>
<b>GENERIC SKILLS:</b>			

## All - Assessment Task 2: Leadership Project multi-media presentations, Professional Learning Conversations and Reflection

<b>GOAL:</b>	<p>The goals of this task are for you to deliver a multi-media presentation to a community group relevant to your Leadership Project,* and engage in Professional Learning Conversations based on yours and others' presentations. Further, you will reflect on your own and others' leadership growth and development.</p> <p>* For students who do not currently have a leadership role in a school or other learning community, a range of appropriate simulated leadership projects will be provided for you to choose an appropriate one. The chosen simulation will entail periodic interventions which will mirror real-life leadership scenarios and necessitate reflection and remedial action.</p>																
<b>PRODUCT:</b>	Oral and Written Piece																
<b>FORMAT:</b>	<p>Submit: Presentation Week 11. Reflection End of Week 12.</p> <p>A key purpose of the presentation is to enrol support for, and engage the group in, the Leadership Project. Specifically, in your presentation you outline the proposed Leadership Project and the intended outcomes. Further, you demonstrate understandings in relation to futures thinking and identify emerging problems, trends and/or issues in learning communities. You also articulate the proposed action to be undertaken in your own context in terms of improving leadership and organisational capacity. This task therefore incorporates a 10 minute presentation, a Professional Learning Conversation and a 1000-words written reflection. Mode of submission is in class and upload to Canvas. Online students will complete the elements of the task by means of a negotiated mode with the course coordinator, with a range of upload options such as Canvas or Zoom.</p>																
<b>CRITERIA:</b>	<table> <thead> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Justify the links between your own practice and contemporary leadership theories, relevant literature, policies and other leadership stimuli.</td><td>1</td></tr> <tr> <td>2</td><td>Generate a futures-thinking approach to leadership, identifying emerging problems, trends and/or issues in education and hypothesising on global as well as local issues in education.</td><td>4</td></tr> <tr> <td>3</td><td>Formulate peer feedback which effectively contributes to others' leadership skills development, and reflect on feedback received from others.</td><td>3</td></tr> <tr> <td>4</td><td>Written and oral communication skills, and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.</td><td>5</td></tr> </tbody> </table>	No.		Learning Outcome assessed	1	Justify the links between your own practice and contemporary leadership theories, relevant literature, policies and other leadership stimuli.	1	2	Generate a futures-thinking approach to leadership, identifying emerging problems, trends and/or issues in education and hypothesising on global as well as local issues in education.	4	3	Formulate peer feedback which effectively contributes to others' leadership skills development, and reflect on feedback received from others.	3	4	Written and oral communication skills, and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.	5	
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## All - Assessment Task 3: Leadership Folio

<b>GOAL:</b>	<p>The goal of this task is to compile a Leadership Folio based on your Leadership Project and your beliefs about effective leadership in learning communities.</p> <p>For students who do not currently have a leadership role in a school or another learning community, a range of appropriate simulated leadership projects will be provided for them to choose an appropriate one. The chosen simulation will entail periodic interventions which will mirror real-life leadership scenarios and necessitate reflection and remedial action</p>		
<b>PRODUCT:</b>	Artefact - Creative		
<b>FORMAT:</b>	<p>The Leadership Folio consists of a series of evidentiary artefacts that offer insights into a personal/professional leadership framework that articulates a philosophical and theoretical statement about your concept of leadership for the 21st century. Such a statement includes an articulation of values and beliefs, along with evidence of how the statement resonates with specific learning contexts, your personal learning journey, as well as current literature, research, trends and issues in Education. Elements to include in your Folio: A Thematic StatementThe Thematic Statement outlines your values and beliefs in relation to what you have learned about yourself and your leadership style and skills in the leadership of people and of learning communities. This statement is based on your own experience to date, augmented by the readings and activities engaged in during the course and consolidated by what you have learned from your leadership project within your actual learning context or from your experiences during interaction with a supplied simulated leadership project.*Such a statement reflects an understanding of the richness and diversity that can be found in learning communities. Your articulate your understanding of the notion of lifelong learning, your plans to develop yourself and others in your leadership roles and your formulated strategies for adaptability to differing learning cultures and preservation of your own vitality whilst undertaking a challenging leadership role. Appropriate reference to the literature needs to be made to substantiate claims. The values and beliefs articulated in this statement should provide an integrating theme throughout the entire folio.</p> <p><b>Statement of Project</b>In this section of the Leadership Folio, you outline the project you have planned, the rationale for undertaking the project at this time and in this context, as well as the anticipated outcomes of the project. You reflect on the feedback received from others during the course and the opportunities you have had to contribute to others' leadership learning journeys by offering feedback to them.</p> <p><b>Leadership Artefacts</b>These may include peer feedback documents, critical reflections, a suite of learning experiences, project summaries, strategic plans, professional development activities, presentations, meeting agendas, reviews, as well as change process, other management or strategic documents. Artefacts are selected and used on the basis of their relationship to the Leadership Project to be undertaken. For example, a strategic plan may be used to illustrate the gaps and silences that exist; a meeting agenda might be used to highlight issues and approaches to be used in the project. The leadership artefacts themselves are not considered as part of the word limit for this task. Importantly, you are required to write a commentary on each artefact used. The commentary states how the artefact relates to the rationale for undertaking the project, the anticipated project outcomes, as well as reference to relevant theoretical material from the literature.</p> <p><b>Leadership Toolkit</b>The toolkit will contain a list of key learnings, theories, references, support network contacts and other leadership tools you have selected as the necessary items in your personal leadership toolkit that you will use to address the leadership challenges in your future learning journey.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Justify the links between your own practice and contemporary leadership theories, relevant literature, policies and other leadership stimuli.	1 2
	2	Reflect on and theorise about your own learning and leadership styles, and formulate goals for leadership skills development and organisational capacity-building.	1
	3	Generate a futures-thinking approach to leadership, identifying emerging problems, trends and/or issues in education and hypothesising on global as well as local issues in education.	4
	4	Written communication skills, and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.	5
<b>GENERIC SKILLS:</b>			

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Simon, S	2021	School Principal Development: Theoretical and Experiential Approaches	n/a	Routledge

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)