UNSW Course Outline

EDST5608 Instructional Leadership - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST5608
Year : 2024
Term : Term 2
Teaching Period : T2
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

Judgements regarding effective schools, leaders and teachers have long been grounded in ideas of instructional leadership. In this course, you will examine the research literature relevant to instructional leadership as well as providing practical strategies for building school capacity.

Criteria used to evaluate instruction will be considered as well as the relationship between leadership, culture and student outcomes. Contributions made by the principal, team leaders, teachers, community, systems, peers and individual students will be examined. Leadership processes which contribute to improved student outcomes will be analysed. Case studies, both nationally and internationally, of effective and ineffective schools and systems will provide the basis of a strategic framework for future planning. You should be able to relate the knowledge you gain from this course to your own personal and professional contexts.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply knowledge and understanding of instructional leadership through critical inquiry of theory and research literature.
CLO2 : Investigate case studies of instructional leadership, and evaluate the robustness of the methodology and case study findings.
CLO3 : Identify the challenges of instructional leadership, and describe and evaluate models for building school improvement capacity.

Course Learning Outcomes	Assessment Item
CLO1 : Apply knowledge and understanding of instructional leadership through critical inquiry of theory and research literature.	• Initial position paper • Instructional leadership paper
CLO2 : Investigate case studies of instructional leadership, and evaluate the robustness of the methodology and case study findings.	• Initial position paper • Instructional leadership paper
CLO3 : Identify the challenges of instructional leadership, and describe and evaluate models for building school improvement capacity.	• Instructional leadership paper

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching strategies:

As in any graduate course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be

facilitated as a seminar or inquiry in which all participants hold themselves and each other accountable for a rigorous and robust intellectual dialogue and debate.

The format of the class requires that each person come prepared to take an active role in class discussion. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings and to utilise your knowledge and professional experiences to address the focus questions posed by the lecturer. Class participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the seminars.

Rationale:

Governments and education communities are strongly focused on developing systems to improve student outcomes. However, as Jill Blackmore (2004) argues, to understand how educational leadership is 'perceived, understood and enacted, one has to have a sense of the broader social, economic and political relationships shaping educational work' (p. 267). EDST5608 Instructional Leadership is explicitly designed to do just that. In particular, this course brings participants into conversation with contemporary thought and analysis on effective teachers, leaders, schools and systems.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
2.1.4	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies, and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	1, 2
3.1.4	Demonstrate exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of education.	2
5.1.4	Evaluate school assessment policies and strategies to support colleagues in using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	2
5.4.4	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	2
5.5.4	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers, and colleagues.	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Initial position paper Assessment Format: Individual Short Extension: Yes (7 days)	40%	Due Date: 24/06/2024 05:00 PM
Instructional leadership paper Assessment Format: Individual Short Extension: Yes (7 days)	60%	Due Date: 05/08/2024 05:00 PM

Assessment Details

Initial position paper

Assessment Overview

Word length: 2000 words. Qualitative and quantitative feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Apply knowledge and understanding of instructional leadership through critical inquiry of theory and research literature.
- CLO2 : Investigate case studies of instructional leadership, and evaluate the robustness of the methodology and case study findings.

Detailed Assessment Description

Based on significant personal reflection, initial course readings, and any further reading you undertake, you are asked to develop a tentative position on the purpose/s of schooling. This may take any form, and we will use this as a basis for further exploration and nuancing as we progress through the course content. This task asks you to:

- Explicitly articulate your own position on the purpose(s) of schooling;
- Use scholarly literatures to support your position; and
- Be able to relate your position to alternatives.

Assessment Length

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5608 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Initial Position Paper • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Fail. The assignment is not adequate in quality or content, and does not provide evidence of attainment of learning outcomes. • Pass. The assignment is of adequate quality and provides evidence of attainment of all learning outcomes. • Credit. The assignment is of good quality and meets all learning outcomes at an appropriate level. • Distinction. The assignment is of excellent quality and meets all learning outcomes at a consistent level. • High distinction. The assignment is of exceptional quality and meets all learning outcomes at a consistent and sustained level.	
• Depth of analysis and critique in response to the task • Fail. The writer fails to demonstrate a clear understanding of the question or issue under consideration, with missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study. • Pass. The paper demonstrates a clear understanding of the question or issue under consideration. • Credit. The paper demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking that goes beyond replication of content knowledge or skills relevant to learning outcomes. • Distinction. The paper demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking with the integration and evaluation of critical ideas, principles, theories, and insight and ability in applying relevant skills and concepts in relation to learning outcomes. • High distinction. The paper reveals a deep understanding of the question or issue under consideration, and highly informed, original, and creative analytical and evaluative thinking.	
• Familiarity with and relevance of professional and/or research literature used to support response • Fail. Little or no mention is made of the research literature relating to the issues presented. • Pass. The writer displays a familiarity with some of the research literature relating to the issues discussed. • Credit. The writer displays familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. • Distinction. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the finds of the literature. • High distinction. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature.	

• Structure and organisation of response • Fail. The assignment is poorly structured and meaning is at times unclear, with missing, undeveloped, inappropriate or confusing argumentation and communication of ideas with little attention given to the conventions of the discipline. • Pass. The assignment is moderately well organized and the arguments can be clearly understood with communication of information and ideas following the conventions of the discipline. • Credit. The assignment is well organized and well written with clear argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline. • Distinction. The assignment is well organized and well written with convincing argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline and audience. • High distinction. The assignment is very well organized and very well written, demonstrating the ability to critically evaluate competing arguments, perspectives and/or approaches, and the ability to communicate ideas accurately, fluently, and clearly in terms of the conventions of the discipline and audience.	
• Presentation of response according to appropriate academic and linguistic conventions • N/A	

• General comments/recommendations for next time:	

• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 40%

• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Instructional leadership paper

Assessment Overview

Word length: 3000 words. Qualitative and quantitative feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Apply knowledge and understanding of instructional leadership through critical inquiry of theory and research literature.
- CLO2 : Investigate case studies of instructional leadership, and evaluate the robustness of the methodology and case study findings.
- CLO3 : Identify the challenges of instructional leadership, and describe and evaluate models for building school improvement capacity.

Detailed Assessment Description

Building on the Initial Position Paper, in this task you are asked to develop a model of instruction to deliver on your articulated purpose of schooling. Drawing on scholarly literatures, and potentially evidence from your workplace, this can take any form, but it is expected that you can provide sufficient detail of how purpose is visible in instruction (e.g., teaching, curriculum, assessment) and/or leadership practices (e.g., meetings, supervisions, recruitment) and that they are well justified. Essentially, this task asks you to:

- Translate your position on the purpose(s) of schooling into a model of instruction;
- Detail how that model plays out in practice;
- Outline the necessary supports to develop educators to deliver on the purpose(s); and
- Discuss the leadership implications.

Assessment Length

3000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5608 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Instructional Leadership Paper • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Fail. The assignment is not adequate in quality or content, and does not provide evidence of attainment of learning outcomes. • Pass. The assignment is of adequate quality and provides evidence of attainment of all learning outcomes. • Credit. The assignment is of good quality and meets all learning outcomes at an appropriate level. • Distinction. The assignment is of excellent quality and meets all learning outcomes at a consistent level. • High distinction. The assignment is of exceptional quality and meets all learning outcomes at a consistent and sustained level.	
• Depth of analysis and critique in response to the task • Fail. The writer fails to demonstrate a clear understanding of the question or issue under consideration, with missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study. • Pass. The paper demonstrates a clear understanding of the question or issue under consideration. • Credit. The paper demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking that goes beyond replication of content knowledge or skills relevant to learning outcomes. • Distinction. The paper demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking with the integration and evaluation of critical ideas, principles, theories, and insight and ability in applying relevant skills and concepts in relation to learning outcomes. • High distinction. The paper reveals a deep understanding of the question or issue under consideration, and highly informed, original, and creative analytical and evaluative thinking.	
• Familiarity with and relevance of professional and/or research literature used to support response • Fail. Little or no mention is made of the research literature relating to the issues presented. • Pass. The writer displays a familiarity with some of the research literature relating to the issues discussed. • Credit. The writer displays familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. • Distinction. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the finds of the literature. • High distinction. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature.	

• Structure and organisation of response • Fail. The assignment is poorly structured and meaning is at times unclear, with missing, undeveloped, inappropriate or confusing argumentation and communication of ideas with little attention given to the conventions of the discipline. • Pass. The assignment is moderately well organised and the arguments can be clearly understood with communication of information and ideas following the conventions of the discipline. • Credit. The assignment is well organized and well written with clear argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline. • Distinction. The assignment is well organized and well written with convincing argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline and audience. • High distinction. The assignment is very well organized and very well written, demonstrating the ability to critically evaluate competing arguments, perspectives and/or approaches, and the ability to communicate ideas accurately, fluently, and clearly in terms of the conventions of the discipline and audience.	
• Presentation of response according to appropriate academic and linguistic conventions • N/A	

• General comments/recommendations for next time:	

• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • Weighting: 60%

• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Assignment submission Turnitin type

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work

for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Blended	Module One: Purpose(s) of education • Topic One: Reflecting on your own position Content - Personal reflection on the purpose(s) of education Process - Articulating what you see as the purpose(s) of education Product - Initial draft of your position on the purpose(s) of education
Week 2 : 3 June - 9 June	Blended	Module One: Purpose(s) of education • Topic Two: Supporting research Content - Scholarly literatures on the purpose(s) of education Process - Reading literatures on the purpose(s) of education Product - Second draft of your position, including some supporting literature
Week 3 : 10 June - 16 June	Blended	Module Two: Locating your position • Topic Three: Alternative positions Content - Different approaches to the purpose(s) of education Process - Analysis articulating your position and its relations with alternatives Product - Third draft of your position, including relating to other positions
Week 4 : 17 June - 23 June	Blended	Module Two: Locating your position • Topic Four: Assumptions and implications Content - The underlying assumptions of positions and implications for instruction Process - Extended analysis articulating your position in relation to alternatives Product - Initial Paper articulating your position is to be submitted via Turnitin
Week 5 : 24 June - 30 June	Blended	Module Three: How it plays out in practice • Topic Five: Translating purpose into a model of instruction Content - Organizational coherence through the translation of purpose into a model of instruction Process - Building a model of instruction (pedagogy, curriculum and/or assessment) based on your articulated purpose Product - Initial draft of an instructional model based on the articulated purpose of education
Week 6 : 1 July - 7 July	Blended	Module Three: How it plays out in practice • Topic Six: Data to evidence instruction Content - What forms and quality of data is needed to understand instruction in your site Process - Outlining the data and analytical requirements to audit instruction Product - A plan to audit instruction (or curriculum or assessment) in your site
Week 7 : 8 July - 14 July	Blended	Module Three: How it plays out in practice • Topic Seven: Auditing practice Content - Understanding pedagogy (curriculum and assessment) in practice Process - Auditing current practice as a basis for instructional leadership Product - Audit (or plan for one) of existing practice in your school / department / unit
Week 8 : 15 July - 21 July	Blended	Module Three: How it plays out in practice • Topic Eight: Supporting educators Content - The support and development of educators in delivering on your purpose Process - Articulating the necessary supports to develop educators Product - Expanded draft including high priority supports for educators
Week 9 : 22 July - 28 July	Blended	Module Four: Beyond 'one right method' • Topic Nine: Purpose and outcomes Content - The student outcome implications of delivering on coherence of purpose Process - Linking your model of instruction with expected student outcomes Product - A plan for monitoring and evaluating outcomes, and where necessary renewal or reform of instruction
Week 10 : 29 July - 4 August	Blended	Module Five: A generative contribution • Topic Ten: A generative narrative of contribution Content - Clarity of purpose, coherence of activity and distinctive narrative of contribution Process - Revising your paper to ensure clarity of purpose, coherence of activity & narrative Product - Final Paper demonstrating the learning from the course submitted via Turnitin

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

There is no prescribed text for this course but recommended readings will be provided to students on Moodle.

Recommended Resources

A course 'guidebook' will be made available via Moodle.

Relevant Journals

- *American Educational Research Journal*
- *Educational Administration Quarterly*
- *Educational Evaluation and Policy Analysis*
- *Educational Management, Administration and Leadership*
- *Educational Research Review*
- *Educational Researcher*
- *Instructional Science*
- *Journal of Educational Administration*
- *Journal of Educational Change*
- *Journal of Research on Educational Effectiveness*
- *Leadership and Policy in Schools*

- *Leading & Managing*
- *Learning and Instruction*
- *Review of Education Research*
- *Review of Research in Education*
- *School Effectiveness and School Improvement*
- *School Leadership and Management*
- *Teaching and Teacher Education*

Related Professional / Scholarly Associations

- American Educational Research Association (AERA)
- Australian Association for Educational Research (AARE)
- Australian Council for Educational Leaders (ACEL)
- British Educational Leadership, Management and Administration Society (BELMAS)
- Internal Congress for School Effectiveness and Improvement (ICSEI)
- University Council for Educational Administration (UCEA)

People to Follow on Twitter

- AITSL, @aitsl
- Dr Rachel Buchanan, University of Newcastle, @rayedish
- Prof Carol Campbell, University of Toronto (OISE), @CarolCampbell4
- Dr Steven Courtney, University of Manchester, @Steb7Steve
- Prof Megan Crawford, Coventry University, @drmegancrawford
- Prof Scott Eacott, UNSW Sydney, @ScottEacott
- L/Prof Jenny Gore, University of Newcastle, @Jennygore4
- Prof Linda Graham, Queensland University of Technology, @drlindagraham
- Dr Christine Grice, University of Sydney, @Christine_Grice
- Prof Peter Grootenboer, Griffith University, @GrootenboerP
- Dr Amanda Heffernan, Manchester University, @chalkhands
- A/Prof James Ladwig, University of Newcastle, @jgladwig
- Learning Sci Inst Aust, Australian Catholic University, @LSIA_ACU
- Dr Fiona Longmuir, Monash University, @LongmuirFiona
- A/Prof Richard Niesche, UNSW Sydney, @RichardNiesche
- A/Prof Katina Pollock, Western University | KNAER, @DrKatinaPollock
- Quality Teaching Academy, University of Newcastle, @qtacademy
- Dr Glenn Savage, University of Melbourne, @glenncsavage
- Dr Andreas Scheicher, OECD, @ScheicherEDU
- School autonomy, Deakin University, @SchoolSasj
- Teachers & Teaching Centre, University of Newcastle, @UON_TTRC
- Dr Tanya Vaughan, ACER, @tvaughan74
- Prof Jane Wilkinson, Monash University, @JaneWillkin1994
- Dr Ee-Seul Yoon, University of Manitoba, @EeSeulYoon

Also, many of these academics have their papers available on ResearchGate and/or

Academia.edu (both of which are free to join).

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Scott Eacott		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and

- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education