School of Education

EDST5438

Leadership Theory Research and Practice

Semester 1, 2018

Intensive Mode Class

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5438 Leadership Theory Research and Practice (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator:	Professor Colin Evers
Office Location:	John Goodsell 102
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Availability:	Email for appointment

Course Coordinator:	Dr Richard Niesche
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Phone:	(02) 9385 1391
Availability:	Email for appointment

3. COURSE DETAILS

Course Name	Leadership Theory Research and Practice
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule Intensive Mode	Sundays Week 2 (11 March), Week 4 (25 March), Week 10 (13 May), Week 12 (27 May). Three topics will be covered in each of the 4 sessions. Mathews 312

Summary of Course

Both versions of the course have identical topics and assignments. This course will focus on major recent approaches to understanding the nature and practice of educational leadership. Grounded in the latest research findings, the course offers both a critical perspective on the literature and an account of leadership that is sensitive to the demands of the various contexts of practice.

A strong focus of the course is on practical applications of ideas about leadership with the expectation that members of the class will share their own ideas about leadership

Important Information

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure. Note that as the two versions of the course cover the same topics, students are welcome to attend either version or to use select attendance at one or the other to catch up on missed classes.

Student Learning Outcomes

Outcome		Assessment/s
1	Discuss critically the nature of leadership both theoretically and how it manifests in different school or other educational contexts.	1,2
2	Identify and analyse research evidence, both local and international,	1,2

	with respect to what is claimed on behalf of educational leadership.	
3	Develop a relatively systematic understanding of what leadership would mean to your school or organizational context	1,2

Program Learning Outcomes

		Assessment/s
1	Advanced disciplinary knowledge and practices 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,
2	Research-based learning 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
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1,2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
5	International outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,2
6	Ethical and responsible professional practice 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 leadership have tended to develop in a dynamic and progressive way as earlier proposals have been researched, debated, improved upon or replaced. The structure and content of the course seeks to reflect this critical intellectual dynamic, with students being able to see where ideas came from and what led to their replacement. The teaching approach is therefore one of critical engagement with the research literature and the current research of staff teaching the course. The approach to teaching and learning is informed by research. This research has demonstrated the importance of the learning environment for quality student learning. Therefore, emphasis is placed on a learning environment which is student-centred, knowledge-centred, assessment-centred and community-centred.

5. TEACHING STRATEGIES

In general, there has been a shift in leadership theorizing, from an earlier period that saw leaders as possessing certain essential properties, to more recent thinking that sees leadership tasks and practices as being heavily influenced by context. The main teaching strategy is therefore to encourage students to use the evidence of their own contexts of practice as a tool for evaluating approaches to leadership in a critical way.

The course will use explicit instruction designed to stimulate student thinking because there are a number of theories which must be understood, and group discussion, activities and case studies designed to increase the capacity and capability of students for developing their own theories of leadership.

6. COURSE CONTENT AND STRUCTURE

Topics	Topic
1	The nature of leadership and leadership theory
2	Trait theories and situational leadership
3	Transformational, authentic and ethical leadership
4	Instructional leadership
5	Distributed leadership and managing without leaders
6	Critical perspectives in educational leadership
7	Gender and educational leadership
Mid-semester break	
8	Socially just leadership
9	Limits to leaders' knowledge: implications for practice
10	Leadership as critical learning: individual and organisations
11	Examples of leadership as problem solving trajectories
12	Course conclusion and summary

7. RESOURCES

A reading guide and readings for each week is provided on Moodle, which can be accessed by signing into myunsw. Students are expected use the weekly reading guide and to have read required readings before attending class each week.

Proof pages of recent books that I've published on leadership and research will be uploaded in a "Background" folder on Moodle. Here are the references:

Lakomski, G., Eacott, S., and Evers, C.W. (Eds.) (2017) *Questioning Leadership: New Directions for Educational Organizations (*Routledge, London), pp. 212.

Eacott, S. and Evers, C.W. (Eds.) (2016) *New Directions in Educational Leadership Theory* (Routledge, London), pp. 118.
(Re-printed with slight amendments from Eacott, S., and Evers, C.W. (Eds.) (2015) *Educational Philosophy and Theory* (Special Issue on 'New Frontiers in Educational Leadership, Management and Administration Theory') 47(4), 307-422.)

Haig, B., and Evers, C.W. (2016) *Realist Inquiry in Social Science* (SAGE, London), pp. 148.

Chitpin, S. and Evers, C. W. (Eds.) (2015) *Decision-Making in Educational Leadership: Principles, Policies and Practices* (Routledge, New York), pp. 229.

Katyal, K.R. and Evers, C.W. (2014) *Teacher Leadership: New conceptions for autonomous student learning in the age of the Internet* (Routledge, London), pp. 157.

I've also published a number of journal articles and handbook chapters that will be relevant to the course.

You are also encouraged to access other relevant resources from UNSW library **website: http://www.library.unsw.edu.au**.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Leadership Theory Paper	2000 Words	40%	1,2,3	1,2,3,4,5,6	30 March 2018
Theory Development Paper	4000 Words	60%	1,2,3	1,2,3,4,5,6	8 June 2018

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

When you upload your assignment to Moodle assignment drop box, please put your name on it!!

Assessment Details

Details related to each assessment task are provided on Moodle.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Leadership Theory Paper	Written	13 April 2018
Theory Development Paper	Written	22 June 2018

Below are assessment sheets. However, although I make my comments on Moodle, I still make these comments under the headings of each of the assessment criteria given below.

UNSW School of Education

FEEDBACK SHEET
EDST5438 LEADERSHIP THEORY RESEARCH AND PRACTICE

Student Name: Student No.:

Assessment Task:

SPECIFIC CRITERIA	(-) ——————————➤ (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer   **Date**

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

Student Name: Student No.:

Assessment Task:

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					

GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer   **Date**

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