UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5438
Leadership Theory Research and Practice
Term 1, 2019

Intensive Mode Class

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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)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Professor Colin Evers
Office Location:	John Goodsell 106
Email:	cw.evers@unsw.edu.au
Phone:	(02) 9385 1359
Availability:	Email for appointment

Course Coordinator:	Dr Richard Niesche
Office Location:	John Goodsell 104
Email:	r.niesche@unsw.edu.au
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	Http://classutil.unsw.edu.au/EDST_T1.html#EDST Sundays of weeks 2, 4, 6, 10 of Term 1, 2019 Sunday 3 March 9-4pm Sunday 17 March 9-4pm Sunday 31 March 9-4pm Sunday 28 April 9-4pm

4. *SUMMARY OF COURSE*

This course focuses 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

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Based on student feedback from Experience surveys the course has been changed to have a better and clearer structure of readings and division between required and additional readings for each topic.

5. *IMPORTANT INFORMATION*

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines

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, with respect to what is claimed on behalf of educational leadership.	1, 2
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	1, 2

	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education

6. 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.

7. TEACHING STRATEGIES

In general, there has been a shift in leadership theorising, 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.

8. 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
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

9. 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.

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

Although the course covers a range of the most central published positions in educational leadership, this is a research-driven course also in the sense that the content of the course falls under the influence of the most recent research being conducted by the staff who teach the course.

Recent work on leadership by Prof Evers and Dr Niesche can be found in their contributions to:

Lakomski, G., Eacott, S., and Evers, C.W. (Eds.) (2017) *Questioning Leadership: New Directions for Educational Organizations (*Routledge, London), pp. 212. This book is still an expensive hardcover so we have uploaded the page-proofs to Moodle.

Prof Evers's most recent work includes:

Evers, C.W., and Lakomski, G. (Forthcoming) Cognitive science and educational administration, in Papa, R. et al. (Eds.) (In preparation) *The Oxford Encyclopedia of Educational Administration* (Oxford University Press, Oxford). Manuscript uploaded.

Lakomski, G., and Evers, C.W. (Under review) Theories of leadership, in Papa, R. et al. (Eds.) (In preparation) *The Oxford Encyclopedia of Educational Administration* (Oxford University Press, Oxford). Manuscript uploaded.

Chitpin, S., and Evers, C.W. (In press) Decision-making and the school organization, in Connolly, M., et al. (Eds.) (In press) *The SAGE Handbook on School Organization* (SAGE, London). Page-proofs uploaded.

Some of Dr Niesche's most recent work includes:

Niesche, R. & Gowlett, C. (2019). *Social, Critical and Political Theories for Educational Leadership.* Dordrecht: Springer.

Wilkinson, J., Niesche, R., & Eacott, S. (Eds) (2018). *Dismantling Public Education: Implications for Educational Leadership, Policy and Social Justice*. London: Routledge.

Niesche, R. & Keddie, A. (2016). *Leadership, Ethics and Schooling for Social Justice.* London: Routledge.

Niesche, R. (2013). *Deconstructing Educational Leadership: Using Derrida and Lyotard*. London and New York: Routledge.

Niesche, R. (2011). *Foucault and Educational Leadership: Disciplining the Principal*. Routledge: London.

10. 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	5 April 2019, 5pm
Theory Development Paper	4000 Words	60%	1,2,3	1,2,3,4,5,6	3 May 2019, 5pm

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	Within 10 working days
Theory Development Paper	Written	Within 10 working days

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.**

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: 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.**