UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST5433

ORGANISATION THEORY IN EDUCATION

Term 3 2019

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 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 5433 Organisation Theory in Education (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Scott Eacott
Office Location:	G15	Morven Brown Building
Email:	s.eacott@unsw.edu.au
Availability:	Email for an appointment

3. COURSE DETAILS

Course Name	Organisation theory in education
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_T3.html

SUMMARY OF COURSE

This course will focus on organisation theory for educators. It draws from the full range of literature on organisations, but it focuses that literature on the specific experiences of education.

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

- A new case study has been developed for the course to better explain and demonstrate different approaches to organizational theory in education;
- Additional resources have been developed (e.g., animation, introductory videos, slides) to support student learning in the blended environment;
- Readings have been made available through the University Library's Leganto system to ensure seamless access to resources; and
- A/Prof Eacott returns from sabbatical to teach the course.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Investigate theories about organisations	1
2	Apply organisation theory to issues of leadership practice in education organisations.	2
3	Analyse or make sense of education organisations.	1

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to higher education, and the ability to synthesize and apply related disciplinary principles and practices to new or complex environments.	1,2
2	**Enquiry-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	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
2.2.4	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.	2
3.1.4	Demonstrate exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.	1,2
3.2.4	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.	2
6.3.4	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.	1,2
7.2.4	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is included to enable students to develop an understanding of organisations that will enhance their practice as leaders of education organisations. It reflects a view that different theories of organisations can assist leaders to design and manage organisations so that they operate efficiently, effectively and responsibly.

5. 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 (primarily) 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 formation 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 prepare to discuss salient issues, questions, and problems emerging from the readings and to utilize your knowledge and professional experiences to address the focus questions posed by the lecturer. Class participation (both during face-to-face classes and online discussion boards) also involves opening oneself to challenge and to be challenged by the ideas and topics of the seminars.

Background Readings

Comer, D.R., & Lenaghan, J.A. (2013). Enhancing discussions in the asynchronous online classroom: the lack of face-to-face interaction does not lessen the lesson. *Journal of Management Education, 37*(2), 261-294. https://doi.org/10.1177/1052562912442384

Eacott, S. (2012). Introducing under-graduate students to school leadership concepts. *Journal of Educational Administration, 50*(2), 159-172. https://doi.org/10.1108/09578231211210521

6. COURSE CONTENT AND STRUCTURE

This course employs a blended learning approach. It includes two Sunday seminars with collaborative online learning using the MOODLE Learning Management System. Structurally, the course consists of two modules, each with an assessment task: i) What is an organization?; and ii) Applying organizational theory.

SCHEDULE AND READING LIST

DAY ONE: What is an organization?

Day one consists of two lectures and four seminars. The initial lecture provides an overview of the history of organization theory in education and an analytical framework for categorizing different approaches. The four seminars provide greater depth and examples of the different categories of the analytical framework. Concluding the day is a synthesis lecture that links the topics and assessment task one.

Lecture 1a: An introduction to organization theory in education

Overview: As an introduction to the course, this lecture will provide a synopsis of theory in educational administration and leadership since the early 1900s with particular reference to works focused on organizations and organizing. The course takes the assumption that **organizing is relational**.

Focus question: *How have we come to understand organizations in education?*

Essential readings (*further readings will be provided on Moodle*)
Bates, R.J. (2010). Bates, R. J. (2010). History of educational leadership and management. In P. Peterson, E. Baker, & B. McGraw (Eds.), *International encyclopaedia of education* (3rd ed., pp. 724-730). Oxford: Elsevier. https://doi.org/10.1016/B978-0-08-044894-7.00412-7
Eacott, S. (2018). Toward Relations in Educational Administration Theory. In *Beyond Leadership: A Relational Approach to Organizational Theory in Education* (pp. 43-77). Singapore: Springer Singapore.

Seminar 1a: Adjectival models

Overview: This seminar explores adjectival approaches to organization theory. Particular attention granted to the way in which pre-existing (a priori) normative orientations shape the development of argument and what is seen as an effective (successful, great, etc.) organization.

Focus question: *Do adjectival approaches tell us more about the observer than they do organization?*

Essential reading
Branson, C. M., & Marra, M. (2019). Leadership as a relational phenomenon: What this means in practice. *Research in Educational Administration and Leadership, 4*(1), 81-108. https://doi.org/10.30828/real/2019.1.4

Seminar 1b: Co-determinist models

Overview: This seminar explores co-determinist approaches to organizational theory. Built on system thinking (particularly through Parsons, and Getzels & Guba), these approaches identify parts of an organization and measure their contribution to organizational functioning.

Focus question: *How have co-determinist approaches contributed to our understanding of organizations and interventions to improve outcomes?*

Essential reading
Hoy, W., & Miskel, C. (1978). *Educational administration: Theory, research and practice.* New York, NY: Random House. See here for specific ppt on Chapter One http://www.waynekhoy.com/power_points.html

Seminar 1c: Conflationary approaches

Overview: Following substantial critique of co-determinist approaches and their atomizing effect on organization theory, some scholars have offered conflationary (where two previously separated entities/ideas are treated as a single object) approaches.

Focus question: *What are some of the problems and possibilities of conflationary ways of thinking?*

Essential reading
Helstad, K., & Møller, J. (2013). Leadership as relational work: risks and opportunities. *International Journal of Leadership in Education*, *16*(3), 245-262. http://dx.doi.org/10.1080/13603124.2012.761353

Seminar 1d: Relational approaches

Overview: This seminar offers insights into an emerging research program that focuses on not structures (e.g., organizations) or agency (e.g., leadership) but relations (e.g., *organizing activity*) and how we (as *auctors*) generate the contexts (e.g., *spatio-temporal conditions*) in which we relate.

Focus question: *What can the relational approach offer for understanding organizing?*

Essential reading
Eacott, S. (2019). Starting points for a relational approach to organizational theory: an overview. *Research in Educational Administration and Leadership, 4*(1), 16-45. https://doi.org/10.30828/real/2019.1.2

Lecture 1b: Organization theory in education

Overview: This lecture will bring the first day to a conclusion by providing a synopsis of the content, dialogue and debate, and ongoing problems and possibilities of organization theory in education.

DAY TWO: Applying organizational theory

Lecture 2a: Applying organizational theory

Overview: Initially, this lecture will recap of the first part of the course and engaging with key dialogue and debate raised before exploring a causal logic from enacting organizational theory in education. Following James Ladwig (2010), summarizing this logic in sequential steps, it can be characterized as: i) a perceived organizational need and its translation into a desired outcome; ii) development of an organization theory for that normative requirement; iii) development of programs / structures; iv) implementation of programs / structures; v) production and measurement of outcomes; and vi) transporting those outcomes beyond the organization.

Focus question: *How can we mobilize our approach to organizational theory to improve outcomes?*

Essential reading
Ladwig, J.G. (2010). Beyond academic outcomes. *Review of Research in Education, 34,* 113-141.

Seminar 2a: Developing criteria for our version of organization

Overview: This session will build upon the learning in the course to this point and is primarily concerned with participants establishing the criteria from which they can assess their organization. To do this requires clarity of one's position on organizational theory (e.g., the first part of the course) and bringing that into conversation with practice.

Focus question: *How do I know if my organization is effective?*

Seminar 2b: Leading an educational organization

Overview: This session explicitly builds on the previous seminar to think through the criteria for an effective organization and how to lead such an organization. The key outcome here is explicitly bringing one's theory of organization into practice.

Focus question: *How do I use my theory of organization to effective lead?*

Lecture 2b: Organization theory in education

Overview: This final lecture will bring the course to a conclusion by providing a synopsis of the content, dialogue and debate, and ongoing problems and possibilities of organization theory in education.

7. RESOURCES

There is not a prescribed text for this course, but recommended readings will be provided to students on Moodle

Relevant Journals
Educational Administration Quarterly
Educational Evaluation and Policy Analysis
Educational Management, Administration and Leadership
Educational Policy
International Journal of Educational Management
International Journal of Leadership in Education
Journal of Educational Administration
Journal of Educational Administration and History
Journal of Educational Change
Journal of Education Policy
Leadership and Policy in Schools
Leading & Managing
School Effectiveness and School Improvement
School Leadership and Management

Related Professional / Scholarly Associations
American Educational Research Association (AERA) – Division A
Australian Association for Educational Research (AARE)
Australian Council for Educational Leaders (ACEL)
British Educational Leadership, Management and Administration Society (BELMAS)
Commonwealth Council for Educational Administration and Management (CCEAM)
Internal Congress for School Effectiveness and Improvement (ICSEI)
National Council for Professors of Educational Administration (NCPEA)
New Zealand Educational Administration and Leadership Society (NZEALS)
University Council for Educational Administration (UCEA)

People to Follow on Twitter

AITSL	AITSL	@aitsl
Prof Kadir Beycioglu	Dokuz Eylul University	@kadirbeycioglu
Dr Rachel Buchanan	The University of Newcastle	@rayedish
Prof Carol Campbell	University of Toronto (OISE)	@CarolCampbell4
Prof Vincent Cho	Boston College	@profvinnycho
Prof Megan Crawford	Coventry University	@drmegancrawford
Dr Joan Conway	University of Southern Queensland	@joanmconway
A/Prof Scott Eacott	UNSW Sydney	@ScottEacott
Prof John Fischetti	The University of Newcastle	@fischettij
E/Prof Michael Fullan	Ontario Institute for Studies in Education	@MichaelFullan1
Prof Linda Graham	Queensland University of Technology	@drlindagraham
Prof Andy Hargreaves	University of Ottawa	@HargreavesBC
Prof Alma Harris	University of Swansea	@AlmaHarris1
Dr Amanda Heffernan	Monash University	@chalkhands
A/Prof James Ladwig	The University of Newcastle	@jgladwig
Prof Chris Lubienski	University of Illinois Urbana-Champaign	@Club_edu
A/Prof Katina Pollock	Western University	@DrKatinaPollock
Prof Diane Ravitch	University of New York	@DianeRavitch
Dr Glenn Savage	University of Western Australia	@glenncsavage
Dr Andreas Scheicher	OECD	@ScheicherEDU
Prof Julian Vasquez Heilig	California State University, Sacramento	@ProfessorJVH

Also, many of these academics have their papers available on academia.edu and/or researchgate (both of which are free to join).

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1 Online Discussion post and reply	3000 words	60%	1 and 3	1,2,3,4,5	Weekly following Sept seminar
Assessment 2 Analytical paper	2,000 words	40%	2	1,2,3,4,5	Friday 15/11/19 By 5.00pm

Submission of assessments

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 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. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment Task 1 – What is an organisation? (Online Discussion)

Weight: 60% (6 topics x 10%)
Length: 3,000 words (across six topics)
Submission: Online via posts to your work group's weekly discussion board in Moodle
Purpose: To analyse and make sense of education organisations through engagement with theories of organisations

Task: To complete the first part of the course, you are expected to make regular weekly, topic-based posts on the reading/s for the week in your work group's weekly discussion board. Discussions begin each week with a general stimulus or focus question posted by the Course Convenor and it is expected that your contributions will demonstrate both an understanding of the reading/s and sustain group discussion. In addition, you are expected to respond to the post of a peer (therefore, **a minimum of two posts per topic**). Marks (*n*=10) will be assigned for each of the six topics of this part of the course.

Assessment Task 2 – Applying organisational theory to leadership practice (Analytical Paper)

Weight: 40%
Length: 2,000 words
Purpose: To explicitly apply organisational theory to issues of leadership practice in education organisations

Task: In this paper you are asked to critically analyse the leadership practice in your current organisation in relation to improving student learning outcomes and experience. It is expected, that with justification grounded in scholarly literatures including the organisational theory literature, you will identify the problems associated with current leadership practices and articulate what changes you would make for the purpose of improving performance.

Assessment Criteria, Grading & Feedback

Assessment Task 1

Mark	Description
0	Posts are late and/or do not deal with significant concepts from the set text(s
1-2	Some key concepts are mentioned and/or referenced to the readings, but the level of engagement is limited, shows significant error or focuses on unrelated ideas or concepts.
3-4	A significant idea from the set readings may be addressed in the online contributions, but an explicit focus on key concepts is not sustained. Examples may be tangential, not used, or just discussed not critiqued.
5-6	The contributions are coherently structured and develop a critical argument, using an appropriate range of vocabulary, terminology, and examples.
7-8	The problem(s) and approach are set out clearly, and different arguments are presented critically, with a good understanding of the material, using vocabulary, terminology and language that relate clearly to the question.
9-10	The issues and approach are set out clearly, critical arguments are exceptionally well developed, and there is a clear and complete understanding of the material, vocabulary and terminology. Examples used will relate directly to the question.

An individual grade will be provided and cohort-level feedback on the discussion.

Assessment Task 2

Your paper will be marked, and feedback provided against the criteria included in the feedback sheet provided below.

UNSW SCHOOL OF EDUCATION GRADE DESCRIPTORS

Criteria	Fail	Pass	Credit	Distinction	High Distinction
Understanding of the question or issue and the key concepts	The assignment is not adequate in quality or content and does not provide evidence of attainment of learning outcomes.	The assignment is of adequate quality and provides evidence of attainment of all learning outcomes.	The assignment is of good quality and meets all learning outcomes at an appropriate level.	The assignment is of excellent quality and meets all learning outcomes at a consistent level.	The assignment is of exceptional quality and meets all learning outcomes at a consistent and sustained level.
SELF ASSESSMENT					
Depth of analysis and/or critique in response to the task	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.	The paper demonstrates a clear understanding of the question or issue under consideration.	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.	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.	The paper reveals a deep understanding of the question or issue under consideration, and highly informed, original and creative analytical and evaluative thinking.
SELF ASSESSMENT					
Familiarity with and relevance of professional and/or research literature used to support response	Little or no mention is made of the research literature relating to the issues presented.	The writer displays a familiarity with some of the research literature relating to the issues discussed.	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.	The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments to the finds of the literature.	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.
SELF ASSESSMENT					
Structure and organization of response | Presentation of response according to appropriate academic and linguistic conventions	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.	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.	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.	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.	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.
SELF ASSESSMENT					