



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5438**

**Leadership Theory Research and Practice**

**Term 1, 2020**

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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 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, 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Associate Professor Richard Niesche  
Office Location: Morven Brown G16  
Email: [r.niesche@unsw.edu.au](mailto:r.niesche@unsw.edu.au)  
Phone: (02) 9385 1391  
Availability: Email for appointment

## 3. COURSE DETAILS

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|                      |   |
|----------------------|---|
| <b>Course Name</b>   | Leadership Theory Research and Practice   |
| <b>Credit Points</b> | 6 units of credit (uoc)   |
| <b>Workload</b>      | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| <b>Schedule</b>      | <a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>                     |

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## 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:

- The course content, structure and readings have been updated to reflect more recent changes to educational leadership discourse.

## 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

| Standard |   | Assessment/s |
|----------|---|--------------|
| 1        | Advanced disciplinary knowledge and practices<br>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<br>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<br>Demonstrate advanced critical thinking and problem solving skills   | 1, 2         |
| 4        | Communication, adaptive and interactional skills<br>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership  | 1, 2         |
| 5        | International outlook<br>Demonstrate an understanding of international perspectives relevant to the educational field   | 1, 2         |
| 6        | Ethical and responsible professional practice<br>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 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.

## 6. COURSE CONTENT AND STRUCTURE

| Module | 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                             |
| 6      | Critical perspectives in educational leadership    |
| 7      | Gender and educational leadership                  |
| 8      | Socially just leadership                           |
| 9      | Practical workshop: leadership for social justice  |
| 10     | Indigenous leadership perspectives and research    |
| 11     | Teacher leadership and leading learning            |
| 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.

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.

Some of A/Prof Niesche's most recent work on educational leadership 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.

## 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                  | Friday<br>03/04/2020<br>By 5.00pm |
| Theory Development Paper | 3000 Words | 60%    | 1,2,3                      | 1,2,3,4,5,6                  | Monday<br>01/05/2020<br>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**

All assessment task details will be provided via Moodle.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5438 LEADERSHIP THEORY RESEARCH AND PRACTICE

Student Name:

Student No.:

Assessment Task 1.

| SPECIFIC CRITERIA  | (-) $\longrightarrow$ (+) |  |  |  |  |
|--|---------------------------|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the theory or concept and relevance to educational leadership</li> <li>• Clarity and accuracy in the use of key terms and concepts</li> </ul>  |                           |  |  |  |  |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of relevant key concepts or theories</li> <li>• Depth of analysis of concepts or theories in relation to educational leadership</li> <li>• Clarity and depth of argument in relation to task</li> </ul>   |                           |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Reference made to material, research and ideas presented in lectures and tutorials</li> <li>• A range of further research and literature to support the response</li> </ul>   |                           |  |  |  |  |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure of critical literature review</li> <li>• Clarity and coherence of organisation including section headings where appropriate</li> </ul>   |                           |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul> |                           |  |  |  |  |
| <b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>  |                           |  |  |  |  |
|  |                           |  |  |  |  |

**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 2.

| SPECIFIC CRITERIA  | (-) $\longrightarrow$ (+) |  |  |  |  |
|--|---------------------------|--|--|--|--|
| <b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the theory or concept and relevance to educational leadership</li> <li>• Clarity and accuracy in the use of key terms and concepts</li> </ul>  |                           |  |  |  |  |
| <b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of relevant key concepts or theories</li> <li>• Depth of analysis of concepts or theories in relation to educational leadership</li> <li>• Clarity and depth of argument in relation to task</li> </ul>   |                           |  |  |  |  |
| <b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Reference made to material, research and ideas presented in lectures and tutorials</li> <li>• A range of further research and literature to support the response</li> </ul>   |                           |  |  |  |  |
| <b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure of critical literature review</li> <li>• Clarity and coherence of organisation including section headings where appropriate</li> </ul>   |                           |  |  |  |  |
| <b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul> |                           |  |  |  |  |
| <b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>  |                           |  |  |  |  |
|  |                           |  |  |  |  |

**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.**