



UNSW
SYDNEY

School of Education

EDST5608
Instructional Leadership

Term 2 2021

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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, Design & Architecture
School of Education
EDST5608 Instructional Leadership (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Convenor: A/Prof Scott Eacott
Office Location: Room G15 Morven Brown Building
Email: s.eacott@unsw.edu.au
Availability: Email for appointment

3. COURSE DETAILS

Course Name	Instructional Leadership
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_T2.html#EDST5608T2

SUMMARY OF THE COURSE

Judgements regarding effective schools, leaders and teachers have long been grounded in ideas of instructional leadership. This course examines 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. Students should be able to relate the knowledge they gain from this course to their own personal and professional contexts.

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

- Development of a workplan for the trimester explicitly linking weekly topics to student tasks and their contribution to assessment;
- The expansion of weekly written overviews and optional online sessions to discuss topics and work to be completed; and
- Additional case studies have been developed from ongoing research projects to support student learning.

STUDENT LEARNING OUTCOMES

Outcome	Assessment	
1	Apply knowledge and understanding of instructional leadership through critical inquiry of theory and research literature related to school effectiveness and school improvement.	1, 2
2	Investigate case studies of instructional leadership and evaluate the robustness of the methodology and case study findings	2
3	Identify the challenges of instructional leadership, and describe and evaluate an approach for building school improvement	2

PROGRAM LEARNING OUTCOMES

Standard	Assessment	
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	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	2
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

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 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.

6. COURSE CONTENT AND STRUCTURE

Below is a work plan for getting through the course by systematically working through content each week (aligning with optional online sessions).

Week	Content	Process	Product
0	<ul style="list-style-type: none"> Course outline 	<ul style="list-style-type: none"> Login to Moodle and familiarize yourself with the course 	<ul style="list-style-type: none"> Post an introduction in the initial Discussion Board (Introductions)
Reflecting on your own position			
1	<ul style="list-style-type: none"> Personal reflection on the purpose(s) of schooling 	<ul style="list-style-type: none"> Articulating what you see as the purpose(s) of schooling 	<ul style="list-style-type: none"> Initial draft of your position on the purpose(s) of schooling
2	<ul style="list-style-type: none"> Scholarly literatures on the purpose(s) of schooling 	<ul style="list-style-type: none"> Reading literatures on the purpose(s) of schooling 	<ul style="list-style-type: none"> Second draft of your position, including some supporting literature
Locating your position			
3	<ul style="list-style-type: none"> Different approaches to the purpose(s) of schooling 	<ul style="list-style-type: none"> Analysis articulating your position and its relations with alternatives. 	<ul style="list-style-type: none"> Third draft of your position, including relating to other positions
4	<ul style="list-style-type: none"> The underlying assumptions of positions and implications for instruction 	<ul style="list-style-type: none"> Extended analysis articulating your position in relation to alternatives 	<ul style="list-style-type: none"> Initial Paper articulating your position is to be submitted via Turnitin
How it plays out in practice			
5	<ul style="list-style-type: none"> Organizational coherence through the translation of purpose into instruction 	<ul style="list-style-type: none"> Building a model of instruction (pedagogy, curriculum and/or assessment) based on your articulated purpose 	<ul style="list-style-type: none"> Initial draft of an instructional model based on the articulated purpose of schooling
6	<ul style="list-style-type: none"> What forms and quality of data is needed to understand instruction in your site 	<ul style="list-style-type: none"> Outlining the data and analytical requirements to audit instruction 	<ul style="list-style-type: none"> A plan to audit instruction (or curriculum or assessment) in your site
7	<ul style="list-style-type: none"> Understanding pedagogy (curriculum and assessment) in practice 	<ul style="list-style-type: none"> Auditing current practice as a basis for instructional leadership 	<ul style="list-style-type: none"> Audit (or plan for one) of existing practice in your school / department / unit
8	<ul style="list-style-type: none"> The support and development of educators in delivering on your purpose 	<ul style="list-style-type: none"> Articulating the necessary supports to develop educators 	<ul style="list-style-type: none"> Expanded draft including high priority supports for educators
Beyond 'one right method'			
9	<ul style="list-style-type: none"> Leadership implications of delivering on coherence of purpose 	<ul style="list-style-type: none"> Articulating the organizing activity of educators' work to deliver on purpose 	<ul style="list-style-type: none"> Further expansion to include the implications for leading instruction
A generative contribution			
10	<ul style="list-style-type: none"> Clarity of purpose, coherence of activity and distinctive narrative of contribution 	<ul style="list-style-type: none"> Revising your paper to ensure clarity of purpose, coherence of activity & narrative 	<ul style="list-style-type: none"> Final Paper demonstrating the learning from the course submitted via Turnitin

The above is based on the methodology articulated in:

Eacott, S. (2018). *Beyond leadership: a relational approach to organizational theory in education*. Singapore: Springer.

Further details and resources will be made available through Moodle.

7. RESOURCES

Prescribed text: There is no prescribed text for this course but recommended readings will be provided to students on 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	@aitsl
Dr Rachel Buchanan	The 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
A/Prof Scott Eacott	UNSW Sydney	@ScottEacott
L/Prof Jenny Gore	The 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	Monash University	@chalkhands
A/Prof James Ladwig	The 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 Western Australia	@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).

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Attributes	Australian Professional Standards Assessed	Date Due
Task 1: Initial position paper	2000	40%	1	1-3, 5-6	2.1.4	28 th May 2021 by 5pm
Task 2: Instructional leadership paper	3000	60%	1-3	1-6	2.1.4, 3.1.4, 5.1.4, 5.4.4, 5.5.4	9 th July 2021 by 5pm

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

Initial Position Paper – up to 2,000 words, 40%

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:

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

Instructional Leadership Paper – 3,000 words, 60%

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:

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

*All feedback and grading will take place online. **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 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 an 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 to 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					