EDST5438

Leadership Theory, Research and Practice

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Richard Niesche	r.niesche@unsw.edu.au	Email for an appointment	Room G16 Morven Brown building	(02) 9065 1622

School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course you develop understanding of educational leadership theories, current research and practice. You consider the major approaches to leadership such as trait, behaviour, contingency and transformational leadership theory, as well as current research and practice in the context of education.

Course Learning Outcomes

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

Teaching Strategies

Rationale:

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.

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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Leadership theory paper	40%	28/03/2022 05:00 PM	1, 2, 3
2. Theory development paper	60%	29/04/2022 05:00 PM	1, 2, 3

Assessment 1: Leadership theory paper

Due date: 28/03/2022 05:00 PM

Task 1 - Essay - 2000 words

Students will receive written feedback within three weeks of submission

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

All assessment task details will be provided via Moodle.

Assessment 2: Theory development paper

Due date: 29/04/2022 05:00 PM

Task 2 - Essay - 4000 words

Students will receive written feedback within three weeks of submission

This is the final assessment.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

All assessment task details will be provided via Moodle.

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

Assessment Task 1: Leadership theory paper

Specific Criteria	(-)————————————————>(+)				
Understanding of the question or issue and the key concepts involved • Understanding of the theory or concept and relevance to educational leadership • Clarity and accuracy in the use of key terms and concepts					
Depth of analysis and critique in response to the task • Depth of understanding of relevant key concepts or theories • Depth of analysis of concepts or theories in relation to educational leadership • Clarity and depth of argument in relation to task					
Familiarity with and relevance of professional and/or research literature used to support response • Reference made to material, research and ideas presented in lectures and tutorials • A range of further research and literature to support the response					
Structure and organisation of response • Appropriateness of overall structure of critical literature review • Clarity and coherence of organisation including section headings where appropriate					
Presentation of response according to appropriate academic and linguistic conventions					

Specific Criteria	(-)—————————————>(+)				
• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
General comments/recommendations for next time:					

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 contextualise 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.

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

Assessment Task 2: Theory development paper

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Understanding of the theory or concept and relevance to educational leadership • Clarity and accuracy in the use of key terms and concepts					
Depth of analysis and critique in response to the task • Depth of understanding of relevant key concepts or theories • Depth of analysis of concepts or theories in relation to educational leadership • Clarity and depth of argument in relation to task					
Familiarity with and relevance of professional and/or research literature used to support response • Reference made to material, research and ideas presented in lectures and tutorials • A range of further research and literature to support the response					
Structure and organisation of response • Appropriateness of overall structure of critical literature review • Clarity and coherence of organisation including section headings where appropriate					
Presentation of response according to appropriate academic and linguistic conventions					

Specific Criteria	(-)——————————>(+)				
• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					

General comments/recommendations for next time:

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
O Week: 7 February - 13 January		
Week 1: 14 February - 18 February	Lecture	The nature of leadership and leadership theory
Week 2: 21 February - 25 February	Seminar	Trait theories and situational leadership
Week 3: 28 February - 4 March	Lecture	Transformational, authentic and ethical leadership
Week 4: 7 March - 11 March	Seminar	Instructional leadership
Week 5: 14 March - 18 March	Lecture	Distributed leadership
Week 6: 21 March - 25 March	Seminar	Teacher leadership, middle leaders and leading learning
Week 7: 28 March - 1 April	Lecture	Critical perspectives in educational leadership
Week 8: 4 April - 8 April	Seminar	Gender and educational leadership
Week 9: 11 April - 15 April	Lecture	Socially just leadership
Week 10: 18 April - 22 April	Seminar	Culturally responsive leadership

Resources

Prescribed 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.

Recommended Resources

Some of Associate Professor Richard Niesche's books on educational leadership include:

- Courtney, S., Gunter, H., Niesche, R. & Trujillo, T. (Eds.) (2021). *Understanding Educational Leadership: Critical Perspectives and Approaches*. London: Bloomsbury
- Niesche, R. & Heffernan, A. (Eds.) (2020). *Theorising Identity and Subjectivity in Educational Leadership Research*. London: Routledge.
- 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.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

Image Credit

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