



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5143

**Critical Perspectives in Educational
Leadership**

Semester 2, 2017

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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 5143 Critical Perspectives in Educational Leadership (6 units of credit)
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Richard Niesche
Office Location: John Goodsell 104
Email: r.niesche@unsw.edu.au
Phone: 9385 1391
Availability: Email and by appointment

3. COURSE DETAILS

Course Name	Critical Perspectives in Educational 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	
Seminars	July 10, 11, 13, 14 John Goodsell LG21 09:00am – 4:00pm

Summary of Course

This course explores a range of critical perspectives in the field of educational leadership. These include an historical look at the emergence of the field, the transition from administration and management to leadership, issues of power, gender and feminist approaches, and a strong emphasis on issues of equity and social justice. Critical perspectives provide an important contribution to understanding how educational leadership is conceptualized, practiced and understood in schools and other educational organisations.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Identify and analyse critical perspectives in educational leadership.	1, 2
2	Critically engage with educational leadership ideas and models using a range of social theories.	1, 2
3	Develop an understanding of how critical perspectives are relevant for and can add to our understandings of leadership in different school or educational contexts both locally and internationally.	1, 2
4	Demonstrate an understanding of issues of social justice and why they are important for educational leadership in theory and in practice.	1, 2

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 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	1, 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

AITSL Professional Standards for Teachers

Standard		Assessment/s
1.3.4	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	1,2
1.4.4	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.	1, 2
2.4.4	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1, 2
3.7.4	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.	1, 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
7.1.4	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.	1, 2
7.4.4	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.	1, 2

Assessments 1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The field of educational leadership continues to be dominated by instrumentalist, best practice approaches to school effectiveness and improvement. These are largely drawn from individualist accounts of leadership as well as under theorised approaches to understanding the role of context. This course challenges many of the taken for granted and pre-conceived ideas about leadership and seeks to critically engage with a range of perspectives that are argued to provide a better, more nuanced way of understanding educational leadership and educational leadership practice. A range of theoretical approaches will be explored as well as their relevance and implications for those working in schools.

5. TEACHING STRATEGIES

The course will draw upon a combination of explicit instruction pedagogies as well as group discussion, activities and case studies. Students will be encouraged to read widely across the various theories drawn upon throughout the course as well as practical applications and understandings of these ideas in real life case studies and practice.

6. COURSE CONTENT AND STRUCTURE

Date	Theme	Topics
Mon 10 July	Why critical perspectives?	What's wrong with leadership? Critiques of leadership Discourses of educational leadership
Tues 11 July	Social and critical theories	Sociological approaches Power Post-structuralism
Thurs 13 July	Applying critical perspectives	Gender Policy analysis Leadership models/standards
Friday 14 July	Socially just leadership	Theories of social justice Indigenous issues/perspectives

7. RESOURCES

Required Readings

All required readings and resources will be uploaded to Moodle

Further Readings

- Anderson, G. (2009) *Advocacy Leadership: Toward a Post-Reform Agenda in Education*. London and New York: Routledge.
- Ball, S. J. (1994) *Education Reform: A Critical and Poststructural Approach*. Buckingham: Open University Press.
- Best, S. and Kellner, D. (1991) *Postmodern Theory: Critical Interrogations*. New York: The Guilford Press.
- Blackmore, J. (1999) *Troubling Women: Feminism, Leadership and Educational Change*. Buckingham: Open University Press.
- Clements, C. and Washbush, J. B. (1999) The two faces of leadership: Considering the dark side. *Journal of Workplace Learning: Employee Counselling Today*, 11 (5): 170-175.
- Collard, J. and Reynolds, C. (eds) (2005) *Leadership, Gender and Culture in Education*. Maidenhead: Open University Press.
- Eacott, S. (2011) *School Leadership and Strategy in Managerialist Times*. Rotterdam: Sense Publishers.
- English, F. W. (2003) *The Postmodern Challenge to the Practice of Educational Administration*. Springfield, IL: Charles C Thomas Publishing Ltd.
- English, F. W. (2008) *The Art of Educational Leadership: Balancing Performance and Accountability*. London: Sage.
- Fitzgerald, T. (2003a) Interrogating orthodox voices: gender, ethnicity and educational leadership. *School Leadership and Management*, 23 (4): 431-444.
- Fitzgerald, T. (2003b) Changing the deafening silence of Indigenous women's voices in educational leadership. *Journal of Educational Administration*, 41 (1): 9-23.
- Gillies, D. (2013). *Educational Leadership and Michel Foucault*. London and New York: Routledge.
- Gorard, S. (2005) Current contexts for research in educational leadership and management. *Educational Management Administration and Leadership*, 33(2): 155-164.
- Grace, G. (1995) *School Leadership: Beyond Education Management: An Essay in Policy Scholarship*. Washington, DC: Falmer Press.
- Gronn, P. (2003a) Leadership: Who needs it? *School Leadership and Management*, 23 (3): 267-290.
- Gronn, P. (2010) Leadership: its genealogy, configuration and trajectory. *Journal of Educational Administration and History*, 42 (4): 405-435.
- Gunter, H. (2001) *Leaders and leadership in Education*. London: Paul Chapman Publishing.
- Gunter, H. (2010) A sociological approach to educational leadership. *British Journal of Sociology of Education*, 31 (4): 519-527.
- Gunter, H. (2011) *Leadership and the Reform of Education*. Bristol: Policy Press.
- Hall, V. (1996) *Dancing on the Ceiling: A Study of Women Managers in Education*. London: Paul Chapman Publishing.
- Hartley, D. (2007) The emergence of distributed leadership in education: Why now? *British Journal of Educational Studies*, 55 (2): 202-214.
- Hartsock, N. (1990) *Foucault on power: A theory for women? In L. J. Nicholson (ed.), Feminism/Postmodernism*. New York: Routledge.
- Hatcher, R. (2005) The distribution of leadership and power in schools. *British Journal of Sociology of Education*, 26 (2): 253-267.
- Keddie, A. and Niesche, R. (2012) 'It's almost like a white school now': Racialised complexities, Indigenous representation and school leadership. *Critical Studies in Education*, 53 (2): 169-182.
- Keddie, A. and Niesche, R. (2012) Productive engagements with student difference: supporting equity through cultural recognition. *British Educational Research Journal*, 38 (2): 333-348.
- Kelly, S. (2008) Leadership: A categorical mistake? *Human Relations*, 61 (6): 763-782.

- Kerr, S. and Jermier, J. (1977) Substitutes for leadership: Their meaning and measurement. *Organization and Human Performance*, 22: 374-403.
- Lakomski, G. (1999) Against leadership: A concept without a cause? In P. Begley and P. Leonard (eds), *The Values of Educational Administration*. London: Falmer: 36-50.
- Lakomski, G. (2005) *Managing without Leadership: Towards a Theory of Organizational Functioning*. London: Elsevier.
- Lambert, C. (2007) New labour? New Leaders? Gendering transformational leadership. *British Journal of Sociology of Education*, 28 (2): 149-163.
- Lawler, J. (2005) The essence of leadership? Existentialism and leadership. *Leadership*, 1(2): 215-231.
- Lingard, R., Hayes, D., Mills, M. and Christie, P. (2003) *Leading Learning*. Maidenhead: Open University Press.
- Maxcy, S. (1991) *Educational Leadership: A Critical Pragmatic Perspective*. New York: Bergin and Garvey.
- Maxcy, S. (ed.) (1994) *Postmodern School Leadership: Meeting the Crisis in Educational Administration*. Westport, CT: Praeger.
- Muijs, D. (2011) Leadership and organisational performance: from research to prescription? *International Journal of Educational Management*, 25 (1): 45-60.
- Niesche, R. (2011). *Foucault and Educational Leadership: Disciplining the Principal*. London: Routledge.
- Niesche, R. (2013). *Deconstructing Educational Leadership: Derrida and Lyotard*. London and New York: Routledge.
- Niesche, R. and Keddie, A. (2011) Foregrounding issues of equity and diversity in educational leadership. *School Leadership and Management*, 31 (1): 65-77.
- Peters, M. A. and Burbules, N. C. (2004) *Poststructuralism and Educational Research*. Lanham, Maryland: Roman and Littlefield Publishers.
- Samier, E. and Bates, R. (2012) *The Aesthetic Dimensions of Educational Administration and Leadership*. London and New York: Routledge.
- Samier, E. and Stanley, A. G. (eds) (2008) *Political Approaches to Educational Administration and Leadership*. New York and London: Routledge.
- Shakeshaft, C. (1987) *Women in Educational Administration*. Newberry Park, CA: Sage.
- Shields, C. M. (2004) Dialogic leadership for social justice: Overcoming pathologies of silence. *Educational Administration Quarterly*, 40 (1): 109-132.
- Shields, C. M. (2010) Transformative leadership: working for equity in diverse contexts. *Educational Administration Quarterly*, 46 (4): 558-589.
- Sinclair, A. (1998) *Doing Leadership Differently*. Victoria: Melbourne University Press.
- Sinclair, A. (2004) Journey around leadership. *Discourse: Studies in the Cultural Politics of Education*, 25 (1): 7-19.
- Sinclair, A. (2005) Body possibilities in leadership. *Leadership*, 1 (4): 387-406.
- Sinclair, A. (2007) *Leadership for the Disillusioned*. Thousand Oaks, CA: Sage.
- Smyth, J. (ed.) (1989) *Critical Perspectives on Educational Leadership*. London: Falmer Press.
- Smyth, J. (ed.) (1993) *A Socially Critical View of the Self-Managing School* London: Falmer Press.
- Smyth, J. (2008) Australia's great disengagement with public education and social justice in educational leadership. *Journal of Educational Administration and History* 40 (3): 221-233.
- Smyth, J. (2011) The disaster of the 'self-managing school'- genesis, trajectory, undisclosed agenda, and effects. *Journal of Educational Administration and History*, 43 (2), 95-117.
- Teese, R. and Polesel, J. (2003) *Undemocratic Schooling: Equity and Quality in Mass Secondary Education in Australia*. Melbourne: Melbourne University Press.
- Theoharis, G. (2007) Social justice educational leaders and resistance: Toward a theory of social justice. *Educational Administration Quarterly*, 43 (2): 221-258.
- Theoharis, G. (2010) Disrupting injustice: Principals narrate the strategies they use to improve their schools and advance social justice. *Teachers College Record*, 112 (1): 331-373.
- Thomson, P. (2001). How principals lose 'face': a disciplinary tale of educational administration and modern managerialism, *Discourse: Studies in the Cultural Politics of Education*, 22 (1): 5-22.
- Thomson, P. (2009) *Heads on the Block*. London and New York: Routledge.
- Thrupp, M. (2003) The school leadership literature in managerialist times: Exploring the problem of textual apologism. *School Leadership and Management*, 23(2): 149-172.
- Wilkinson, J. (2008) Good intentions are not enough: A critical examination of diversity and educational leadership scholarship. *Journal of Educational Administration and History*, 40 (2): 101-112.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1 Critical Literature Review	2000 words	40%	1, 2, 3, 4	1, 2, 3, 4, 5, 6	Monday 17 July
Assessment 2 Analytic Case Study	3000 words	60%	1, 2, 3, 4	1, 2, 3, 4, 5, 6	Friday 28 July

Assessment Details

Assessment 1 – Critical literature review

Length: 2000 words

Weight: 30%

Due date: Monday 17th July

Essay question:

How do critical perspectives enhance our understandings of educational leadership?

In response to this question pick one from the following and develop an argument in support of the particular theory, concept or approach drawing on the relevant literature:

For example:

- Understanding the history of leadership, management and administration discourses
- A particular view of power
- Social theory/ies
- Feminist perspectives and gender

Responses should be clearly structured and in an argumentative style. It is expected that references to both readings and resources provided in class as well as additional resources will be used in the critical literature review.

Assessment 2 – Analytic Case Study

Length: 3000 words

Weight: 50%

Due date: Friday 28th July

Identify an issue of social justice and/or equity that is relevant in your school or educational organisation. If you do not have a relevant site to use for the case study, you can draw from an example in a movie, book, tv series etc. Drawing upon the theories concepts and ideas discussed in this course as well as relevant educational leadership literature:

- Describe and explain the issue – why is it an issue of equity/social justice?
- Link the issue to the literature – what does the literature tell us about this?
- Suggest possible ways of addressing the issue – How can we work to either better understand/explain the issue or address the issue?

Responses should be clearly structured and presented in the form of an argument. It is expected that references to both readings and resources provided in class as well as additional resources will be used in the critical literature review.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5143 CRITICAL PERSPECTIVES IN EDUCATIONAL LEADERSHIP

Student Name:
 Assessment Task: 1

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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/or critique in response to the task <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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					

Lecturer
Recommended: /20 (FL PS CR DN HD)

Date
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
 EDST5143 CRITICAL PERSPECTIVES IN EDUCATIONAL LEADERSHIP

Student Name:
 Assessment Task: 2

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of the task and the application of critical perspectives to educational leadership • Clarity and accuracy in the use of key terms and concepts 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of relevant key concepts or theories • Depth of analysis of concepts or theories in relation to educational leadership case study • Clarity and depth of argument in relation to case study 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference made to material, research and ideas presented in lectures and tutorials • A range of further research and literature to support the argument 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure of analytic case study • Clarity and coherence of organisation including section headings where appropriate 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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					

Lecturer Recommended: /20 (FL PS CR DN HD)

Date 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.**