



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5433

Organisation Theory in Education

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 5433 Organisation Theory in Education (6 units of credit)
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Scott Eacott
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Phone: 9385 0704
Availability: email is the best form of communication

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		
Lecture	05 August, 09:00 – 16:00	Mathews 103
	16 September, 09:00 – 16:00	Mathews 103

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: Updating of the readings to better match topics and assignment development; stronger scaffolding during the first weekend to better equip participants in engaging with the course content; and redesigning Moodle to better support student learning and ongoing dialogue and debate.

Student Learning Outcomes

Outcome		Assessment/s
1	Investigate the 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
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1,2
	Enquiry-based learning	
2	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
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem solving skills	1,2
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
	Ethics	
5	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)

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 prepared 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 Saturday seminars with collaborative online learning using the MOODLE Learning Management System. Structurally, the course consists of two parts, 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 organizations are relational.

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

Essential readings

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. (2017). Relations, organizing, leadership, and education. In F. Dépelteau (Ed.), *Palgrave handbook of relational sociology*. New York, NY: Palgrave.

Supplementary readings

Bush, T. (2015). Organisation theory in education: How does it inform school leadership? *Journal of Organizational Theory in Education*, 1(1), 1-13.

Louis, K.S. (2015). Organizational theory: Around the block again? Moving forward? Or both? *Journal of Organizational Theory in Education*, 1(1), 1-9.

Taylor, F.W. (1911). *The principles of scientific management*. New York, NY: W.W. Norton.

Weber, M. (1978[1922]). *Economy and society: An outline of interpretive sociology* (G. Roth & C. Wittich, Trans.). Berkeley, CA: University of California Press.

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., Franken, M., & Penney, D. (2016). Middle leadership in higher education. *Educational management Administration & Leadership*, 44(1), 128-145. <http://doi.org/10.1177/1741143214558575>

Supplementary readings

Lawler, A., & Sillitoe, J. (2013). Facilitating 'organisational learning' in a 'learning institution'. *Journal of Higher Education Policy and Management*, 35(5), 495-500. <http://dx.doi.org/10.1080/1360080X.2013.825415>

Ladwig, J.G. (2010). Beyond academic outcomes. *Review of Research in Education*, 34, 113-141. <https://doi.org/10.3102/0091732X09353062>

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.waynehoy.com/power_points.html

Supplementary readings

Barnett, K., & McCormick, J. (2003). Vision, relationships and teacher motivation: a case study. *Journal of Educational Administration*, 41(1), 55-73. <https://doi.org/10.1108/09578230310457439>

Zembylas, M., & Iasonos, S. (2010) Leadership styles and multicultural education approaches: an exploration of their relationship. *International Journal of Leadership in Education*, 13(2), 163-183. <http://dx.doi.org/10.1080/13603120903386969>

Heck, R.H. (2015). Organizational theory and the study of educational leadership and school improvement: Some reflections. *Journal of Organizational Theory in Education*, 1(1), 1-10.

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

Greenfield, T.B. (1993). Theory about organization: a new perspective and its implications for schools. In T.B. Greenfield & P. Ribbins, (1993), *Greenfield on educational administration: towards a humane science* (pp. 1-25). London: Routledge.

Supplementary readings

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>

Brooks, J.S., & Normore, A.H. (2010). Educational leadership and globalization: literacy for a glocal perspective. *Educational Policy*, 24(1), 52-82. <http://doi.org/10.1177/0895904809354070>

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. (2018). *Beyond leadership: A relational approach to organizational theory in education*. Dordrecht, the Netherlands: Springer.

Supplementary readings

Riveros, A. (2016). Thinking relationally about the “school leader”. *Journal of Educational Administration and Foundations*, 25(2), 15-24.

Oplatka, I. (2016). Educational administration and the relational approach: Can we suffice contextual-based knowledge production? *Journal of Educational Administration and Foundations*, 25(2), 41-52.

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. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Online discussion	3,000 words	60%	1 and 3	1,2,3,4,5	Weekly following Aug seminar
Analytical paper	2,000 words	40%	2	1,2,3,4,5	16 Oct 5pm

*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 **no longer need to use a cover sheet**. 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.*

Assessment One – What is an organisation? [Online discussion]

Weight: 60% [6 topics x 10%]

Length: 3,000 words [across six topics]

Submission: Online via Moodle

Purpose: To analyse and make sense of education organisations through engagement with theories of organisations.

Task: Following the first Saturday seminar, and to complete the first part of the course, you are expected to make regular posts (weekly and topic based) on the course Discussion Board (Moodle) on the reading/s for each topic. Discussions will begin with a general stimulus/focus question posted by the lecturer. You are expected to respond to that stimulus/focus question and it is expected that your contribution 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.

Further details are available on Moodle.

Assessment Two – Applying organisational theory to leadership practice

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 critically analyse the leadership practice in your current organisation. Building from assignment one, it is expected that you can outline what changes you would make, and why, for the purpose of improving performance. Your argument should be grounded in scholarly literatures but explicitly demonstrate how organisational theory plays out in practice.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	Cohort Level Written	<i>Provided within 24 hrs of due date</i>
Assessment Two	Individual Written	<i>Within three weeks of submission</i>

8. RESOURCES

Course resources will be available via Moodle.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5433 ORGANISATION THEORY

Student Name:
 Assessment Task 1 – Theoretical Paper

Student No.:

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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
 EDST5433 ORGANISATION THEORY

Student Name:
 Assessment Task 2 – Applied Paper

Student No.:

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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.