School of Education

EDST5143
Critical Perspectives in Educational Leadership

Semester 2
Contents

1. LOCATION ................................................................................................................ 2
2. STAFF CONTACT DETAILS ..................................................................................... 2
3. COURSE DETAILS ................................................................................................... 2
   Summary of Course ................................................................................................... 2
   Aims of the Course ................................................................................................... 2
   Student Learning Outcomes ...................................................................................... 3
   Graduate Attributes .................................................................................................... 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH . 3
5. TEACHING STRATEGIES ......................................................................................... 4
6. COURSE CONTENT AND STRUCTURE .................................................................. 4
7. RESOURCES ............................................................................................................ 4
   Required Readings .................................................................................................... 4
8. ASSESSMENT .......................................................................................................... 7
   Assessment Details ................................................................................................... 7
   Feedback ................................................................................................................... 8

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 Bidjigal 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, 2015

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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Critical Perspectives in Educational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td>Lecture June 29-30, July 2-3 09:30 – 16:30 John Goodsell LG19</td>
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</table>

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.

Aims of the Course
This course aims to:
- Develop an understanding of critical perspectives in educational leadership
- Draw upon and apply critical perspectives to practice and experiences in educational contexts

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>1, 2</td>
</tr>
<tr>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>4</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

1. Identify and analyse critical perspectives in educational leadership.
2. Critically engage with educational leadership ideas and models using a range of social theories.
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.
4. Demonstrate an understanding of issues of social justice and why they are important for educational leadership in theory and in practice.

### Graduate Attributes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Advanced disciplinary knowledge and practices</td>
<td>1, 2</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>2 Enquiry-based learning</td>
<td>1, 2</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>3 Cognitive skills and critical thinking</td>
<td>1, 2</td>
</tr>
<tr>
<td>Demonstrate advanced critical thinking and problem solving skills</td>
<td></td>
</tr>
<tr>
<td>4 Communication, adaptive and interactional skills</td>
<td>1, 2</td>
</tr>
<tr>
<td>Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
<td></td>
</tr>
<tr>
<td>5 Global outlook</td>
<td>1, 2</td>
</tr>
<tr>
<td>Demonstrate an understanding of international perspectives relevant to the educational field</td>
<td></td>
</tr>
<tr>
<td>6 Ethics</td>
<td>1, 2</td>
</tr>
<tr>
<td>Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
<td></td>
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</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 29 June</td>
<td>Why critical perspectives?</td>
<td>What's wrong with leadership?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critiques of leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discourses of educational leadership</td>
</tr>
<tr>
<td>Tues 30 June</td>
<td>Social and critical theories</td>
<td>Sociological approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-structuralism</td>
</tr>
<tr>
<td>Thurs 2 July</td>
<td>Applying critical perspectives</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Policy analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership models/standards</td>
</tr>
<tr>
<td>Friday 3 July</td>
<td>Socially just leadership</td>
<td>Theories of social justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indigenous issues/perspectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What does socially just leadership look</td>
</tr>
<tr>
<td></td>
<td></td>
<td>like?</td>
</tr>
</tbody>
</table>

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.
University Press.
Press.


8. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>2500 words</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Monday 6 July</td>
</tr>
<tr>
<td>Critical Literature Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td>3500 words</td>
<td>60%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Friday 24 July</td>
</tr>
<tr>
<td>Analytic Case Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1 – Critical literature review
Length: 2500 words
Weight: 40%
Due date: Monday 6th 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: 3500 words
Weight: 60%
Due date: Friday 24th 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.

Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Online</td>
<td>16th July</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Online</td>
<td>7th August</td>
</tr>
</tbody>
</table>
## FEEDBACK SHEET

**EDST5143 CRITICAL PERSPECTIVES IN EDUCATIONAL LEADERSHIP**

**Student Name:**  
**Student No.:**  
**Assessment Task:** 1

### 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/or 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
- 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**  
**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.
## Specific Criteria

### Understanding of the question or issue and the key concepts involved
- 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
- 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
- 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
- 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
- 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

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.**