



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5438

Leadership Theory Research and Practice

Semester 1 (Intensive Class)

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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 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 5438 Leadership Theory Research and Practice (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Professor Colin Evers (Weekly Class)
Office Location: John Goodsell 102
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Phone: (02) 9385 1359
Availability: Email for appointment

Other Teaching Staff: Dr Kerry Barnett (Intensive Class)
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Availability: Email for appointment

3. COURSE DETAILS

Course Name	Leadership Theory Research and Practice
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Sat 12 March-Sun 13 March, 2016 Sat 30 April-Sun 1 May, 2016 09:00 – 16:00, John Goodsell 119

Summary of Course

This course will focus on major recent approaches to understanding the nature and practice of educational leadership. Grounded in the latest research findings, the course offers both a critical perspective on the literature and an account of leadership that is sensitive to the demands of the various contexts of practice.

Aim of the Course

The aim of the course is to develop your understanding of leadership theory, research and practice and, your knowledge of how to apply theory to the contexts of practice.

The main ways in which the course has changed since last time as a result of student feedback

1. Online forum added to Moodle – student place to discuss course material and ask questions.
2. Summary session added – to bring sessions together at the end of each day.

Student Learning Outcomes

Outcome	Assessment/s	
1	Discuss critically the nature of leadership both theoretically and how it manifests in different school or other educational contexts.	1,2
2	Identify and analyse research evidence, both local and international, with respect to what is claimed on behalf of educational leadership.	1,2
3	Develop a relatively systematic understanding of what leadership would mean to your school or organizational context	1,2

Program Learning Outcomes

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

5. 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.

6. COURSE CONTENT AND STRUCTURE

Date	Theme	Topics and Key Questions
Sat 12 March	Leaders, Followers and Context	What is leadership? Do leaders have special qualities? Does the context matter? What role do relationships play in leadership?
Sun 13 March	Leaders and Learning	What models of leadership have been applied to education? What do we know about the effects of practices associated with these models (transformational, instructional and integrated) on teaching and learning? What role might authenticity play?
Sat 30 April	New Leadership Perspectives	What is distributed leadership? What do we know about distributed leadership in education? What is team leadership? What do leaders need to know about leading teams?
Sun 1 May	Other Perspectives	Do we need leadership in educational organisations? What are the limits to leaders' knowledge? Is leadership critical learning? If so, what might be involved?

7. 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. They are also encouraged to access other relevant resources from UNSW library *website*: <http://www.library.unsw.edu.au>.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Leadership Theory Paper	2000 Words	40%	1,2,3	1,2,3,4,5,6	6 April 2016 5:00 PM
Theory Development Paper	4000 Words	60%	1,2,3	1,2,3,4,5,6	25 May 2016 5:00 PM

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. Student 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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Details related to each assessment task are provided on Moodle.

Feedback

Assessment task will be marked on-line. See return dates below.

Assessment Task	Feedback Mechanism	Feedback Date
Leadership Theory Paper	<i>Written feedback</i>	20 April 2016
Theory Development Paper	Written feedback	15 June 2016

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

Student Name:

Student No.:

Assessment Task 1

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
 EDST5438 LEADERSHIP THEORY RESEARCH AND PRACTICE

Student Name:

Student No.:

Assessment Task 2

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.**