



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5438

Leadership Theory Research and Practice
Semester 1

Weekly Kensington Class

Contents

Contents 1

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

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
Email: cw.evers@unsw.edu.au
Phone: (02)93851359
Availability: Email for appointment

Other Teaching Staff: Dr Kerry Barnett (Intensive Class)
Office Location: John Goodsell 106
Email: k.barnett@unsw.edu.au
Phone: (02)93851986
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 | |
| Lecture | Tue 19-21 (w1-4,5-12, Pioneer Theatre) |

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.

Important Information

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.

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

The main change is that the course will have an increased level of feedback to students over their assignments, and continuous feedback in class over understandings of the ideas in the course.

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

| | | 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 | Research-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 | International outlook Demonstrate an understanding of international perspectives relevant to the educational field | 1,2 |
| 6 | Ethical and responsible professional practice 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

| Week Beginning | Topic |
|-----------------------|--|
| 1 1 March | The nature of leadership |
| 2 8 March | Traits, skills and style of leadership |
| 3 15 March | Situational, contingency and relational leadership |
| 4 22 March | Transformational leadership |
| EASTER | 25 March -3 April |
| 5 5 April | Authentic and ethical leadership |
| 6 12 April | Instructional leadership |
| 7 19 April | Distributed leadership |
| 8 26 April | Team leadership |
| 9 3 May | Cross-cultural leadership |
| 10 10 May | Managing without leaders |

| | |
|--------------|---|
| 11 17 May | Limits to leaders' knowledge: implications for practice |
| 12 24 May | Leadership as critical learning: individual and organisations |

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 | 10 April 2016 5:00 PM |
| Theory Development Paper | 4000 Words | 60% | 1,2,3 | 1,2,3,4,5,6 | 12 June 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.

Assessment Details

Details related to each assessment task are provided on Moodle.

Feedback

Assessments are normally returned in classes. For assessments with due dates from Week 10 onwards, you may request for feedback on the assessment to be returned by attaching a **self-addressed postage-paid envelope** to your assignment. If the postage is insufficient to cover the delivery of the assignment, it will not be posted. If a student does not wish to provide postage s/he may pick up her/his assessment from the School Office from 9am-5pm for two weeks following notification of marking completion by the Course Lecturer. If a student is unable to pick up her/his assessment within this time s/he should contact the Course Lecturer.

| Assessment Task | Feedback Mechanism | Feedback Date |
|--------------------------|--------------------|----------------------------------|
| Leadership Theory Paper | Written | Within ten days of submission |
| Theory Development Paper | Written | Within three weeks of submission |

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

Student Name:

Student No.:

Assessment Task:

| SPECIFIC CRITERIA | (-) (+) | | | | |
|--|----------|--|--|--|--|
| 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:

| 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.**