



UNSW Course Outline

EDST5433 Organisation Theory in Education - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5433

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Non Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, you will engage in the application of organisation theory to education, and consider scientific management theory, bureaucracy and professional educators, human relations, open systems theory and contemporary critiques of conventional theories of

educational organisations. In addition, you will consider important aspects of organisation, including educational goals, organisational culture, educational technology, the educational environment, inter-organisational linkages, organisational effectiveness, and alternative theories of educational organisation.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Investigate the theories about organisations
CLO2 : Apply organisation theory to issues of leadership practice in education organisations
CLO3 : Analyse or make sense of education organisations

Course Learning Outcomes	Assessment Item
CLO1 : Investigate the theories about organisations	<ul style="list-style-type: none">Contemporary theories
CLO2 : Apply organisation theory to issues of leadership practice in education organisations	<ul style="list-style-type: none">Historical theories
CLO3 : Analyse or make sense of education organisations	<ul style="list-style-type: none">Contemporary theories

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

This course is included to enable students to develop an understanding of organizations that will enhance their practice as leaders of education organizations. It reflects a view that different theories of organizations can assist leaders to design and manage organizations so that they operate efficiently, effectively and responsibly.

Teaching Strategies

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 encourage interaction because it is important for students to explore the

ideas and decide what they mean for leadership.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Historical theories Assessment Format: Individual	60%	Due Date: Weekly (see Moodle)
Contemporary theories Assessment Format: Individual	40%	Due Date: Weekly (see Moodle)

Assessment Details

Historical theories

Assessment Overview

Weekly online multi-method (e.g., multiple choice, short answer) quiz based on essential

readings for the topic.

Course Learning Outcomes

- CLO2 : Apply organisation theory to issues of leadership practice in education organisations

Detailed Assessment Description

Task: Weekly online multi-method (e.g., multiple choice, short answer) quiz based on essential readings for the topic. Each week is worth 10% of the course. This first task covers the first six weeks with a focus on historical theories.

Assessment information

See Moodle.

Assignment submission Turnitin type

This is not a Turnitin assignment

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

Contemporary theories

Assessment Overview

Weekly online multi-method (e.g., multiple choice, short answer) quiz based on essential readings for the topic.

Course Learning Outcomes

- CLO1 : Investigate the theories about organisations

- CLO3 : Analyse or make sense of education organisations

Detailed Assessment Description

Task: Weekly online multi-method (e.g., multiple choice, short answer) quiz based on essential readings for the topic. Each week is worth 10% of the course. This task covers the final four weeks with a focus on contemporary theories.

Assessment information

See Moodle.

Assignment submission Turnitin type

This is not a Turnitin assignment

Hurdle rules

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](#).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
1	Topic	The principles of scientific management
2	Topic	The bureaucracy
3	Topic	A focus on workers (Hawthorne Studies Theory X & Y)
4	Topic	Organisations as systems
5	Topic	Are organisations real?
6	Topic	Organisations as metaphors
7	Topic	Principles of systemic design
8	Topic	Nudge
9	Topic	The orders of worth
10	Topic	What organising does to us

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

There is not a prescribed text for this course, but recommended readings will be provided to students on Moodle.

Relevant journals

- *Educational Administration Quarterly*

- *Educational Evaluation and Policy Analysis*
- *Educational Management, Administration and Leadership*
- *Educational Policy*
- *International Journal of Educational Management*
- *International Journal of Leadership in Education*
- *Journal of Educational Administration*
- *Journal of Educational Administration and History*
- *Journal of Educational Change*
- *Journal of Education Policy*
- *Leadership and Policy in Schools*
- *Leading & Managing*
- *School Effectiveness and School Improvement*
- *School Leadership and Management*

Related professional / scholarly associations

- American Educational Research Association (AERA) – Division A
- Australian Association for Educational Research (AARE)
- Australian Council for Educational Leaders (ACEL)
- British Educational Leadership, Management and Administration Society (BELMAS)
- Commonwealth Council for Educational Administration and Management (CCEAM)
- Internal Congress for School Effectiveness and Improvement (ICSEI)
- National Council for Professors of Educational Administration (NCPEA)
- New Zealand Educational Administration and Leadership Society (NZEALS)
- University Council for Educational Administration (UCEA)

People to follow on twitter

• AITSL	AITSL	@aitsl
• Prof Kadir Beycioglu	Dokuz Eylul University	@kadirbeycioglu
• Dr Rachel Buchanan	The University of Newcastle	@rayedish
• Prof Carol Campbell	University of Toronto (OISE)	@CarolCampbell4
• Prof Vincent Cho	Boston College	@profvinnycho
• Prof Megan Crawford	Coventry University	@drmegancrawford
• Dr Joan Conway	University of Southern Queensland	@joanmconway
• Prof Scott Eacott	UNSW Sydney	@ScottEacott
• Prof John Fischetti	The University of Newcastle	@fischettij
• E/Prof Michael Fullan	Ontario Institute for Studies in Education	@MichaelFullan1
• Prof Linda Graham	Queensland University of Technology	@drlindagraham
• Prof Andy Hargreaves	University of Ottawa	@HargreavesBC
• Prof Alma Harris	University of Swansea	@AlmaHarris1
• Dr Amanda Heffernan	Monash University	@chalkhands
• A/Prof James Ladwig	The University of Newcastle	@jgladwig
• Prof Chris Lubienski	University of Illinois Urbana-Champaign	@Clubedu
• A/Prof Katina Pollock	Western University	@DrKatinaPollock

• Prof Diane Ravitch	University of New York	@DianeRavitch
• Dr Glenn Savage	University of Western Australia	@glennncsavage
• Dr Andreas Scheicher	OECD	@ScheicherEDU
• Prof Julian Vasquez Heilig	California State University, Sacramento	@ProfessorJRH

Also, many of these academics have their papers available on academia.edu and/or researchgate (both of which are free to join).

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Professor Scott Eacott		G17 Morven Brown Building	+61 2 9065 4893	Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take

many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW

- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>