



## UNSW Course Outline

# EDST5438 Leadership Theory, Research and Practice - 2024

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## General Course Information

**Course Code :** EDST5438

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Education

**Delivery Mode :** Multimodal

**Delivery Format :** 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 develop an understanding of educational leadership theories, current research and practice. You will critically analyse the major models and approaches to leadership, including trait, situational, transformational, distributed, and instructional leadership theories, as

well as current research and practice in the context of education - including, but not limited to, critical perspectives, social justice and equity, and culturally responsive leadership.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically discuss the nature of leadership both theoretically and how it manifests in different school or other educational contexts
CLO2 : Identify and analyse research evidence, both local and international, with respect to what is claimed on behalf of educational leadership
CLO3 : Develop a relatively systematic understanding of what leadership would mean to your school or organisational context.

Course Learning Outcomes	Assessment Item
CLO1 : Critically discuss the nature of leadership both theoretically and how it manifests in different school or other educational contexts	<ul style="list-style-type: none"><li>• Critical reflection paper</li><li>• Leadership theory paper</li></ul>
CLO2 : Identify and analyse research evidence, both local and international, with respect to what is claimed on behalf of educational leadership	<ul style="list-style-type: none"><li>• Critical reflection paper</li><li>• Leadership theory paper</li></ul>
CLO3 : Develop a relatively systematic understanding of what leadership would mean to your school or organisational context.	<ul style="list-style-type: none"><li>• Critical reflection paper</li><li>• Leadership theory paper</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

## Learning and Teaching in this course

### Rationale

- 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 knowledge-centred and both teacher-led and at times student and community-centred.

## Teaching Strategies

- In general, there has been a shift in leadership theorising, 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 several theories which must be understood; with group discussion, activities and case studies designed to increase the capacity and capability of students for developing their own approaches to educational leadership.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Critical reflection paper Assessment Format: Individual	40%	Due Date: 22/03/2024 05:00 PM
Leadership theory paper Assessment Format: Individual	60%	Due Date: 22/04/2024 05:00 PM

## Assessment Details

### Critical reflection paper

#### Assessment Overview

Task 1. Essay. 2000 words (including references).

Students will receive written feedback within two weeks of submission.

#### Course Learning Outcomes

- CLO1 : Critically discuss the nature of leadership both theoretically and how it manifests in different school or other educational contexts
- CLO2 : Identify and analyse research evidence, both local and international, with respect to what is claimed on behalf of educational leadership
- CLO3 : Develop a relatively systematic understanding of what leadership would mean to your school or organisational context.

#### Detailed Assessment Description

- Critically reflect on one of the 5 compulsory readings set in Module 1 of the course. Specifically reflect on your own understanding of leadership coming into this course and reflect upon your view based on the research and arguments presented in the chosen reading.
- The readings will be uploaded to Moodle and further scaffolding of the response to the task

will be provided in class.

**Assessment Length**

2000 words

**Assessment information**

**RUBRIC/FEEDBACK SHEET**

EDST5438 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Critical Reflection Paper

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"><li>• Understanding of the selected paper for analysis</li><li>• Clarity and accuracy in the use of key terms and concepts</li></ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"><li>• Depth of analysis of concepts or theories in relation to educational leadership</li><li>• Clarity and depth of argument in relation to the task</li></ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"><li>• Reference made to material, research, and ideas presented in class and online materials and resources</li><li>• A range of further research and literature to support the response</li></ul>	
Structure and organisation of response <ul style="list-style-type: none"><li>• Appropriateness of overall structure of the response</li><li>• Clarity and coherence of organisation including section headings where appropriate</li></ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"><li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information, and listing references (APA style)</li><li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li></ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### 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.

## **Leadership theory paper**

### Assessment Overview

Task 2. Essay. 3000 words (including references).

Students will receive written feedback within two weeks of submission.

### Course Learning Outcomes

- CLO1 : Critically discuss the nature of leadership both theoretically and how it manifests in different school or other educational contexts
- CLO2 : Identify and analyse research evidence, both local and international, with respect to what is claimed on behalf of educational leadership
- CLO3 : Develop a relatively systematic understanding of what leadership would mean to your school or organisational context.

### Detailed Assessment Description

- How would you describe the leadership in your current educational context/organisation (or one that you are familiar with)? In so doing, critically evaluate the theory of leadership, or approaches to leadership, from this course that you have deemed most suitable/relevant by drawing on the relevant literature, any limitations, or criticisms, and/or any advantages that alternatives may have.
- Further scaffolding of the response to the task will be provided in class.

### Assessment Length

3000 words

### Assessment information

RUBRIC/FEEDBACK SHEET

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## Assessment Task 2: Leadership Theory Paper

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> <li>• Understanding of the theory or concept, and relevance to educational leadership</li> <li>• Clarity and accuracy in the use of key terms and concepts</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• Depth of understanding of relevant key concepts or theories</li> <li>• Depth of analysis of concepts or theories in relation to educational leadership</li> <li>• Clarity and depth of argument in relation to the task</li> </ul>	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> <li>• Reference made to material, research, and ideas presented in lectures and tutorials</li> <li>• A range of further research and literature to support the response</li> </ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> <li>• Appropriateness of overall structure of critical literature review</li> <li>• Clarity and coherence of organisation including section headings where appropriate</li> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information, and listing references (APA style)</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length</li> </ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
<p>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 contextualise 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.</p>	

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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 \(unsw.edu.au\).](http://SED Policies and Procedures (unsw.edu.au).)

### Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Module	Module 1: The nature of leadership and leadership theory
Week 2 : 19 February - 25 February	Module	Module 1: The nature of leadership and leadership theory (continued)
Week 3 : 26 February - 3 March	Module	Module 2: Models of leadership
Week 4 : 4 March - 10 March	Module	Module 2: Models of leadership (continued)
Week 5 : 11 March - 17 March	Module	Module 3: Leading learning
Week 6 : 18 March - 24 March	Module	Module 3: Leading learning (continued)
Week 7 : 25 March - 31 March	Module	Module 4: Critical perspectives in educational leadership
Week 8 : 1 April - 7 April	Module	Module 4: Critical perspectives in educational leadership (continued)
Week 9 : 8 April - 14 April	Module	Module 5: Socially just leadership
Week 10 : 15 April - 21 April	Module	Module 5: Socially just leadership (continued)

## 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

- A reading guide and readings for each week is provided on Moodle, which can be accessed by signing into MyUNSW. Students are expected to use the weekly reading guide and to have read required readings before attending class each week.
- Students are also encouraged to access other relevant resources from UNSW library website: <http://www.library.unsw.edu.au>.
- Although the course covers a range of the most central published positions in educational leadership, this is a research-driven course, in the sense that the content of the course falls under the influence of the most recent research being conducted by the staff who teach the course.

## Recommended Resources

Some of Associate Professor Richard Niesche's books on educational leadership include:

- Courtney, S., Gunter, H., Niesche, R. & Trujillo, T. (Eds.) (2021). *Understanding Educational Leadership: Critical Perspectives and Approaches*. London: Bloomsbury
- Niesche, R. & Heffernan, A. (Eds.) (2020). *Theorising Identity and Subjectivity in Educational Leadership Research*. London: Routledge.
- Niesche, R. & Gowlett, C. (2019). *Social, Critical and Political Theories for Educational Leadership*. Dordrecht: Springer.
- Wilkinson, J., Niesche, R., & Eacott, S. (Eds.) (2018). *Dismantling Public Education: Implications for Educational Leadership, Policy and Social Justice*. London: Routledge.
- Niesche, R. & Keddie, A. (2016). *Leadership, Ethics and Schooling for Social Justice*. London: Routledge.
- Niesche, R. (2013). *Deconstructing Educational Leadership: Using Derrida and Lyotard*. London and New York: Routledge.
- Niesche, R. (2011). *Foucault and Educational Leadership: Disciplining the Principal*. Routledge: London.

## Course Evaluation and Development

- Student feedback helps shape future iterations of the course.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Richard Niesche		Ground Floor Morven Brown Building, Room G16	(02) 9065 1622	Email for 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](#)

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### **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 [externaltelsupport@unsw.edu.au](mailto:externaltelsupport@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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>