UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5462
Teacher Leadership

Summer Term 2020

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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 Bedegal 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
EDST5462 Teacher Leadership (6 units of credit)
Summer Term, 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Professor Colin Evers
Office Location:	Morven Brown room G11
Email:	cw.evers@unsw.edu.au
Phone:	02 9385 1359
Availability:	Email or phone for appointment

3. COURSE DETAILS

Course Name	Teacher Leadership
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_U1.html

SUMMARY OF COURSE

This course provides a systematic study of the theory and practice of teacher leadership, its background and its central features. The basic stance of the course is that teachers at all points in their career can engage in leadership practices, and that such practices can be many and varied. The course is normative and analytical rather than descriptive. Thus, it will be primarily concerned with suggesting ways in which teacher leadership can be manifested, interpreted and applied so as to bring about improvement in schools, particularly the improvement of student learning outcomes.

A key aspect of the course is to locate teacher leadership within an extended notion of teacher professionalism, given the range of issues that teacher-leaders have to deal with.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

- The course reflects a greater emphasis on examples from teachers.

STUDENT LEARNING OUTCOMES

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

PROGRAM LEARNING OUTCOMES

Standard		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	**Enquiry-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	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	**Ethics** 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 teacher leadership have been under development in the research literature for at least the last twenty years. The main motivation for this has been the influence of models of distributed leadership, especially arising out of reforms to do with school-based management. Ironically, these reforms initially did much to emphasize the concentration of leadership in school principals. However, this was increasingly recognized as unrealistic and soon gave way to practices for distributing the demands of leadership. With the further demand that school reform deliver strong growth in student learning outcomes, the focus has now shifted back to teachers and the kinds of leadership roles they can play. The course examines contemporary debates over the nature of teacher leadership, its scope and limits, ways in which it can be developed, and organizational structures that are complementary to its expression. Since many of these issues need to be negotiated and worked out in ways sensitive to individual school contexts, this course teaches a methodology of leadership as critical learning. The structure and content of the course seeks to reflect this critical methodology by way of course pedagogy, with students being able to see where ideas came from and what led to their replacement. The teaching approach is thus 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

The model that I favour for Teacher Leadership is individual learning taking place in the context of organizational learning. This carries over into the classroom as a community of learners. 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 teacher 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 understandings of and approaches to teacher leadership and its implementation.

6. COURSE CONTENT AND STRUCTURE

Intensive Days	Topics
8-1-2020	1. Teacher Leadership (TL): An introduction
	2. TL and distributed leadership
	3. TL roles: aims of education, teaching excellence
10-1-2020	4. TL roles: student learning and autonomy
	5. TL roles: knowledge and the curriculum
	6. TL roles: administration and mentoring staff
13-1-2020	7. TL roles: parent and community engagement
	8. TL effects: school improvement
	9. TL effects: student learning outcomes
17-1-2020	10. TL and critical self-learning: case studies I
	11. TL and critical self-learning: case studies II
	12. The future of TL: what the research says

7. RESOURCES

Suggested readings

Katyal, K. R., and Evers, C. W. (2014) *Teacher Leadership: New Conceptions for Autonomous Student Learning in the Age of the Internet* (Routledge: London). This book is now available in paperback but is still expensive so I will make available all the page-proofs.

The Moodle folders contain the main reading materials for the course.

The content of this course falls under the influence of my most recent views on leadership and management: I'll upload page proofs and manuscripts for the following:

Evers, C.W., and Lakomski, G. (Under review) Cognitive science and educational administration, in Papa, R. et al. (Eds.) (In preparation) *The Oxford Encyclopedia of Educational Administration* (Oxford University Press, Oxford).

Lakomski, G., and Evers, C.W. (Under review) Theories of leadership, in Papa, R. et al. (Eds.) (In preparation) *The Oxford Encyclopedia of Educational Administration* (Oxford University Press, Oxford).

Chitpin, S., and Evers, C.W. (2019) Decision-making and the school organization, in Connolly, M., et al. (Eds.) (In preparation) *The SAGE Handbook on School Organization* (SAGE, London) pp. 430-446.

Lakomski, G., Eacott, S., and Evers, C.W. (Eds.) (2017) *Questioning Leadership: New Directions for Educational Organizations (*Routledge, Oxford), pp. 212.

The folders for the course contain a list of suggested readings for teach of the course topics, together with the readings uploaded. These are all located on Moodle. The larger works listed above can be found in the Background folder. This contains documents that are either background materials, or large files relevant to several topics, or research papers that appear in print during the course.

There is no shortage of additional material for the topics in this course. Class members are encouraged to send me any interesting additional materials they discover, so I can upload them onto the background readings folder.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Essay	1500 words	25%	1, 2, 3	1, 2, 3, 4, 5, 6	Monday 13th January 2020, By 5pm
Essay	4000-4500 words	75%	1, 2, 3	1, 2, 3, 4, 5, 6	Monday 3th February 2020, By 5pm

Submission of assessments

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. 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

Assessment 1

Different authors have different views about teacher leadership, meaning that the concept is contested. However, it can still be the case that some views are more defensible than others and it can still be the case that there may be a core set of common ideas about teacher leadership among the different viewpoints. Critically discuss what you consider to be the most defensible account of teacher leadership. The relevant materials are those from topics 1-6 found in the topic folders on Moodle.

Assessment 2

Critically discuss what you think teacher-leaders need to know and do in order to contribute effectively to school improvement and better student learning outcomes in your organisational context (or one you are familiar with). The relevant materials are those from the whole course.

Appropriate readings for these assignments are contained in the topic folders uploaded onto Moodle. The folders also contain an information sheet that (1) summarises the topic for that week, (2) raises some key questions that the class needs to address, and (3) gives bibliographic details of important readings. Each topic folder contains a PowerPoint.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5462 TEACHER LEADERSHIP

Student Name: Student No.:
Assessment Task 1

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and significance of the problem or question and related concepts					
Depth of analysis and/or critique in response to the task • way(s) approaches adapted to the questions posed, including use of relevant ethical protocols • understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions. • credibility and depth of analysis and interpretation					
Familiarity with and relevance of professional and/or research literature used to support response • selection and range of key references in the area of the proposed study • use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue					
Structure and organisation or response • appropriateness of overall structure of response • clarity and coherence of organization					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the research project • 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: 25%**

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
EDST5462 TECAHER LEADERSHIP

Student Name: Student No.:
Assessment Task 2

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and significance of the problem or question and related concepts					
Depth of analysis and/or critique in response to the task • way(s) approaches adapted to the questions posed, including use of relevant ethical protocols • understanding of the strengths and weaknesses of the method(s) for data collection and/or analysis in relation to the context and key questions. ▪ credibility and depth of analysis and interpretation					
Familiarity with and relevance of professional and/or research literature used to support response • selection and range of key references in the area of the proposed study ▪ use of the relevant literature (both theoretical and methodological) to support the analysis and investigation of the key problem/issue					
Structure and organisation or response • appropriateness of overall structure of response ▪ clarity and coherence of organization					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the research project ▪ 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: 75%**

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.**