UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5608
Instructional Leadership

Term 2, 2019

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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
EDST 5608 Instructional Leadership (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Convenor:	A/Prof Scott Eacott
Office Location:	Room 103 John Goodsell Building
Email:	s.eacott@unsw.edu.au
Availability:	Email for appointment

3. COURSE DETAILS

Course Name	Instructional 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_T2.html

SUMMARY OF THE COURSE

Judgements regarding effective schools, leaders and teachers have long been grounded in ideas of instructional leadership. This course examines the research literature relevant to instructional leadership as well as providing practical strategies for building school capacity. Criteria used to evaluate instruction will be considered as well as the relationship between leadership, culture and student outcomes. Contributions made by the principal, team leaders, teachers, community, systems, peers and individual students will be examined. Leadership processes which contribute to improved student outcomes will be analysed. Case studies, both nationally and internationally, of effective and ineffective schools and systems will provide the basis of a strategic framework for future planning. Students should be able to relate the knowledge they gain from this course to their own personal and professional contexts

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

- The content has been significantly revised to reflect the change in the course focus from ‘Effective Schools’ to ‘Instructional Leadership’;
- Delivery and assessment strategies have been updated to reflect the move from a four-day intensive summer course to a four-day (spread over time) term course;
- More instructional time is dedicated to setting up the theoretical framing (building from the core course: Organizational Theory) and how that can lead to improvements in practice; and
- The number of essential readings has been decreased with greater attention to translating research-based evidence into practice.

STUDENT LEARNING OUTCOMES

Outcome		Assessment (s)
1	Relate key phases in the school effectiveness and school improvement research history	1, 2
2	Discuss the characteristics of effective systems, schools, faculties and classrooms and their relationship to student outcomes	1, 2, 3
3	Critically appraise different approaches used to determine “effective”.	1, 2
4	Identify and analyse research evidence with respect to effective schools	1, 2
5	Evaluate case studies in terms of their methodology and findings.	2, 3
6	Describe the challenges facing educational leaders in improving student outcomes	2, 3
7	Critically evaluate various models for building school capacity	2, 3

GRADUATE ATTRIBUTES

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, 3
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
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
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	2, 3
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, 3

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
2.1.4	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies, and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	1, 2, 3
3.1.4	Demonstrate exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of education.	2, 3
5.1.4	Evaluate school assessment policies and strategies to support colleagues in using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	2
5.4.4	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	2
5.5.4	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Governments and education communities are strongly focused on developing systems to improve student outcomes. However, as Jill Blackmore (2004) argues, to understand how educational leadership is 'perceived, understood and enacted, one has to have a sense of the broader social, economic and political relationships shaping educational work' (p. 267). EDST5608 Instructional Leadership is explicitly designed to do just that. In particular, this course brings participants into conversation with contemporary thought and analysis on effective teachers, leaders, schools and systems.

5. TEACHING STRATEGIES

As in any graduate course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be facilitated as a seminar or inquiry in which all participants hold themselves and each other accountable for a rigorous and robust intellectual dialogue and debate.

The format of the class requires that each person come prepared to take an active role in class discussion. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings and to utilise your knowledge and professional experiences to address the focus questions posed by the lecturer. Class participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the seminars.

6. COURSE CONTENT AND STRUCTURE

The course consists of four days of instruction constituted by 12 sessions. Each session consists of: 1.5 hours of instruction (lecture, seminar, and/or workshop); an essential reading; and supplementary readings (available via Moodle). In addition, there will be use of the hashtag #EDST5608 on Twitter.

Module	Lecture Topic
Day 1 16/06/19	**The purpose/s of schooling [clarity]**
	Session 1: This introductory session is designed to provide an overview of the course, its features, and the theoretical framing. **Reading**: EDST5608 Course Outline | Lecture Slides
	Session 2: This session further introduces students to the theoretical framing of the course and specifically has them begin to think through what they see as the purpose/s of schooling. **Reading:** Eacott, S. (2019). *A relational approach to organising: A school leadership reflection guide*.
	Session 3: Having established (even if tentative) a position on the purpose/s of schooling, this session focuses on how to translate this into criteria for success and a plan for action. **Reading:** Ladwig, J.G. (2010). Beyond academic outcomes. *Review of Research in Education, 34*(113-141).
	Assessment link: Discussion paper on purpose/s of schooling [A1]
Day 2 30/06/19	**Leading instruction [coherence]**
	Session 4: This session focuses on major school reforms focused on instruction. Particular attention is paid to Authentic Pedagogy in the USA and then derivations in Australia (e.g., Productive Pedagogy in Queensland, and Quality Teaching in NSW). **Reading:** Newmann, F.M., Marks, H.M., Gamoran, A. (1996). Authentic pedagogy and student performance. *American Journal of Education, 104*(4), 280-312.
	Session 5: The specific focus of this session is how to translate a purpose/s of schooling and/or model of pedagogy into practice. **Reading:** Ladwig, J.G. (2005). Monitoring the quality of pedagogy. *Leading & Managing, 11*(2), 70-83.
	Session 6: This sessions links the course (to this point) with the contemporarily popular Hattie inspired approach to instructional leadership in Australian education. **Reading:** Eacott, S. (2017). School leadership and the cult of the guru: the neo-Taylorism of Hattie. *School Leadership & Management, 37*(4), 413-426.
	Assessment link: Criteria for success | Plan for action [A2]

	Embedding instructional leadership [coherence]
Day 3 28/07/19	**Session 7:** Building from the pedagogical reforms in NSW over the past two decades, the latest iteration of this agenda is Quality Teaching Rounds. This session focuses on what they offer instructional leadership. **Reading:** Gore, J., Lloyd, A., Smith, M., Bowe, J., Ellis, H., & Lubans, D. (2017). Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. *Teaching and Teacher Education, 68*, 99-113.
	Session 8: Following the New Basics reforms in Qld, a team from USQ launched the IDEAS project which sought to develop a holistic approach to school reform. This session focuses on what it offers for instructional leadership. **Reading:** Crowther, F., Andrews, D., Morgan, A., & O'Neill, S. (2012). Hitting the bullseye of school improvement: The IDEAS project at work in a successful school system. *Leading & Managing, 18*(2), 1-33.
	Session 9: Grounding the work so far in the contemporary policy environment, this session analyses the Australian Professional Standards for Teachers and how they focus (or not) on improving instruction. **Reading:** NESA (2018). The Australian Professional Standards for Teachers. Sydney: NESA.
	Assessment link: How can we build a school/system/faculty that facilitates teachers doing their best work [A2]
	Case studies [narrative]
Day 4 11/08/19	**Session 10:** This session looks at what the International Successful School Principalship Project in relation to instructional leadership. **Reading:** Gurr, D.M. (2015). A model of successful school leadership from the International Successful School Principalship Project. *Societies, 5,* 136-150.
	Session 11: This session focuses on the An Exceptional Student Outcomes Project (AESOP) undertaken in NSW in the early 2000s. **Reading:** Dinham, S. (2007). The secondary head of department and the achievement of exceptional student outcomes. *Journal of Educational Administration, 45*(1), 62-79.
	Session 12: The final session of the course recaps the learning from the course and administers a summative quiz on course content. **Reading:** n/a focuses on all readings to this point.
	Assessment link: Putting it altogether | quiz [A3]

7. RESOURCES

Prescribed text: 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
Prof Jeffrey Brooks	RMIT	@jeffreysbrooks
Dr Rachel Buchanan	The University of Newcastle	@rayedish
Prof Carol Campbell	University of Toronto (OISE)	@CarolCampbell4
Prof Chris Chapman	University of Glasgow	@ChrisChapmanGla
Prof Vincent Cho	Boston College	@profvinnycho
Prof Megan Crawford	Coventry University	@drmegancrawford
Dr Joan Conway	University of Southern Queensland	@joanmconway
A/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
A/Prof James Ladwig	The University of Newcastle	@jgladwig
Learning Sci Inst Aust	Australian Catholic University	@LSIA_ACU
Prof Chris Lubienski	University of Illinois Urbana-Champaign	@Club_edu
A/Prof Katina Pollock	KNAER	@DrKatinaPollock
Prof Diane Ravitch	University of New York	@DianeRavitch
Prof Pasi Sahlberg	UNSW Sydney	@pasi_sahlberg
Dr Glenn Savage	University of Western Australia	@glenncsavage
Dr Andreas Scheicher	OECD	@ScheicherEDU
Prof Julian Vasquez Heilig	California State University, Sacramento	@ProfessorJVH
Dr Tanya Vaughan	AITSL	@tvaughan74

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

8. ASSESSMENT

Assignment / Description	Length	Weight	Learning Outcomes	Graduate Attributes	Due
A discussion paper on the purpose/s of schooling	1,000	20%	1-4	1-3, 5-6	Monday 17/06/19 5.00pm
A plan for action	2,500	50%	1-7	1-6	Monday 19/08/19 5.00pm
Case studies of instructional leadership quiz	1,500	30%	2, 5-7	1-4, 6	Sunday 11/08/19 5.00pm

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

Task One: A discussion paper on the purpose/s of schooling – 1,000 words, 20%

Based on initial course readings, and any further reading you undertake, you are asked to develop a tentative position on the purpose/s of schooling. This may take any form, and we will use this as a basis for further exploration and nuancing as we progress through the course content.

Task Two: A plan for action – 2,500 words, 50%

Drawing upon scholarly literatures and lived experience, in this task you are asked to articulate your clarity of school purpose/s (Task One) into a defensible plan for action. This can take any form, but it is expected that you can provide sufficient detail of you key criteria for 'effectiveness' and that they are well justified. Essentially, this task has two parts:

> Part One: The translation of your articulated purpose/s of schooling into key criteria for success; and
>
> Part Two: A plan for action, including key tasks, people responsible, proposed evidence / data sources, and links to your purpose/s of schooling.

Task Three: Case studies of instructional leadership quiz – 1,500 words (or equivalent), 30%

In this task you are asked to complete an online quiz (available on Moodle) based on the course readings. Questions may include multiple choice, true/false and short answer. Further details will be provided in class and on Moodle.

All feedback and grading will take place online. **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 GRADE DESCRIPTORS

Criteria	Fail	Pass	Credit	Distinction	High Distinction
Understanding of the question or issue and the key concepts	The assignment is not adequate in quality or content, and does not provide evidence of attainment of learning outcomes.	The assignment is of adequate quality and provides evidence of attainment of all learning outcomes.	The assignment is of good quality and meets all learning outcomes at an appropriate level.	The assignment is of excellent quality and meets all learning outcomes at a consistent level.	The assignment is of exceptional quality and meets all learning outcomes at a consistent and sustained level.
SELF ASSESSMENT					
Depth of analysis and/or critique in response to the task	The writer fails to demonstrate a clear understanding of the question or issue under consideration, with missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study.	The paper demonstrates a clear understanding of the question or issue under consideration.	The paper demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking that goes beyond replication of content knowledge or skills relevant to learning outcomes.	The paper demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking with the integration and evaluation of critical ideas, principles, theories, and insight and ability in applying relevant skills and concepts in relation to learning outcomes.	The paper reveals a deep understanding of the question or issue under consideration, and highly informed, original and creative analytical and evaluative thinking.
SELF ASSESSMENT					
Familiarity with an relevance of professional and/or research literature used to support response	Little or no mention is made of the research literature relating to the issues presented.	The writer displays a familiarity with some of the research literature relating to the issues discussed.	The writer displays familiarity with the research literature relating to the issues discussed and relates his or her arguments to the findings of this literature.	The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the finds of the literature.	The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature.
SELF ASSESSMENT					
Structure and organization of response | Presentation of response according to appropriate academic and linguistic conventions	The assignment is poorly structured and meaning is at times unclear, with missing, undeveloped, inappropriate or confusing argumentation and communication of ideas with little attention given to the conventions of the discipline.	The assignment is moderately well-organized and the arguments can be clearly understood with communication of information and ideas following the conventions of the discipline.	The assignment is well organized and well written with clear argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline.	The assignment is well-organized and well-written with convincing argumentation and the ability to communicate ideas fluently and clearly in terms of the conventions of the discipline and audience.	The assignment is very well-organized and very well-written, demonstrating the ability to critically evaluate competing arguments, perspectives and/or approaches, and the ability to communicate ideas accurately, fluently and clearly in terms of the conventions of the discipline and audience.
SELF ASSESSMENT					