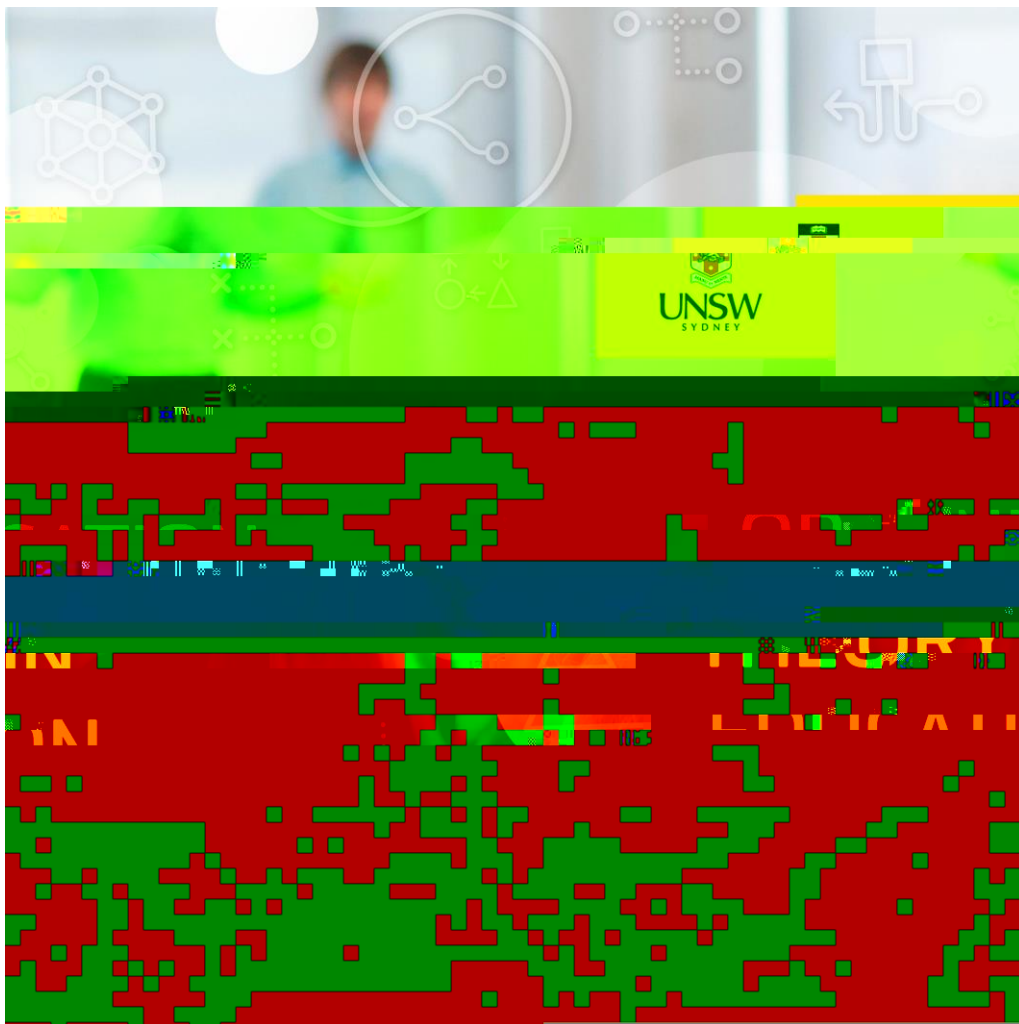


School of Education



Term 3 2019

Contents

1. LOCATION
2. STAFF CONTACT DETAILS
3. COURSE DETAILS

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is included to enable students to develop an understanding of organisations that will enhance their practice as leaders of education organisations. It reflects a view that different theories of organisation

6. COURSE CONTENT AND STRUCTURE

This course employs a blended learning approach. It includes two Sunday seminars with collaborative online learning using the MOODLE Learning Management System. Structurally, the course consists of two modules, each with an assessment task: i) What is an organization?; and ii) Applying organizational theory.

SCHEDULE AND READING LIST

DAY ONE: What is an organization?

Day one consists of two lectures and four seminars. The initial lecture provides an overview of the history of organization theory in education and an analytical framework for categorizing different approaches. The four semi

Seminar 1c: Conflationary approaches

Overview: Following substantial critique of co-determinist approaches and their atomizing effect on organization theory, some scholars have offered conflationary (where two previously separated entities/ideas are treated as a single object) approaches.

DAY TWO: Applying organizational theory

Lecture 2a: Applying organizational theory

Overview: Initially, this lecture will recap of the first part of the course and engaging with key dialogue and debate raised before exploring a causal logic from enacting organizational theory in education. Following James Ladwig (2010), summarizing this logic in sequential steps, it can be characterized as: i) a perceived organizational need and its translation into a desired outcome; ii) development of an organization theory for that normative requirement; iii) development of programs / structures; iv) implementation of programs / structures; v) production and measurement of outcomes; and vi) transporting those outcomes beyond the organization.

Focus question: *How can we mobilize our approach to organizational theory to improve outcomes?*

Essential reading

Ladwig, J.G. (2010). Beyond academic outcomes. *Review of Research in Education*, 34, 113-141.

Seminar 2a: Developing criteria for our version of organization

Overview: This session will build upon the learning in the course to this point and is primarily concerned with participants establishing the criteria from which they can assess their organization. To do this that into conversation with practice.

Focus question: *How do I know if my organization is effective?*

Seminar 2b: Leading an educational organization

Overview: This session explicitly builds on the previous seminar to think through the criteria for an effective organization and how to lead such an organization. The key outcome here is explicitly bringing

Focus question: *How do I use my theory of organization to effective lead?*

Lecture 2b: Organization theory in education

Overview:

7. 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
A/Prof Scott Eacott	UNSW Sydney	@ScottEacott
Prof John Fischetti	The University of Newcastle	@fischettij

E/Prof Michael Fullan [B]4(os)-3(ton)-7(Co)-9(l)5(l)-6(eg)4(e)]TJETQq0.00008871 0 595.32 84608871 0 595.32 841.92

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
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Assessment Details

Assessment Task 1 What is an organisation? (Online Discussion)

Weight: 60% (6 topics x 10%)
Length: 3,000 words (across six topics)
Submission: U) |ā ^Áãā [••Á Á[~!Á [!\Á!~] qÁ ^^| Áã&••ā} Á[ääÁ Á[[á^
Purpose: To analyse and make sense of education organisations through engagement with theories of organisations

Task: To complete the first part of the course, you are expected to make regular weekly, topic-based] [••Á} Á@Á^ää *BÁ!Á@Á ^^| Á Á[~!Á [!\Á!~] qÁ ^^| Áã&••ā} Á[ääÁ Á[[á^ each week with a general stimulus or focus question posted by the Course Convenor and it is expected that your contributions will demonstrate both an understanding of the reading/s and sustain group discussion. In addition, you are expected to respond to the post of a peer (therefore, **a minimum of two posts per topic**). Marks ($n=10$) will be assigned for each of the six topics of this part of the course.

Assessment Task 2 Applying organisational theory to leadership practice (Analytical Paper)

Weight: 40%
Length: 2,000 words
Purpose: To explicitly apply organisatio508.63 Tm 14o a9 0 595.32 841.92 re(l)-10(y)14e(th)4Qqs

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		