



CHRISTIAN HERITAGE COLLEGE

ED614

DEVELOPING LEADERSHIP CAPACITY

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ED614
Unit name	Developing Leadership Capacity
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Dr Terry Dachs
Core/Elective	Elective
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
Delivery mode	External
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education OR ED602 Philosophical Perspectives on Education
Rationale	<p>The relationships between good practice, good theory and research are considered to be interdependent. There has been marked development in the field of organisational theory and these developments are studied by students in this unit to enable them to examine how research is stimulated by theory and how theory can be modified by research. The expectations placed upon school leaders has become more complex and this unit seeks to provide a sound theoretical basis for meeting these demands more effectively. As theories, practices and contexts inevitably change, the ability to adapt to and to keep abreast of new developments becomes crucial. Christian understandings have potentially a strong contribution to make to the field as they help us to evaluate theories and practices: in addition, they yield insights that other contributors and theoretical perspectives may not.</p> <p>This unit will challenge students to engage in the praxis of educational leadership and will provide opportunities for the application and implementation of a range of leadership theories and principles within current school contexts. Students will be required to survey significant literature on the application of theories and will actively engage in reflection both on and within practice.</p>

Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. understood organisational theories developed from different frames of reference and theoretical perspectives; 2. explained, and are committed to, concepts of leadership and administration which are consistent with a biblical, Christian approach; 3. applied theoretical and theological understandings to the school setting, particularly the Christian school; 4. critiqued a range of theoretical leadership models and perspectives in light of a Biblical Christian worldview; 5. evaluated leadership and administration in a specific school setting in the light of insights gained from studies; and 6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.
Content	<p>Theoretical perspectives of organisations. The development of educational leadership theory. Schools as organic organisations. Schools as political organisations. Christian perspectives on leadership and administration. The leadership of Bible characters – Gideon, David, Nehemiah. A Christian view of servant leadership. Moral leadership and the de- and re-construction of power. Educational administration – an Australian perspective. Leadership and administration in schools.</p>
Assessment tasks	<p>Task 1: Proposal of a theoretical model Word length/Duration: 3000 words Weighting: 50% Learning outcomes: 1-4, 6 Assessed: Y - 2016, S - 1, W - 8</p> <p>Task 2: Critical review and reflective report Word length/Duration: 3000 words Weighting: 50% Learning outcomes: 4-6 Assessed: Y - 2016, S - 1, W - 15</p>
Specialist resource requirements	Nil
Prescribed text(s)	Roberston, J., & Timperley, H. (Eds.). (2011). <i>Leadership and learning</i> . London: Sage.
Recommended readings	<p>Bolman, L., & Deal, T. (2010). <i>Reframing the path to school leadership: A guide for teachers and principals</i>. (2nd ed.). Thousand Oakd, CA: Corwin Press.</p> <p>Caldwell, B. (2008). <i>Raising the stakes: From improvement to transformation in the reform of schools</i>. London: Routledge.</p>

<p>Recommended readings (continued)</p>	<p>Coles, K. (2010). <i>Management: Theory and practice</i>. Frenchs Forest, NSW: Pearson Education.</p> <p>Duignan, P. (2012). <i>Educational leadership: together creating ethical learning environments</i>. Cambridge : CUP.</p> <p>Hagstrom, D. (2004). <i>From outrageous to inspired: How to build a community of leaders in our schools</i>. San Francisco, CA: Jossey-Bass.</p> <p>Hoer, T. (2006). <i>The art of school leadership</i>. Heatherton, VIC: Hawker Brownlow Education.</p> <p>Hughes, R., Ginnett, R., & Curphy, G. (2000). <i>Leadership: Enhancing the lessons of experience</i>. (6th ed.). New York: McGraw-Hill.</p> <p>Glickman, C. (2002). <i>Leadership for learning: How to help teachers succeed</i>. Alexandria, VA: ASCD.</p> <p>Gurr, D., & Duignan, D. (Eds). (2007). <i>Leading Australia's schools</i>. Winmalee, NSW: Australian Council for Educational Leaders.</p> <p>Lambert, L. (2000). <i>Leadership capacity for lasting school improvement</i>. Alexandria, VA: ASCD.</p> <p>Marshall, S. (2006). <i>The power to transform: Leadership that brings learning and schooling to life</i>. San Francisco: Jossey-Bass.</p> <p>Marzano, R. (2006). <i>School leadership that works: From research to results</i>. Moorabbin, VIC: Hawker Brownlow Education.</p> <p>Owens, R., & Valesky, T. (2007). <i>Organizational behavior in Education: Adaptive leadership and school reform</i>. (9th ed.). Boston, MA: Allyn & Bacon.</p> <p>Rallis, S. (Ed.). (2008). <i>Leading dynamic schools: How to create and implement ethical policies</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Robbins, S. (2009). <i>Foundations of management</i>. Frenchs Forest, NSW: Pearson Education.</p> <p>Robinson, V. (2007). <i>School leadership and student outcomes: Identifying what works and why</i>. Winmalee, NSW: ACEL.</p> <p>Tomlinson, C., & Allan, S. (2006). <i>Leadership for differentiating schools & classrooms</i>. Heatherton, VIC: Hawker Brownlow Education.</p> <p>Yukl, G. (2006). <i>Leadership in organizations</i>. (6th ed.). Upper Saddle River, NJ: Pearson Education.</p> <p>Journals and Periodicals</p> <p>International Journal of Leadership in Education</p> <p>Journal of Cases in Educational Leadership</p> <p>Journal of Authentic Leadership in Education</p> <p>International Journal of Leadership in Education and Theory Practice</p> <p>The Australian Educational Leader</p> <p>Websites</p> <p>www.educationalleaders.govt.nz</p> <p>www.acele.org.au</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Unit summary</p>	<p>This unit will challenge students to engage in the praxis of educational leadership and will provide opportunities for the application and implementation of a range of leadership theories and principles within specified school contexts. Students will be required to survey significant literature on the application of theories and will actively engage in reflection both on and within practice.</p>