School of Education

EDST5433
ORGANISATION THEORY IN EDUCATION

Term 3 2019
Contents

1. LOCATION ................................................................................................................................. 2
2. STAFF CONTACT DETAILS .................................................................................................... 2
3. COURSE DETAILS .................................................................................................................... 2
   STUDENT LEARNING OUTCOMES ......................................................................................... 3
   PROGRAM LEARNING OUTCOMES ......................................................................................... 3
   AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS ............................................ 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH ............... 4
5. TEACHING STRATEGIES ........................................................................................................ 4
6. COURSE CONTENT AND STRUCTURE ..................................................................................... 5
7. RESOURCES ............................................................................................................................ 8
8. ASSESSMENT ........................................................................................................................... 9

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 5433 Organisation Theory in Education (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS
Course Coordinator: Scott Eacott
Office Location: G15 | Morven Brown Building
Email: s.eacott@unsw.edu.au
Availability: Email for an appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Organisation theory in education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

SUMMARY OF COURSE

This course will focus on organisation theory for educators. It draws from the full range of literature on organisations, but it focuses that literature on the specific experiences of education.

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

- A new case study has been developed for the course to better explain and demonstrate different approaches to organizational theory in education;
- Additional resources have been developed (e.g., animation, introductory videos, slides) to support student learning in the blended environment;
- Readings have been made available through the University Library’s Leganto system to ensure seamless access to resources; and
- A/Prof Eacott returns from sabbatical to teach the course.
STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Investigate theories about organisations</td>
</tr>
<tr>
<td>2</td>
<td>Apply organisation theory to issues of leadership practice in education organisations.</td>
</tr>
<tr>
<td>3</td>
<td>Analyse or make sense of education organisations.</td>
</tr>
</tbody>
</table>

PROGRAM LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
</table>
| 1        | **Advanced disciplinary knowledge and practices**  
Demonstrate an advanced understanding of the field of education as it relates to higher education, and the ability to synthesize and apply related 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        | **Ethics**  
Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 1,2 |

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.4</td>
<td>Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</td>
</tr>
<tr>
<td>3.1.4</td>
<td>Demonstrate exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</td>
</tr>
<tr>
<td>3.2.4</td>
<td>Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students’ knowledge, understanding and skills.</td>
</tr>
<tr>
<td>6.3.4</td>
<td>Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</td>
</tr>
<tr>
<td>7.2.4</td>
<td>Initiate, develop and implement relevant policies and processes to support colleagues’ compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</td>
</tr>
</tbody>
</table>
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 organisations can assist leaders to design and manage organisations so that they operate efficiently, effectively and responsibly.

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 (primarily) 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 formation 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 salient issues, questions, and problems emerging from the readings and to utilize your knowledge and professional experiences to address the focus questions posed by the lecturer. Class participation (both during face-to-face classes and online discussion boards) also involves opening oneself to challenge and to be challenged by the ideas and topics of the seminars.

Background Readings


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 seminars provide greater depth and examples of the different categories of the analytical framework. Concluding the day is a synthesis lecture that links the topics and assessment task one.

Lecture 1a: An introduction to organization theory in education

Overview: As an introduction to the course, this lecture will provide a synopsis of theory in educational administration and leadership since the early 1900s with particular reference to works focused on organizing and organizing. The course takes the assumption that organizing is relational.

Focus question: How have we come to understand organizations in education?

Essential readings (further readings will be provided on Moodle)


Seminar 1a: Adjectival models

Overview: This seminar explores adjectival approaches to organization theory. Particular attention granted to the way in which pre-existing (a priori) normative orientations shape the development of argument and what is seen as an effective (successful, great, etc.) organization.

Focus question: Do adjectival approaches tell us more about the observer than they do organization?

Essential reading


Seminar 1b: Co-determinist models

Overview: This seminar explores co-determinist approaches to organizational theory. Built on system thinking (particularly through Parsons, and Getzels & Guba), these approaches identify parts of an organization and measure their contribution to organizational functioning.

Focus question: How have co-determinist approaches contributed to our understanding of organizations and interventions to improve outcomes?

Essential reading

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.

Focus question: What are some of the problems and possibilities of conflationary ways of thinking?

Essential reading

Seminar 1d: Relational approaches

Overview: This seminar offers insights into an emerging research program that focuses on not structures (e.g., organizations) or agency (e.g., leadership) but relations (e.g., organizing activity) and how we (as auteurs) generate the contexts (e.g., spatio-temporal conditions) in which we relate.

Focus question: What can the relational approach offer for understanding organizing?

Essential reading

Lecture 1b: Organization theory in education

Overview: This lecture will bring the first day to a conclusion by providing a synopsis of the content, dialogue and debate, and ongoing problems and possibilities of organization theory in education.
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

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 requires clarity of one’s position on organizational theory (e.g., the first part of the course) and bringing 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 one’s theory of organization into practice.

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

Lecture 2b: Organization theory in education

Overview: This final lecture will bring the course to a conclusion by providing a synopsis of the content, dialogue and debate, and ongoing problems and possibilities of organization theory in education.
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
- Prof Kadir Beycioglu
- Dr Rachel Buchanan
- Prof Carol Campbell
- Prof Vincent Cho
- Prof Megan Crawford
- Dr Joan Conway
- A/Prof Scott Eacott
- Prof John Fischetti
- E/Prof Michael Fullan
- Prof Linda Graham
- Prof Andy Hargreaves
- Prof Alma Harris
- Dr Amanda Heffernan
- A/Prof James Ladwig
- Prof Chris Lubienski
- A/Prof Katina Pollock
- Prof Diane Ravitch
- Dr Glenn Savage
- Dr Andreas Scheicher
- Prof Julian Vasquez Heilig

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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Student Learning Outcomes Assessed</th>
<th>Program Learning Outcomes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 Online Discussion post and reply</td>
<td>3000 words</td>
<td>60%</td>
<td>1 and 3</td>
<td>1,2,3,4,5</td>
<td>Weekly following Sept seminar</td>
</tr>
<tr>
<td>Assessment 2 Analytical paper</td>
<td>2,000 words</td>
<td>40%</td>
<td>2</td>
<td>1,2,3,4,5</td>
<td>Friday 15/11/19 By 5.00pm</td>
</tr>
</tbody>
</table>

**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/](https://education.arts.unsw.edu.au/students/courses/course-outlines/)
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: Online via posts to your work group's weekly discussion board in Moodle
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 posts on the reading/s for the week in your work group’s weekly discussion board. Discussions begin 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 organisational theory to issues of leadership practice in education organisations

Task: In this paper you are asked to critically analyse the leadership practice in your current organisation in relation to improving student learning outcomes and experience. It is expected, that with justification grounded in scholarly literatures including the organisational theory literature, you will identify the problems associated with current leadership practices and articulate what changes you would make for the purpose of improving performance.

Assessment Criteria, Grading & Feedback

Assessment Task 1

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Posts are late and/or do not deal with significant concepts from the set text(s)</td>
</tr>
<tr>
<td>1-2</td>
<td>Some key concepts are mentioned and/or referenced to the readings, but the level of engagement is limited, shows significant error or focuses on unrelated ideas or concepts.</td>
</tr>
<tr>
<td>3-4</td>
<td>A significant idea from the set readings may be addressed in the online contributions, but an explicit focus on key concepts is not sustained. Examples may be tangential, not used, or just discussed not critiqued.</td>
</tr>
<tr>
<td>5-6</td>
<td>The contributions are coherently structured and develop a critical argument, using an appropriate range of vocabulary, terminology, and examples.</td>
</tr>
<tr>
<td>7-8</td>
<td>The problem(s) and approach are set out clearly, and different arguments are presented critically, with a good understanding of the material, using vocabulary, terminology and language that relate clearly to the question.</td>
</tr>
<tr>
<td>9-10</td>
<td>The issues and approach are set out clearly, critical arguments are exceptionally well developed, and there is a clear and complete understanding of the material, vocabulary and terminology. Examples used will relate directly to the question.</td>
</tr>
</tbody>
</table>

An individual grade will be provided and cohort-level feedback on the discussion.

Assessment Task 2

Your paper will be marked, and feedback provided against the criteria included in the feedback sheet provided below.
## UNSW SCHOOL OF EDUCATION GRADE DESCRIPTORS

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Fail</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts</td>
<td>The assignment is not adequate in quality or content and does not provide evidence of attainment of learning outcomes.</td>
<td>The assignment is of adequate quality and provides evidence of attainment of all learning outcomes.</td>
<td>The assignment is of good quality and meets all learning outcomes at an appropriate level.</td>
<td>The assignment is of excellent quality and meets all learning outcomes at a consistent level.</td>
<td>The assignment is of exceptional quality and meets all learning outcomes at a consistent and sustained level.</td>
</tr>
<tr>
<td><strong>SELF ASSESSMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td>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.</td>
<td>The paper demonstrates a clear understanding of the question or issue under consideration.</td>
<td>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.</td>
<td>The paper reveals a deep understanding of the question or issue under consideration, and highly informed, original and creative analytical and evaluative thinking.</td>
<td></td>
</tr>
<tr>
<td><strong>SELF ASSESSMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td>Little or no mention is made of the research literature relating to the issues presented.</td>
<td>The writer displays familiarity with some of the research literature relating to the issues discussed.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>SELF ASSESSMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organization of response</td>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>