School of Education

EDST 5433
Organisation Theory in Education

Term 3 2021

Contents

1. **LOCATION**

    Faculty of Arts, Design & Architecture
    School of Education
    EDST5433 Organisation Theory in Education (6 units of credit)
    Term 3 2021

2. **STAFF CONTACT DETAILS**

    Course Coordinator: A/Prof Scott Eacott
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    Availability: Email to arrange an appointment.

3. **COURSE DETAILS**

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Investigate theories about organisations	1
2		

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 (through online discussion boards and synchronous meetings) also involves opening oneself to challenge and to be challenged by the ideas and topics of the seminars.

6. COURSE CONTENT AND STRUCTURE

Structurally, the course consists of two modules, each with an assessment task: i) What is an organization? and ii) Applying organizational theory. Building from the assumption that **organizing is relational**, the first module provides the intellectual breadth for the course and the second does the depth.

SCHEDULE AND READING LIST

Background Readings

Comer, D.R., & Lenaghan, J.A. (2013). Enhancing discussions in the asynchronous online classroom: the lack of face-to-face interaction does not lessen the lesson. *Journal of Management Education, 37*(2), 261-294. https://doi.org/10.1177/1052562912442384

Eacott, S. (2012). Introducing under-graduate students to school leadership concepts. *Journal of Educational Administration, 50*(2), 159-172. https://doi.org/10.1108/09578231211210521

MODULE ONE: What is an organization?

This initial module provides an overview of the history of organizational theory in education and an analytical framework for categorizing different approaches. There are six topics beginning with a brief history, introducing the analytical framework for the course, and then four seminars dedicated to nuancing the different categories of the analytical framework.

1.1 A brief history of organizational theory in education

Overview: As an introduction to the course, our initial concern is tracing a (brief) history of theory in educational administration and leadership and how this plays out in contemporary thought and analysis. Particular reference will be placed on how the contemporary focus on leadership has shifted dialogue and debate on organizations.

Focus question: *How   ortance of organizations in dialogue and debate?*

Essential readings (*further readings will be provided on Moodle)*
Bates, R.J. (2010). Bates, R. J. (2010). History of educational leadership and management. In P. Peterson, E. Baker, & B. McGraw (Eds.), *International encyclopaedia of education* (3rd ed., pp. 724-730). Oxford: Elsevier. https://doi.org/10.1016/B978-0-08-044894-7.00412-7

1.2 Approaches to understanding organizations in education

Overview: This topic provides an overview of an analytical framework for categorizing different approaches to organizational theory in education. The following four topics provide greater depth to each category (adjectival; co-determinist; conflationary; relational) of the analytical framework.

Focus question: *How useful are the four categories for thinking through organizational theory in education?*

Essential reading: *(further readings will be provided on Moodle)*
Eacott, S. (2018). Toward Relations in Educational Administration Theory. In *Beyond Leadership: A Relational Approach to Organizational Theory in Education* (pp. 43-77). Singapore: Springer Singapore.

1.2.1 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
Branson, C. M., & Marra, M. (2019). Leadership as a relational phenomenon: What this means in practice. *Research in Educational Administration and Leadership, 4*(1), 81-108. https://doi.org/10.30828/real/2019.1.4

1.2.2 Co-determinist model of organization

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

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Dr Glenn Savage	University of Western Australia	@glenncsavage
Dr Andreas Scheicher	OECD	@ScheicherEDU
Prof Julian Vasquez Heilig	California State University, Sacramento	@ProfessorJVH

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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Task 1: Online discussion post and reply						