UNIT CODE  EDLE640
UNIT TITLE  PERSPECTIVES ON LEADERSHIP
CREDIT POINTS  10
DISCIPLINE CLUSTER AND WEIGHTING
RELATIONSHIP TO OTHER UNITS  This is one of two core units in the Master of Educational Leadership and the Postgraduate Certificate in Educational Leadership.
PREREQUISITES  Nil

UNIT DESCRIPTION
This unit extends and deepens students’ understandings of the “nature” of leadership in general and specifically in educational organisations. It provides students with engaging experiences to appreciate the history and origins of modern leadership as well as its approaches in organisations, particularly those with a faith-based orientation and a learning focus. This invites a critical scrutiny of leadership and organisation theory in its various manifestations. It supports students as they strive to transform organisational cultures while nurturing personal and social growth. Students will be expected to apply their learning to their own contexts.

LEARNING OUTCOMES
On completion of this unit students will be expected to be able to:

1. articulate and critique key ideas in the field of leadership in organisations and its supporting theories (Graduate attributes I4 and P1);
2. recognize the importance leadership has for individuals, organisations, communities and societies (Graduate attributes I2 and V3);
3. understand and distinguish between the historical views of leadership and evolving perspectives on leadership (Graduate attributes I4 and P1);
4. relate and apply concepts of vision and mission to organisational and personal leadership goals, and its implications for faith based organisations (Graduate attributes V1 and P2);
5. apply understandings of leadership and organisational structure to learning organisations (Graduate attributes I2 and P3);
6. identify different leadership approaches to complex contexts and challenges (Graduate attributes I3 and V3);
7. apply evolving perspectives on leadership and organisation in the theological and ecclesial context of Catholic schooling (Graduate attributes I2 and V1);
8. examine issues and dilemmas that are faced by contemporary leaders in faith based organisations (Graduate attributes I1, P2 and V3); and
9. develop a personal integration of the range of perspectives on organisations and leadership (Graduate attributes I2, P3 and V4).

On successful completion of this unit, students will have progressed in the development of the following ACU graduate attributes:
Intellectual

I1. critical and analytical abilities
I2. enthusiasm to search for further knowledge and understanding
I3. open-mindedness and receptiveness to new ideas
I4. expertise in chosen academic field.

Professional

P1. knowledge and skills to meet relevant professional requirements
P2. understanding of and commitment to professional ethical standards
P3. information literacy, communication and interpersonal skills.

Values

V1. commitment to values consistent with the University’s Mission
V3. commitment to good citizenship, including respect for individuals, empathy with persons of differing cultural and religious backgrounds, community responsibility and concern for the environment
V4. a high regard for equity and human rights in the context of a broad understanding of globalization.

CONTENT

Each of the content elements of the unit will be explored both in terms of organisations in general and in a particular way in the context of the Catholic or other faith-based schools. Topics will include:

1. **Historical perspectives on leadership**
   - Trait theories
   - Behavioural theories
   - Situational or contingency theories
   - Transformational theories
   - Servant leadership
   - Capabilities
   - Sustainability

2. **Organisational perspectives**
   - Bureaucratic
   - Political
   - Cultural
   - Community
   - Ecclesial
   - Human service
   - For-profit/Not-for-profit

3. **Evolving perspectives on leadership and organisations**
   - Values, ethics and moral perspectives
   - Vision
   - Chaos and complexity theory
   - Networking
   - Transformational leadership
   - Participative/Shared leadership practices
Emotional Intelligence and leadership.

TEACHING ORGANISATION
In addition to lectures on the key concepts found in the literature, there will be opportunities for group discussion, private reflection and practical activities. Face-to-face teaching, conventional distance education materials and electronic modes of delivery may also be used. These methods will allow students to participate in an intense dialogue, using a variety of investigative methodologies, sorting through various sources and types of evidence to identify underlying patterns, structure or significance. These methods are also intended to engage students as active participants in the learning process and encourage them to become independent learners. There will be respect for students’ views and responses, an understanding of an individual’s knowledge, capabilities and backgrounds and a concern for the welfare and progress of individual students.

ASSESSMENT
There will be two or three assignments totalling 5,500 words. Length would depend on weighting. At least one would require a focus on real life situations. Sample assignment topics are:

<table>
<thead>
<tr>
<th>Brief Description of Assessment Tasks</th>
<th>Weighting %</th>
<th>Learning Outcome/s Assessed</th>
<th>Graduate Attributes/ Generic Skills (ie I3, V1 etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment one</strong></td>
<td>33 or 50%</td>
<td>1,7,8,9</td>
<td>I2, P3, V4</td>
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<tr>
<td>Personal response to a significant leadership book, integrating writer’s thoughts with student’s professional life.</td>
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<tr>
<td><strong>Assignment two</strong></td>
<td>33 or 50%</td>
<td>2,3,5,6</td>
<td>I1,I4,P1,V1,V4</td>
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<td>Logical and evidence based analysis of an organisational situation, based on current understandings of the literature, including suggestions or improvement.</td>
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<tr>
<td><strong>Assignment three</strong></td>
<td>33 or 50%</td>
<td>1,5,8,9</td>
<td>1-4, p1-3, V1-4</td>
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<td>A personal, scholarly project with a focus on leadership. Present a one page outline for negotiation to demonstrate how you will show evidence of learning. or Appropriate negotiated topic.</td>
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In order to satisfy requirements for this unit, students are expected to submit all assessment tasks and to participate in classes and/or prescribed online activities.
REPRESENTATIVE REFERENCES


Young, M., Crow, G., Ogawa, R., & Murphy, J. (Eds.). (2009). *The handbook on research in educational leadership*. Austin, TX: University Council of Educational Administration.

LIBRARY

For extensive electronic resources on educational leadership hotlink the following: