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 Name
Theory and Practice in Educational Leadership

### Unit Code
ED610

### Awards
Graduate Certificate in Christian Education  
Master of Education

### Core/Elective
Elective

### Strand
Educational Leadership

### Prerequisites
- ED600 Theological Reflections on Education  
  OR  
  ED601 Applying Worldview Studies to Christian Education  
  and  
  ED602 Philosophical Perspectives on Education

### Modes
External

### Delivery/Contact hrs
Nominal 10 hours per week x 14 weeks = 140 hours (10 credit points)  
[Engagement with study materials and readings: 90 hours; Assignment preparation: 50 hours]

### Unit Coordinator
Dr Robert Herschell

### Teaching Staff
Darren Iselin

### Unit Rationale
Good practice, good theory and research have aptly been said to be interdependent. Today, organisational theory has developed to a point where it can inform the practitioner as well as provide a basis for research. In turn, research is stimulated by theory and theory may be improved by the contribution made by research. Schools today, in the increasingly complex and demanding world in which they exist, are greatly in need of informed leadership, and while “how to” approaches will always be of value, the level of understanding that good theory can engender must enhance leadership in the school. There is a need for a broad treatment of various aspects of school leadership and administration as well as an acquaintance with a sound theoretical basis. Then, since theories, practices and contexts inevitably change, the depth of understanding reached must foster the ability to adapt to and to keep abreast of new developments. Christian understandings have potentially a strong contribution to make to the field. In the first place, they help us to evaluate theories and practices: in addition, they yield insights that other contributors and theoretical perspectives may not have.

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.

### Learning Outcomes:
On completion of this unit of study students will have provided evidence that they have:

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.
5. Evaluated leadership and administration in a specific school setting in the light of insights gained from studies.
6. Demonstrated competence in writing at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
### Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theoretical perspectives of organisations</td>
</tr>
<tr>
<td>2</td>
<td>The Development of Organisational Theory</td>
</tr>
<tr>
<td>3</td>
<td>Schools as mechanistic organisations</td>
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<tr>
<td>4</td>
<td>Schools as organic organisations</td>
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<tr>
<td>5</td>
<td>Schools as political organisations</td>
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<tr>
<td>6</td>
<td>Christian perspectives on leadership and administration</td>
</tr>
<tr>
<td>7</td>
<td>The Leadership Of Bible Characters – Gideon, David, Nehemiah</td>
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<tr>
<td>8</td>
<td>A Christian View Of Leadership Theory including servant leadership</td>
</tr>
<tr>
<td>9</td>
<td>Moral Leadership and the de- and re-construction of power</td>
</tr>
<tr>
<td>10</td>
<td>Educational Administration – An Australian Perspective</td>
</tr>
<tr>
<td>11-12</td>
<td>Leadership and administration in schools</td>
</tr>
<tr>
<td>13-14</td>
<td>Assignment Preparation</td>
</tr>
</tbody>
</table>

### Set Text Requirements:


### Recommended Readings:


**Relevant Journals**

*Educational Leadership*

*International Journal of Leadership in Education*

*International Journal of Leadership in Education and Theory Practice*

*The Australian Educational Leader*

### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes Assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal of a theoretical model (3000 words)</td>
<td>Theoretical perspectives of organisation</td>
<td>1-4,6</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>The development of organisational theory</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Leadership and administration in schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical review and Reflective report (3000 words)</td>
<td>Application and critical review of proposed model to a selected setting(s)</td>
<td>3, 5, 6</td>
<td>14</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Unit Overview:

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