

Unit Outline

Leadership in an Educational Community Shaped by a
Biblical Vision

EDL560



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Leadership in an Educational Community Shaped by a Biblical Vision

EDL560

Statement of Purpose

To enable students to understand, develop and encourage distinctively Christian leadership, specifically, in the settings of Christian schools that are committed to Christ centered education in partnership with parents.

Pre-requisites

N/A

Suggested Co-requisite

EDL501 and EDL563

Rationale

School leaders are a vital link in the translation of parents' hopes, dreams and priorities into the life of classrooms. The vision of Christian schooling they support and sustain is not to be simply their own, but rather the vision of the supporting school community. This is at the same time both exciting and problematic. Where does a vision come from? What are the ingredients of an educational vision? How is a vision articulated? How does a vision inform the educational agenda? How does a vision grow and flourish through generations of parents, teachers and students?

Christian schools have developed a variety of management structures that might support a vision for Christ-centered education. This unit gives the opportunity for students to critically examine these management structures in the light of:

1. The central educational focus of the school
2. The need to nurture Christian community the need to sustain a dynamic vision for Christian schooling

Learning Outcomes

At the end of this unit students will be able to:

1. Evaluate various understandings of leadership and the distinction between and complementary nature of leadership and management.
2. Identify educational leadership sectors that enable a school community to fulfil its basic vision and goals.

3. Demonstrates leadership that realises the potential of a school as a community united in a common educational and biblical vision and purpose.
4. Recognise and nurture the gifts of individual members of a school community in a way that strengthens the communal life.
5. Demonstrate an understanding of the necessary critical judgment and creativity needed in the development of effective leadership strategies and how these may be evaluated.

Subject Content

1. What is leadership?
2. Vision, mission, goals, and purposes
3. School culture
4. Approaches to school leadership
5. Sharing leadership
6. Successful school leadership: What does the research suggest?
7. Biblical leadership?
8. In search of Christian school leadership

Delivery Approaches

	Student Workload
1. Directed reading	60 hours
2. Responses to reading	50 hours
3. Assignment interaction	50 hours
4. Online forum interaction	20 hours
	Total: 180 hours

Assessment

The assignments are integral to the completion of this unit. They are not merely assessment of work done elsewhere in the unit but are themselves a major part of the learning experience. The final grade for the unit will be determined by the student's performance in the three assessment tasks.

Please note that the due dates outlined below will not apply to Semester 3, as it is a short semester. Please contact your lecturer to negotiate assessment due dates during Semester 3.

General Assessment Criteria

In addition to criteria specific to each assessable task, the following criteria will be used in the assessment of assignments:

- | | |
|----------------------|-----|
| 1. Presentation | 10% |
| 2. Communication | 20% |
| 3. Critical thinking | 25% |
| 4. Adequate coverage | 25% |

5. Contextual relevance 20%

Please refer to the Assessment Sheets at the back of this Unit Outline for details on what is expected to meet each of the above criteria.

Assessment Tasks

Assessment One

Format:	Forum posts
Length:	1500 words
Weighting:	20%
Learning Outcomes:	1, 2 and 3
Due:	Throughout the semester (Students enrolled into Semester 3 need to negotiate due dates with their lecturer, as it is a short semester).

At the conclusion of each tutorial, post on the forum your reflections from the tutorial. (1500 words)

Assessment Criteria for Assessment One

In addition to the general criteria that apply to all units, the following criteria will apply in the assessment of this assignment:

1. Evidence of personal engagement with the unit.
2. Posting of appropriate number of comments throughout unit.
3. Demonstration of critical thinking in posts.

Assessment Two

Format:	Essay
Length:	2000 words or equivalent
Weighting:	30%
Learning Outcomes:	1, 2, 3 and 4
Due:	By the end of Week 6 (Students enrolled into Semester 3 need to negotiate due dates with their lecturer, as it is a short semester).

With reference to the literature discuss the characteristics of school leadership that are shaped by a biblical vision of people and purpose. (2,000 words)

Assessment Criteria for Assessment Two

In addition to the general criteria that apply to all units, the following criteria will be employed in the assessment of this assignment:

1. Evidence of critical engagement with literature.
2. A clear recognition of the complexity of leadership shaped by a biblical perspective in the 21st century.
3. A recognition of the relevance of worldview issues in shaping educational leadership.

Assessment Three

Format:	Research Report
Length:	3000 words or equivalent
Weighting:	50%
Learning Outcomes:	4 and 5
Due:	By the end of Week 15 (Students enrolled into Semester 3 need to negotiate due dates with their lecturer, as it is a short semester).

Devise a research strategy to evaluate your own leadership practice. On the basis of the findings of this research, in conjunction with your reflections on the literature used throughout this unit, write a report describing the process, analysis, and conclusions. The report should conclude with specific strategic intentions for a leadership practice more consistent with a biblical worldview perspective. (3,000 words)

Assessment Criteria for Assessment Three

In addition to the general criteria that apply to all units, the following criteria will be employed in the assessment of this assignment:

1. Evidence of a clear, appropriate and practical strategy for leadership self-appraisal.
2. A demonstration of data analysis that has been informed by the unit's literature and consideration of a biblical perspective.
3. An identification of practices that need to be affirmed and changes that need to be made in a biblically consistent pattern of leadership.

Set Text

Banks, R. J., & Ledbetter, B. M. (2004). *Reviewing leadership: A Christian evaluation of current approaches*. Grand Rapids, MI: Baker Academic

Required Reading

Barnett, K., and McCormick, J. (2002). Vision, relationships and teacher motivation: A case study. *Journal of Educational Administration*, 41 (1), 55-73.

Brown, G. (2007). Weighing leadership models. In J. Drexler (Ed.), *Schools as communities: Educational leadership, relationships, and the eternal values of Christian schooling* (pp. 83–106). Colorado Springs, CO: Purposeful Design.

Bush, T., & Glover, D. (2003). *School leadership: Concepts and evidence*. National College for School Leadership, Summary Report, Spring.

Deal, T. E., & Peterson, Kent D. (2010). Eight symbolic roles of leaders. In *The shaping school culture fieldbook* (2nd ed., pp. 207-253). San Francisco: John Wiley & Sons.

DuFour, R., and Marzano, R. (2009). High-leverage strategies for principal leadership. *Educational Leadership*, 66 (5), 62-68

Duignan, P. (2012). *Educational leadership: Together creating ethical learning environments* (2nd ed.). Melbourne: Cambridge University Press, pp. 37-57.

Edwards, R. (2014). Leadership. In K. Goodlet and J. Collier (Eds.), *Teaching well: Insights for educators in Christian schools* (pp. 235-245). Canberra: Barton Books.

Fowler, S. (2014). Experiencing community in the school. In J. Ireland, R. Edlin, K. Dickens, & G. Beech (Eds.), *Pointing the way: Directions for Christian education in the new millennium* [2nd ed., Kindle version]. National Institute for Christian Education.

Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco: Jossey-Bass, pp. 53-92.

Graham, D. (2009). *Teaching redemptively: Bring grace and truth into your classroom*. Colorado Springs, CO: Purposeful Design Publications, 49-55.

Gurr, D., Drysdale, L., & Mulford, B. (2005). Successful principal leadership: Australian case studies. *Journal of Educational Administration*, 43(6), 539-551.

Iselin, D. (2011). Guiding principles for cultivating sustainable Christian school cultures in an era of change. *TEACH Journal of Christian Education* 5 (2), 26-33.

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Kirtman, L. (2013). *Leadership and teams: The missing pieces of the education reform puzzle*. Upper Saddle River, NJ: Pearson Education, pp. 1-18.

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: ASCD, pp. 1-10.

Leithwood, K., & Riehl, C. (2003). *What we know about successful school leadership*. AERA Division A Task Force on Developing Research in Educational Leadership, The Center for Educational Policy Analysis (CEPA).

Leithwood, K., and Seashore Louis, K. (2012). *Linking leadership to student leadership*. San Francisco: Jossey-Bass, pp. 11-24.

Maxwell, J. C., Posner, B. Z., & Kouzes, J. M. (2004). *Christian reflections on the leadership challenge*. San Francisco, CA: Jossey-Bass, pp. 41-52.

Peterson, K., & Deal, T. (1998). How leaders influence the culture of schools. *Educational Leadership* 56 (1), 28-30.

Roy, D. (2008). Christian schools—a world of difference. *Teach* 2 (1), 38-44.

Sergiovanni, T. J. (2004). *Strengthening the heartbeat*. San Francisco: Jossey-Bass, 55-74.

Starratt, R. (2006). Cultivating the moral character of learning and teaching: A neglected dimension of educational leadership. *School Leadership and Management: Formerly School Organisation*, 25:4, 399-411.

Van der Walt, J. L., & Zecha, G. (2004). Philosophical-pedagogical criteria for assessing the effectiveness of a Christian school. *Journal of Research on Christian Education*, 13(2), 167-198.

Zammit, K., Sinclair, C., Cole, B., Singh, M., Costley, D., Brown a'Court, L., & Rushton, K. (2007). *Teaching and leading for quality Australian schools: A review and synthesis of research-based knowledge*. Teaching Australia: Australian Institute for Teaching and School Leadership.

Recommended Reading

Allender, D. (2006). *Leading with a limp*. Colorado Springs, CO: Water Brook Press.

Bradley, Y. (1999). Servant Leadership: A critique of Robert Greenleaf's Concept of Leadership. *Journal of Christian Education* 42(2), 43-54.

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