

UNIT OUTLINE FOR EDM112.9 Christian Leadership in Education

Name of Unit 1 (Unit Code 1)
Christian Leadership in Education (EDM112.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Master of Education	One semester	Advanced	Dr Francis Ben

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
12 credit points	96 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	15	18

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit lays the foundation of understanding of the concept of (Christian) leadership, generally and in the domain of education. It provides an opportunity for participants to reflect on, and provide critical views for, various models of leadership (including servant leadership and leadership for learning) in the context of education and educational practices with the aim of developing and improving leadership skills. This unit also enables participants to review and discuss effective leadership as emphasised by the Biblical concepts of justice, mercy and humility. It is designed to suit those who are currently in educational leadership positions, prospective leaders, and those in varied educational settings, both in faith-based or secular ones.

Learning outcomes for the unit

1. Identify and discuss attributes of good leadership;
2. Examine how various models of leadership are best implemented in a Christian school setting, or other [faith-based] educational settings;
3. Critically analyse and discuss various models of leadership and how they link to effective educational practices;
4. Evaluate and discuss the Biblical concepts of justice, mercy and humility as they relate to effective leadership;

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>Critical reflection (2500 words)</p> <p>Critically reflect on an existing model or type of leadership within an educational setting with which you are familiar or have researched. Discuss the underlying philosophy and various components of the model or type. Discuss its strengths and weaknesses in relation to the context, and posit recommendations for modification or change; justifying the reasons why you believe they would increase the effectiveness of outcomes for staff and students.</p>	1	Week 6	25%
<p>Leadership proposal (3500 words)</p> <p>Further research a type or an aspect of Leadership (e.g. Spirituality and leadership, Transformational leadership; touching on the aspects of gender, culture or emotional intelligence), and write a proposal for its application within a chosen educational context.</p>	2, 3	Week 10	35%
<p>Academic paper (4000 words)</p> <p>In light of Micah 6:8's biblical concepts of justice, mercy and humility discuss the validity of Terry's Authentic Decision Making Model as a tool for effective leadership in education.</p>	1, 3, 4	Week 14	40%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Recommended reading:

- Northouse, Peter, G. (2015). *Leadership. Theory and Practice*. Seventh Edition. California, USA: Sage Publications.
- Duignan, P. (2012). *Educational Leadership. Together Creating Ethical Learning Environments* (2nd ed.). Melbourne: Cambridge University Press.
- Freire, P. (1993). *Pedagogy of the Oppressed*. London: Penguin.
- Kouzes, J.M., & Posner, B.Z. (1993). *Credibility: How leaders gain it, why people demand it*. Jossey Bass Publishers: San Francisco.
- Lovat, T., & Toomey, R. (2007). *Values Education and Quality Teaching. The Double Helix Effect*. Sydney: Barlow Publishing.
- Melrose, K. (1998). *Putting servant-leadership into practice*, in L.C. Spears (Ed) *Insights on Leadership: Service, Stewardship, Spirit, and Servant-Leadership* (pp279-296), John Wiley & sons: New York.
- Palmer, P.J. (2010). *The courage to teach: Exploring the inner landscape of a teacher's life* (10th anniversary ed.). San Francisco: Jossey-Bass.
- Smith, R.L., & Smith, J.R. (2015). *Evaluating Instructional Leadership: Recognized Strategies for Success*. Sage Publications
- Terry, R. (1993). *Authentic Leadership: Courage in Action*. Jossey-Bass: San Francisco.
- Wise, C., Cartwright, M., & Bradshaw, P. (2012). *Leading Professional Practice in Education*. California: Sage Publications.
- Wright, W.C. (2012). *Relational Leadership. A Biblical Model for Influence and Service*. Illinois: IVP.

Journal articles

- Hallinger, P. & Chen, J. (2015). Review of research on educational leadership and management in Asia: A comparative analysis of research topics and methods, 1995 – 2012. *Educational Management Administration & Leadership*, 43(1), 5-27.
- Hattie, J. (2015). High-impact leadership. *Educational Leadership*, 72(5), 36-40.