



**AUSTRALIAN CATHOLIC UNIVERSITY**

**FACULTY OF EDUCATION**

**SCHOOL OF EDUCATIONAL LEADERSHIP**

**UNIT OUTLINE**

**UNIT CODE : EDLE637**

**UNIT TITLE : SHARED LEADERSHIP**

**CREDIT POINTS 10**

**DISCIPLINE CLUSTER 6 : Education**

**LECTURER-IN-CHARGE**

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## **PREREQUISITES**

Nil

## **DESCRIPTION**

Current approaches to leadership suggest that developing shared and collaborative leadership structures and practices enhances the quality of leadership within educational organizations. This unit focuses on those aspects of leadership which are implied in the use of such terms as shared leadership, parallel leadership, teacher leadership, collaborative leadership and team leadership. The unit also addresses issues associated with the development of leadership capabilities amongst all members of the school community and suggests that the development of a culture of leadership within the school is a necessary component of school improvement and leadership succession-planning. There will be a particular focus on effective leadership through teams, shared decision-making and responsibility, and the development of leadership density within the school community. Participants will explore the values involved in nurturing effective relationships, including care, compassion, respect, justice and inclusivity. An awareness and understanding of the ethical dimensions of interrelationships within the school community are also included. The importance of developing personal and organizational capabilities in such areas as emotional intelligence, team development, conflict management, effective communication and negotiation is also addressed.

## **LEARNING OUTCOMES**

On successful completion of this unit, students will be able to:

1. Appreciate the personal, relational and organizational aspects of effective school leadership and the values underpinning these aspects
2. Understand the concepts of shared leadership, parallel leadership, teacher leadership, leadership density, sustainable leadership and leadership capacity-building in the context of their own school community and appreciate their potential to enhance the school's mission in contemporary ecclesial and societal contexts
3. Investigate the structures and networks which facilitate effective teamwork and shared leadership within schools and their broader contexts
4. Apply the insights from a study of team development, emotional intelligence, communication and negotiation strategies, and conflict management in practical leadership situations
5. Identify their own collaborative leadership capabilities and leadership potential and identify relevant areas to address through ongoing leadership development
6. Understand the need for succession planning as a key component of sustainable leadership in contemporary educational contexts
7. Critique the relational aspects of leadership as they apply in their own context
8. Apply their learning in their own educational context.

## GRADUATE ATTRIBUTES

On successful completion of this unit, students will have developed their ability to:

- GA1 demonstrate respect for the dignity of each individual and for human diversity
- GA2 recognise their responsibility to the common good, the environment and society
- GA3 apply ethical perspectives in informed decision making
- GA4 think critically and reflectively
- GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- GA6 solve problems in a variety of settings taking local and international perspectives into account
- GA7 work both autonomously and collaboratively
- GA8 locate, organise, analyse, synthesise and evaluate information
- GA9 demonstrate effective communication in oral and written English language and visual media
- GA10 utilise information and communication and other relevant technologies effectively.

## CONTENT

Topics will include:

- Theological and ecclesial insights and values underpinning approaches to leadership in Catholic education
- The social context of leadership, including relationship building, collaboration and commitment to shared mission
- Principles of shared leadership, parallel leadership, distributed leadership, leadership density, followership and teamwork in the school context
- Types of teams, including functional, cross-functional, self-directed, virtual and global teams
- Approaches to effective teamwork, communication, conflict management and negotiation
- Reflective practice, emotional intelligence, personal development and professional learning as key components of effective leadership
- Succession planning as a key to sustainable leadership in education
- Building leadership capacity among members of the school community.

## TEACHING AND LEARNING STRATEGIES

**Mode:** Intensive block mode.

**Duration:** You should anticipate undertaking 150 hours of study for this unit, which includes attending each of the 4 days of face-to-face presentation, application to the readings, and the preparation and completion of both assignments.

## ASSESSMENT PROCEDURES

**Assignment 1.** A Case Study ó Length approximately 2000 words.

Based on the knowledge and understandings you gained from the face-to-face presentations and your review of the literature, examine and describe the extent to which leadership is shared in your local context. Within this context, identify an issue, concern or problem, which exists with regard to the sharing of leadership and which affects you personally. Present a conceptual framework for critiquing this issue, concern or problem, justifying the framework with reference to the literature and your own experience.

**Assignment 2.** Action Research ó Length approximately 3500 words.

Using the conceptual framework you created and described in Assignment 1 as a starting point:

- a) Critique the factors contributing to the issue, concern or problem that you identified in your Case Study;
- b) In the light of the literature you have read and synthesised, and your own experiences, outline and justify a strategy for redressing this issue, concern or problem; and
- c) Describe and defend the ways in which the implementation of this strategy will enhance not only your own leadership capacity but also how it will contribute to the development of a sustainable culture of shared leadership within your organisational context.

## OVERVIEW OF ASSESSMENTS

Description of Assessment Tasks	Due Date	Weighting (%)	Learning Outcome/s Assessed	Graduate Attributes/Generic Skills
Assignment 1. A Case Study - an examination of how leadership is shared in your local context	26/7/10	40%	1, 2, 3, 7, 8	GA1, GA4, GA7, GA8, GA9, GA10
Assignment 2. Action Research ó describe how you have applied you knowledge about shared leadership	6/9/10	60%	1, 3, 4, 5, 7, 8	GA2, GA3, GA4, GA5, GA6, GA8, GA9

**In order to pass this unit, you are required to:**

1. Complete and present all assignment tasks for a final grading for the unit.
2. Ensure the use of inclusive language in all assignments.
3. Type or word-process your assignments.
4. Present any sketches/diagrams neatly and with appropriate labels.
5. Use size A4 paper and leave at least a 3cm margin on both sides of the page.
6. Number each page of the assignment.
7. Make and keep a duplicate copy of each assignment in case the assignment is lost in transit.

8. Use an assignment cover for each assignment submission. These covers, which are available via the ACU Homepage as well as a copy is included at the back of this booklet, have been designed to enable processing of the receipt and dispatch of assignments.
9. Reference and cite assignments according to the APA style. A guide to the APA Referencing Style is available on <http://www.acu.edu.au>. Click on library/help and training/library guides/how to reference/APA.

## REPRESENTATIVE TEXTS AND REFERENCES

### REFERENCES

These are contained in the Book of Readings, which is available from your lecturer in charge at a cost of \$50.

#### **Module 1 Why do we have shared leadership?**

##### Reading 1.1

Leithwood, K. A. & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for student success, Temple University.

##### Reading 1.2

Bottery, M. (2006) Educational leaders in a globalizing world: a new set of priorities? *School Leadership and Management*, 26(1), 5-22.

##### Reading 1.3

Gale, T. & Densmore, K. (2003). Democratic educational leadership in contemporary times. *International Journal of Leadership in Education*, 6(2), 119-136.

##### Reading 1.4

Leonard, I. L. & Leonard, P. E. (2003). Valuing schools as professional communities: assessing the collaborative prescription. In P. Begley and O. Johansson (Eds) (pp. 127-142), *The ethical dimensions of school leadership*, Dordrecht: Kluwer.

##### Reading 1.5

Lambert, L. (2002). A framework for shared leadership. *Educational Leadership*, 59(8), 37-40.

##### Reading 1.6

DøArbon, T., Duignan, P. & Duncan, D. (2002). Planning for future leadership of schools: an Australian study. *Journal of Educational Administration*, 40(5), 468-485.

##### Reading 1.7

Burford, C. (2002). *Future Catholic school leadership: the search for justice and joy*. Paper presented at the APCSSA National conference, Coolangatta, Queensland, October. 3.

##### Reading 1.8

Australian Catholic Bishops Conference. (1992). *The social teaching of the Church, in Common Wealth for the Common Good* (pp. 13-29). North Blackburn, Victoria, Australia: Collins Dove.

##### Reading 1.9

The Catholic school on the threshold of the third millennium. (2004). In *Church documents on Catholic education, 1965-2002* (pp. 202-206). Strathfield, Australia: St. Pauls Publications.

##### Reading 1.10

Groome, T. (1998). *A community for life: Made for each other, in Educating for life: a spiritual vision for every teacher and parent*. Allen, Texas: Thomas More.

#### Reading 1.11

Tuohy, A. (2004). Christian anthropology. In D. Casey, G. Hall and A. Hunt (Eds), *Foundations of Christian Faith* (pp. 93-105). Southbank, Victoria: Social Science Press.

#### Reading 1.12

Duignan, P. (2008). Building leadership capacity in Catholic school communities: Is distributed leadership really the answer? In A. Benjamin and D. Riley (Eds.), *Catholic schools: Hope in uncertain times* (pp.234-247). Mulgrave, VIC: John Garratt Publishing.

### **Module 2 What is our experience of shared leadership?**

#### Reading 2.1

Duignan, P. & Bezzina, M. (2006). *Distributed leadership: the theory and the practice*. Paper presented at the CCEAM Annual Conference, Hilton Cyprus Hotel, Lefkosia, Cypress, 12-17 October.

#### Reading 2.2

Harris, A. (2007). Distributed leadership: conceptual confusion and empirical reticence. *International Journal of Leadership in Education*, 10(3), 315-325.

#### Reading 2.3

Mayrowetz, D. (2008). Making sense of distributed leadership: Exploring the multiple usages of the concept in the field. *Educational Administration Quarterly*, 44(3), 424-435.

### **Module 3 How do we share leadership? Who shares?**

#### Reading 3.1

Crowther, F., Kaagan, S., Ferguson, M. & Hann, L. (2002). Parallelism: Building school capacity through shared leadership. In F. Crowther, S. Kaagan, M. Ferguson and L. Hann, *Developing teacher leaders: how teacher leadership enhance school success* (pp.36-48). Thousand Oaks, CA: Corwin Press.

#### Reading 3.2

Harris, A. (2004). Teacher leadership and distributed leadership: an exploration of the literature. *Leading and Managing*, 10(2), 1-9.

#### Reading 3.3

Gross, S. J. (2004). Teachers as school leaders. In S. J. Gross, *Promises kept: sustaining school and district leadership in a turbulent era* (pp.23-33). Alexandria, Virginia: Association for supervision and Curriculum Development.

#### Reading 3.4

Busher, H. (2005). Being a middle leader: exploring professional identities. *School Leadership and Management*, 25(2), 137-153.

#### Reading 3.5

MacBeath, J. (2005). Leadership as distributed: a matter of practice. *School Leadership and Management*, 25(4), 349-366.

#### Reading 3.6

Wallace, M. (2001). Sharing leadership of schools through teamwork. *Educational Management and Administration*, 29(2), 153-160.

#### Reading 3.7

Cranston, N. & Ehrich, L. (2004). Leading with and through effective teams. *The Practising Administrator*, 26(4), 24-28.

#### Reading 3.8

Daft, R. L. (2005). Leading teams. *The Leadership Experience*, 3<sup>rd</sup> Ed. Mason, Ohio: Thomson, South Western, pp. 385-427.

#### Reading 3.9

Goleman, D., Boyatzis, R. & McKee, A. (2002). Emotional intelligence: leadership competencies, Appendix B. In *The New leaders: transforming the art of leadership into the science of results* (pp. 253-256). London: Little Brown.

#### Reading 3.10

Duignan, P. & Bezzina, M. (2006). *Building a capacity for shared leadership in schools: teachers as leaders of educational change*. Paper presented at the Educational Leadership Conference, University of Wollongong, February.

#### Reading 3.11

Uhl-Bien, M. (2006). Relational leadership theory: Exploring the social processes of leadership and organizing. *The Leadership Quarterly*, 17, 654-676.

#### Reading 3.12

Fullan, M. (2005). Professional learning communities writ large. In R. Dufour, R. Eaker and R. Dufour (Eds), *On Common Ground* (pp. 209-223). Bloomington, In: National Education Service.

### **Module 4 What makes shared leadership sustainable?**

#### Reading 4.1

West-Burnham, J. (2004). *Building leadership capacity-how leaders learn: an NCSL thinkpiece*. London, UK: National College for School Leadership.

#### Reading 4.2

Bush, T. & Glover, D. (2004). *Leadership development: evidence and beliefs: summary report*. London, UK: National College of School Leadership.

#### Reading 4.3

Harris, A. & Lambert, L. (2003). Capacity building connects with leadership. In *Building leadership capacity for school improvement* (pp. 22-36), Maidenhead, PA: Open University Press.

#### Reading 4.4

Gurr, D., Drysdale, L. & Mulford, W. (2006). Models of successful principal leadership. *School Leadership and Management*, 26(4), 371-395.

#### Reading 4.5

Drago-Severson, E. & Pinto, K. (2006). School leadership for reducing teacher isolation: drawing from the well of human resources. *International Journal of Leadership in Education*, 9(2), 129-155.

#### Reading 4.6

Spillane, J. (2006). A distributed perspective on and in leadership practice. In J. P. Spillane, *Distributed leadership* (pp. 87-104). San Francisco, CA: Jossey-Bass.

#### Reading 4.7

Duignan, P. (2006). Shared and distributed leadership in schools. In P. Duignan, *Educational leadership: Key challenges and ethical tensions* (pp. 105-115). New York: Cambridge University Press.

### **Module 5 How does sharing contribute to sustainable leadership?**

#### Reading 5.1

Hargreaves, A. & Fink, D. (2004). The seven principles of sustainable leadership. *Educational Leadership*, 61(7), 8-13.

#### Reading 5.2

Fullan, M. (2005). *The intriguing nature of sustainability in Leadership and sustainability: system thinkers in action*. Thousand Oaks, CA: Sage Publications.

### **Module 6 What is the impact of shared leadership?**

#### Reading 6.1

Foster, R. (2004). Leadership and secondary school improvement: case studies of tensions and Possibilities. *International Journal of Leadership in Education*, 8(1), 35-52.

#### Reading 6.2

Slater, L. (2005). Leadership for collaboration: An affective process. *International Journal of Leadership in Education*, 8(4), 321-333.

#### Reading 6.3

Friedman, A. (2004). Beyond mediocrity: transformational leadership within a transactional framework. *International Journal of Leadership in Education*, 7(3), 203-224.

#### Reading 6.4

Timperley, H. (2005). Distributed leadership: developing theory from practice. *Journal of Curriculum Studies*, 37(4), 395-420.

#### Reading 6.5

Bezzina, C. & Testa, S. (2005) Establishing schools as professional learning communities: perspectives from Malta, in *European Journal of Teacher Education* Vol. 28, No. 2, pp. 141-150.

#### Reading 6.6

Osberg, I., Pope, D. & Galloway, M. (2006). Students matter in school reform: leaving fingerprints and becoming leaders. *International Journal of Leadership in Education*, 9(4), 329-343.

#### Reading 6.7

Fennell, H. A. (2005). Living leadership in an era of change. *International Journal of Leadership in Education*, 8(2), 145-165.

#### Reading 6.8

Bush, T & Jackson, D. (2002). A preparation for school leadership: International perspectives. *Educational Management and Administration*, 30(4), 417-429.

#### Reading 6.9

Russell, M. (2003). Leadership and followership as a relational process. *Educational Management and Administration*, 31(2), 145-157.

#### Reading 6.10

Crawford, M. (2002). Enhancing school leadership: evaluating the use of virtual learning communities. *Educational Management and Administration*, 30(4), 431-445.

#### Reading 6.11

James, C. & Vince, R. (2001). Developing the leadership capability of headteachers. *Educational Management and Administration*, 29(3), 307-317.

#### Reading 6.12

Slater, L. (2008). Pathways to building leadership capacity. *Educational Management Administration & Leadership*, 36(1), 55-69.

### EXTENDED READING

Brundrett, M. and Terrell, I. (2004) *Learning to Lead in the Secondary School*. London: Routledge Falmer

Carlin, P., DøArbon, T., Dorman, J., Duignan, P. and Neidhart, H. (2003). Leadership Succession for Catholic Schools in Victoria, South Australia and Tasmania: the VSAT Project, Final report. Strathfield NSW: Flagship for Catholic Educational Leadership, ACU National.

Cartwright, R. (2002). *Mastering team leadership*. Basingstoke: Palgrave Macmillan.

Church Documents on Catholic Education 1965-2002 (2004). Strathfield, NSW: St. Pauls

Crowther, F., Kaagan, S., Ferguson, M. and Hann, L. (2002) *Developing teacher leaders: how successful teacher leadership enhances school success*. Thousand Oaks: Corwin.

Daft, R. (2002). *The Leadership Experience* 2<sup>nd</sup> Edn. Mason, Ohio: Thomson, South-Western.

Donaldson, G. (2001) *Cultivating Leadership in Schools: connecting people, purpose and practice*. New York: Teachers College Press.

Duignan, P. (2003). Contemporary Challenges and Implications for Leaders in Frontline Human Service Organizations, SOLR Project Research Report, Strathfield NSW: Flagship for Catholic Educational Leadership, ACU National.

Furman, G. and Shields, C. (2003). How can leaders promote and support social justice and democratic community in schools? Paper for AERA, Chicago, April.

Goleman, D. (2002). *The New Leaders: transforming the art of leadership into the science of results*. London: Little Brown.

Harris, A. and Lambert, L. (2003.) *Building Leadership Capacity for School Improvement*. Berkshire, England: Open University Press.

Leithwood, K. and Hallinger, P. (Eds) (2002). *Second International Handbook of Educational Leadership and Administration*. London: Kluwer Academic.

Maddux, R. (2003). *Team building: an exercise in leadership*. Menlo Park, CA: Crisp Learning.

- Murphy, J. (Ed) (2002). *The educational leadership challenge: redefining leadership for the 21<sup>st</sup> century. Part 2 of 101<sup>st</sup> Yearbook of the National Society for the study of Education*. Chicago: University of Chicago Press.
- Pearce, C. (2003). *Shared leadership: reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage Publications.
- Sergiovanni, T. (2000). *The lifeworld of leadership: creating culture, community and personal meaning in our schools*. San Francisco: Jossey Bass.
- Spry, G., Duignan, P. and Skelly, V. (2004). *A framework for leadership in Queensland Catholic schools* Strathfield, NSW: Flagship for Catholic Educational Leadership, ACU National.
- Starratt, R. (2004). *Ethical Leadership*. San Francisco: Jossey Bass.

### **Related Journals**

Educational Researcher  
Educational Management and Administration

### **Related Web Sites**

Educational Leaders Online -Aus Asia. <http://elo.eddirect.com/>  
Educational Policy Analysis Archives. <http://epaa>  
Canadian Journal of Educational Administration and Policy.  
<http://www.umanitoba.ca/publications/cjeap/>  
Current Issues in Education. <http://cie.edu.asu.edu/>  
Journal of Educational Leadership. [www.ascd.org/pubs/el/elintro.html](http://www.ascd.org/pubs/el/elintro.html)  
National Forum Journal. [www.nationalforum.org/index.html](http://www.nationalforum.org/index.html)  
The International Electronic Journal for Leadership in Learning.  
<http://www.acs.ucalagary.ca/~iejll/>

Students are encouraged to access full text journal articles through the ACU library databases and other relevant websites.

**Course Identifier** [Name/s of the primary course/s linked to this unit.](#)

Approved at Faculty of [Faculty Name](#) Board on [date](#)

# AUSTRALIAN CATHOLIC UNIVERSITY

## APPLICATION FOR EXTENSION

Students wishing to apply for an extension of time for the submission of an assignment must fill in this form and have it signed by the lecturer-in-charge, on or before the due day. Except in extraordinary circumstances, an extension means the **assignment must be submitted 2 weeks after the due date.**

**SECTION A TO BE COMPLETED BY THE STUDENT**

<b>Student Number</b>							
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<b>Family Name</b>			
<b>Given Name</b>			
<b>Contact FAX No.</b>			
<b>Course</b>			
<b>Campus</b>	MELBOURNE		
<b>Unit code &amp; title</b>	EDLE637 SHARED LEADERSHIP		
<b>Lecturer</b>	BR JOHN MCMAHON		
<b>Brief description of assignment (Include assignment number and/or title)</b>			
.			
<b>Due Date</b>		<b>Requested due date</b>	
<b>Reason for seeking extension (Attach all documentary evidence)</b>			

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SECTION B TO BE COMPLETED BY LECTURER-IN-CHARGE**

**Date application received** \_\_\_\_\_

- Approved**
- Not approved**

**Signature of Lecturer** \_\_\_\_\_ **Date** \_\_\_\_\_

<i>Notified:</i> Student <span style="float: right;">(letter from lecturer-in charge)</span>
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## Assignment cover sheet

# MASTER OF EDUCATIONAL LEADERSHIP

Surname:		Given name:	
Student ID Number:		Faculty:	
Address:			
Unit code: <b>EDLE637</b>	Unit title: <b>SHARED LEADERSHIP</b>		
Due date:	Date submitted:		
Lecturer-in-Charge:	Br John McMahon		
Assignment Title and/or number:			
Extension Reference Number (If Relevant):			
Lecturer's Comments:			
<b>Result: .....</b>			
<b>Please address your assignment to the lecturer in charge of this unit as per details on the cover of the Unit Introduction. (Remember to enclose a stamped self-addressed envelope for the return of assignment)</b>			

### DECLARATION OF ORIGINALITY

1. This assignment is submitted in accordance with the Academic Regulations and the Academic Honesty Policy.
2. No part of this assignment has been copied from any other source without acknowledgement of the source.
3. No part of this assignment has been written by any other person, except to the extent of collaboration and/or group work as defined in the unit outline.
4. This assignment has not been recycled, using work substantially the same as work I have completed previously and which has been counted towards satisfactory completion of another unit of study credited towards another qualification, unless the Lecturer-in-Charge has granted prior written consent to do so.
5. I have made and retained a copy of this original assignment.

Signature of student: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_