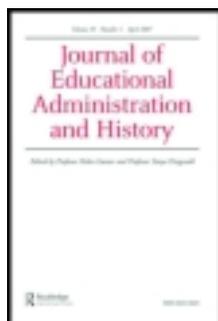


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Teaching educational leadership and administration in Australia

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Despite the ubiquity of programmes in educational administration and leadership little is known about the resources used to teach them. This article reviews the sources currently employed in such programmes in Australia by examining the textbooks, book chapters and journal articles specified for 53 separate units (papers) offered at 15 of the key institutions that responded to requests for copies of their reading lists. Surprisingly, few of the units prescribed textbooks (35), relying instead on book chapters (243) and journal articles (362). While there was a very eclectic spread of sources across institutions, 10 major themes emerged. However, there appeared to be little emphasis on Australian research on educational leadership and little reference to major Australian authors of the previous decades. This may be because the field has become global. The second part of the article therefore examines an audit of the contributions made by Australian authors to the global literature represented by leading journals in the field. The audit shows that during the period 1977–2007 an average of 12–13% of papers in key journals were contributed by Australian authors, perhaps more than might be expected given the comparative size of the Australian community.

Keywords: teaching; educational leadership; educational administration; Australia

Introduction

The teaching of educational leadership and administration in Australia is quite widespread, some 22 of the 36 universities offering units or programmes. It also has a long history, beginning in the 1950s at the universities of Queensland and New England. Academics from Australian universities have also made significant contributions to the international literature of the field. Given this amount of activity it would seem reasonable to ask if there is a long-standing tradition, an ‘Australian perspective’, that would inform teaching in the field or whether the field has indeed become ‘global’. There has, however, been little investigation of what is actually taught in university programmes, whether it constitutes a coherent perspective or ‘voice’ or how that voice is incorporated into a global approach to the field. This article examines, firstly, the material used in teaching the field in Australia and, secondly, the contribution made by Australian scholars to the international literature in leading journals.

Two publications in particular stimulated the agenda for this article. In the first, Pat Thomson¹ examined a key Australian practitioner journal (*The Practising Administrator*, now published as *The Australian Educational Leader*) as a source of the professional definition of principals’ work, concluding that there was an overwhelming emphasis on

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¹Pat Thomson, ‘How Principals Lose Face’, *Discourse: Studies in the Cultural Politics of Education* 22, no. 1 (2001): 5–22.

'operational and technical matters' while issues of policy, curriculum and pedagogy were notable by their absence.² Moreover, 'pictures of principals as embodied moral subjects dealing with complex and shifting situations' were completely absent.³ In the second, Bill Mulford provided *An Overview of Research on Australian Educational Leadership 2001–2005* and concluded that there was a quite limited research literature on leadership which constituted only 10–14% of published articles in four key Australian journals.⁴

As there are significant numbers of leaders and aspiring leaders undertaking programmes in educational administration and leadership across Australia, the question of what they are being taught is an important issue. Are programmes focused on Thomson's 'operational and technical matters' or are they founded in the limited published research discovered by Mulford? Have they yet developed a concern with policy, curriculum and pedagogy? Do they now regard school leaders as 'embodied moral subjects dealing with complex and shifting situations'?

This article attempts an initial assessment of what resources are currently being used to teach educational leadership and administration in Australia and explores the sources, themes and characteristics of the field as represented in textbooks, journals and readings in use in some 15 of the key institutions that responded to my request for copies of their reading lists. The data therefore incorporates material from two-thirds of the programmes offered by large and small, metropolitan and regional universities in all states.

Some caveats must also be entered. The reading lists are in quite different formats and are not always easily comparable. Some references were incomplete or inaccurate and were therefore discarded. Some institutions provided broad reference lists rather than required reading lists: some were so extensive as to provide an almost complete bibliography of the field and were clearly not meant as prescribed reading.⁵ Such lists were used selectively and references included only where there was evidence that particular sources were required reading. Other lists provided references to material that was concerned with highly specialised fields. General units in research methods were excluded from the list. There is clearly an arbitrary nature to some of these decisions, but they seem to have had little distorting effect on the findings of the survey as a whole.

Across the 15 institutions 53 separate offerings⁶ were identified and included in the current study. Commonly, institutions offered up to four units within an educational leadership and administration specialisation with only three institutions offering more than four options within the field.

This article considers three main sources of teaching materials: textbooks, journal articles and extracts from books. Some institutions are clearly using websites and on-line journals as sources of readings. These are not, as yet, extensively in use but indicate a transition in source material that will be included in a later version of the article.

Textbooks

The most obvious feature of the survey was that the prescription of textbooks seems to have gone out of fashion. Only seven of the 15 institutions prescribe textbooks in 12 of the 53 units. Of the 35 textbooks listed 15 were published in the USA, 10 in the UK and 10 in Australia.

²Ibid., 7.

³Ibid., 5.

⁴Bill Mulford, *An Overview of Research on Australian Educational Leadership 2001–2005* (Winmallee, NSW: Australian Council for Educational Leaders, 2007).

⁵One such list for a single semester unit contained 32 books; more than two per week.

⁶Units of work.

Only three textbooks were used by more than one institution. One was American (Starratt, 2004) and two were Australian (Limerick et al., 2002 and Lingard et al., 2003). Notably, texts that were once standard, such as Hoy and Miskel's *Educational Administration: Theory, Research and Practice* (2001), are no longer a feature of textbook lists, the current edition being used by only one institution. Only two publishers (Allen & Unwin (four) and Open University Press (three)) had more than two texts listed, while seven publishers (Lawrence Erlbaum, McGraw Hill, NCSL, Paul Chapman, Teachers College Press, Thomson and Jacaranda-Wiley) had two texts listed; 75% of the texts were published in the last five years and none was more than a decade old.

Textbooks are no longer the main source of material in Australian courses on educational leadership and administration. It also seems clear that there is no consistent pattern in their usage. Moreover, while there is a slight predominance of American texts (15), both British (10) and Australian (10) texts are in use. There is little commonality in text adoption across institutions.

Book sections

If textbooks have gone out of fashion, then readings taken from single and multiple authored books have become very fashionable, perhaps because of the relative ease of copying resulting from new technologies and copyright laws which permit limited copying for research purposes. Across the 53 units some 243 chapters or sections from books were prescribed reading.

While multiple multi-national publishing locations and publishing conglomerates make national identification somewhat difficult, the major sources of publication were the UK (84 readings), the USA (73), Australia (38) and Europe (24). The dominant publishers were Springer (now including Elsevier and Kluwer, 24), RoutledgeFalmer (20), Sage (19), Jossey-Bass (12), Paul Chapman (10) and Open University Press (10), with Allen & Unwin, Cassell, Macmillan, Oxford University Press and Wiley contributing seven each. Surprisingly, given their relevance to the Australian context, only one publication from the Australian Council of Educational Leaders (ACEL) and one from the Australian Council for Educational Research (ACER) appeared on the list.

The most widely used sources of such extracts were the *International Handbook of Educational Change* (Hargreaves et al., 1998: 14 readings) followed some way back by the *Dynamics of Organizational Change and Learning* (Boonstra, ed., 2004: five readings); then *Leadership in Crisis?* (Ehrich and Knight, 1998), and *Organisational Effectiveness and Improvement* (Harris et al., 1998), four each; then, *Developing Teacher Leaders* (Crowther et al., 2002), *Educational Administration: Theory, Research and Practice* (Hoy and Miskel, 2001), *Shaping School Culture* (Deal and Petersen, 1999) and *The Essentials of School Leadership* (Davies, 2005) at three each.

Across the full range of 243 extracts only one author's writings were used 10 times (Fullan), with Fink, Hargreaves, and Starratt being used four times each and Angus, Blasé, Bush, Crowther, Deal and Petersen, Gronn, Hoy and Miskel, Mulford, Schein, and Silins being used three times each. These 14 authors accounted for some 12% of the 164 authors cited. Some 150 authors were used only once or twice.

In order to determine the topics covered by these readings, titles, key-words, and unit titles were used to provide a rough classification of content. The overwhelmingly most common topic was Educational Change (46/243), a dominance that was further enhanced if combined with Organizational Change (17). Next in frequency came Educational Policy (19), Organizational Theory (19), Educational Leadership (18), Ethics and School Leadership (16),

Organisational Learning (13), Professional Development (11), Collaborative Leadership (10), Leadership and Gender (eight), School Culture; School Effectiveness and Improvement; and Strategic Leadership (seven each) and Leadership and Globalization (six). Other than Educational Change, no topic was represented by more than 10% of the readings. Emotional Management (three), School Choice (three), and Financial and Legal Management (two) were addressed by single institutions.

The highest proportions of literature for particular topics came from particular publishing sources. For instance, Collaborative Leadership was dominated by readings published in the USA; Educational Change by Europe and the UK; Educational Leadership by the UK; Educational Policy by Australia and the UK; Ethics and School Leadership by the UK and the USA; Leadership and Gender by the UK; Leadership Theory by the USA; Organizational Change by the USA; Organizational Culture by the USA; Organizational Learning by the UK and the USA; Organizational Theory by the UK; School Culture by the USA; School Effectiveness and Improvement and Strategic Leadership by the UK. Australian contributions were concentrated in Educational Policy, Organizational Change and Professional Development, although if Australian authors published overseas, such as Crowther et al. (USA) and Gronn (UK), were reassigned, significant contributions were made to Collaborative Leadership and Educational Leadership, respectively.

Overall, the impression is one of considerable eclecticism. While there is some agreement on the dominant themes, the sources of readings relating to those themes remain widely dispersed in terms of authors, publishers and location of publication, with only one area (Educational Policy) where anything approaching a majority of extracts are Australian. Significantly, important sources of Australian monographs such as the ACER and ACEL are notable for their absence.

Readings from journals

If Australian programmes in Educational Leadership and Administration are enthusiastic about selecting readings from books, then they are even more enthusiastic about readings from journals, where 362 papers are spread across the 53 units offered by the 15 institutions.

The *International Journal of Educational Management* was overwhelmingly the most popular source with some 33 or nearly 10% of readings,⁷ followed by *The Journal of Educational Administration* (20), *The Practising Administrator/The Australian Educational Leader* (17), *The Journal of Education Policy* (15), *School Leadership and Management* (14), *The Harvard Business Review* (13), *Leading and Managing* (12), *The International Journal of Leadership in Education* (12), *Educational Leadership* (10), *Educational Management, Administration and Leadership* (10) and *Educational Administration Quarterly* (10). These 11 journals account for over 45% of readings, while the remaining 55% were spread over some 134 journal titles with no other journal contributing more than six papers. Interestingly, while American journals dominate so many scholarly fields, five of these 11 journals are published in the UK: four by Falmer and one by Sage. Three journals are published in the USA and three in Australia, two by the Australian Council for Educational Leaders.

Once again, using key-words, paper titles and unit titles the 362 readings can be grouped into a dozen major themes: Educational Change (46), Organisational Leadership and Learning (46), Collaborative Leadership (32), Professional Development, Supervision and Mentoring (30), Leadership and Organizational Theory (30), Ethics, Leadership and Social

⁷Although this figure may be skewed by one unit that used almost no other sources.

Justice (25), Strategic Leadership and Planning (19), School Effectiveness, Improvement and Reform (19), Leadership and Gender (16), Leadership and Globalisation (15), Difference and Diversity (14), Leader Careers (nine), Educational Policy (eight), Accountability (seven) and School Culture (seven).

Authorship was, once again, widely dispersed, with no author represented by more than 10 papers – even where first authors of collaborative papers were included. Only three authors were represented more than five times: Mulford (nine), Cranston (eight) and Hargreaves (six). Only 15 further authors were represented by more than three papers: Bottery (five), Senge (five), Thomson (four), Leithwood (four), Drucker (four), Dimmock (four), Davies (four), Angus (three), Argyris (three), Blackmore (three), Calabrese (three), Hallinger (three), Harris (three), Muijs (three) and Silins (three). Of these 18 authors seven are Australian, seven American, and four British, although there is often collaboration across borders, as in the case of Mulford, Leithwood and Silins.

Of the 362 journal articles, 132 are less than five years old, 137 between five and 10 years old and 93 more than 10 years old, some of them classics in the field.

As with the readings from books, readings from journals are eclectic and diverse, both in source and author, but coalesce around a limited number of topics, even if the selection of authors does not coalesce in a similar way. British and Australian journals predominate in the main sources although in the more widespread variety of other journals a significant number of US journals are represented, though seldom by more than one or two papers.

Overall themes and sources

Not surprisingly the top 10 themes that emerge from book sections and journal readings overlap very considerably. However, somewhat different emphases in type of source change the overall ranking of thematic priorities as Table 1 shows.

Overall it seems clear that there is some commonality in major themes within the field of educational leadership and administration. Understanding, Managing and Leading Change has become the dominant theme. Organisational and Leadership Theory follows close behind. These themes are unsurprising and have been part of educational leadership and administration programmes for some time. The next three themes, however, seem to have emerged as more significant in such programmes in more recent years. Organisational

Table 1. Top 10 themes by book sections, journal papers and when combined.

Theme	Book sections		Journal papers		Combined	
	Number	Rank	Number	Rank	Number	Rank
Educational and organisational change	63	1	46	=1	109	1
Organisational and leadership theory	37	2	30	=4	67	2
Organisational learning	13	5	46	=1	59	3
Collaborative leadership	10	7	32	3	42	4
Ethics and leadership	16	4	25	6	41	=5
Professional development	11	6	30	=4	41	=5
Educational policy	19	3	8	9	27	7
School effectiveness and improvement	7	=9	19	=7	26	=8
Strategic leadership and planning	7	=9	19	=7	26	=8
Leadership and gender	8	8	16	8	24	10

Learning, Collaborative Leadership, and Ethics and Educational Leadership are topics that have gained considerably more attention during the past decade. Professional Development might also be argued to have emerged as a priority in successful leadership and as an essential component of School Effectiveness and Improvement. Educational Policy, and Strategic Leadership and Planning clearly present contextual understandings for the field. Gender issues in educational leadership and administration come quite low on the list, but at least they are there in a way that they perhaps were not a decade ago.⁸

If Thomson was concerned about the emphasis on ‘operational and technical matters’ in her assessment of the *Practising Administrator*’s definition of the principals’ role and about the lack of emphasis on policy, learning and ethics, then perhaps this analysis indicates a willingness in those who teach educational administration to move towards a more academic and a more comprehensive definition of the field. When compared with the preoccupations of a decade or two ago, some changes do appear to have occurred.

In terms of Mulford’s 73 references to Australian research on educational leadership, however, only 10 appeared anywhere on the reading lists, giving some support to his contention that not only is there a shortage of Australian research in the area, but that Australian researchers and teachers take little notice of it anyway. Again, if matched with the list of recommended reading attached to the Australian Principals Associations Professional Development Council Report *Leaders Lead: Beyond the Lost Sandshoe*,⁹ none of the recommendations made there appear in textbook lists and only two of the recommendations appear on journal or book section lists. There is a similar lack of congruence with Watson’s scan of research findings on quality teaching and leadership.¹⁰

Again, one might ask, whatever happened to those Australian writers in the field that contributed an Australian voice to the field internationally during the 1980s and 1990s: Angus, Bates, Beare, Begley, Blackmore, Burford, Caldwell, Chapman, Cranston, Crowther, Dempster, Dimmock, Dinham, Duignan, Evers, Gronn, Gurr, Keating, Kenway, Lakomski, Limerick, Lingard, Logan, Marginson, Mulford, Rizvi, Silins, Smyth, Teese, Thomson, Walker, among others? Of the 640 textbooks, book extracts and journal articles listed only one author gets more than 10 mentions (Mulford, 13); only five are mentioned five or more times (Angus, six; Crowther, six; Duignan, five; Gronn, five; Silins, six). It seems that the rich tradition of debate is hardly referred to in contemporary discussions of leadership and administration. It may be, of course, that the ideas developed by such scholars are incorporated into later writing. However, if this is so it would seem that there is little recourse to original source material.

So what are we to say about the teaching of educational leadership and administration in Australia? From the admittedly incomplete evidence presented here, there appears to be some consistency in the themes currently presented to students. It also seems to be the case that the teaching of these themes is derived from a very wide, eclectic reserve of American, British and Australian sources in both books and journals. Unlike book sections, journal papers are drawn from a more limited set of major journals, some 11 (mainly British and Australian) accounting for nearly half of the required readings.

⁸It is interesting to note the differences between this list and that employed in an American survey of principal leadership programmes which were: managing for results, managing personnel, technical knowledge, external leadership, norms and values, managing classroom instruction, and leadership and school culture. Frederick Hess and Andrew Kelly, ‘Learning to Lead: What Gets Taught in Principal-preparation Programs’, *Teachers College Record* 109, no 1. (2007): 244–74.

⁹Australian Principals Associations Professional Development Council (APAPDC), *Leaders Lead: Beyond the Lost Sandshoe* (Hindmarsh, South Australia: APAPDC, 2003).

¹⁰Louise Watson, *Quality Teaching and School Leadership* (Canberra: Teaching Australia, 2005).

However, little attention is paid to even the small amount of relevant Australian research. Finally, current teaching takes little account of preceding generations of scholarly work produced by Australian authors, few of whom figure prominently in the use of textbooks, book extracts or journal articles. Maybe it is time for us to start talking to each other about both research and teaching.

It is, of course, possible that the study and teaching of educational leadership and administration has become global to such an extent that local literature and traditions are less relevant. If this is so then it would be reasonable to expect that, as well as drawing predominantly on the global literature in the field, Australian authors would be found publishing widely within the global literature. In order to examine this possibility an audit of publications by Australian-based academics was conducted.

Auditing the Australian voice

To compile the data for analysis in this audit, the table of contents of each issue of leading educational administration and leadership journals were searched for the period 1977–2007. Unlike other fields (for example, MacMillian's¹¹ work in the field strategy), there currently exists no list of leading journals for educational leadership. Mayo et al.¹² produced a list entitled 'Which Journals Are Educational Leadership Professors Choosing?', however, the list contained both refereed and professional journals, and only those from the USA. To overcome this situation, early analysis of the 'Journal Banding study' conducted by the Centre for the Study of Research Training and Impact (SORTI) at the University of Newcastle, Australia, and the Australian Association for Research in Education (AARE) was used. In this study, over 900 education journals were identified. The journals were broken into 26 different fields. The most appropriate field for this audit was 'Administration, leadership, educational management and policy'. It consisted of 49 journals (see Table 2). For each journal a QScore (quality score) was calculated from three sources of information; survey responses (esteem measures, $N = 628$, 83% Australian, 82% employed by universities), the journal's ISI score (if it had one) and whether the journal has an international editorial board (for more information on the study see <http://www.newcastle.edu.au/centre/sorti/>).

To make the list workable, it was decided to reduce the list to the top 20 journals. The highest scoring journal in the field was the *Journal of Education Policy* with a QScore of 18.56. The five highest scoring journals in the discipline were the *American Educational Research Journal* (29.33), *British Educational Research Journal* (29.30), *Review of Educational Research* (29.21), *Teachers College Record* (28.54) and *Harvard Educational Review* (26.04). While being number one in the field, the *Journal of Education Policy* was ranked 56th overall in the discipline. This would be consistent with the work of others who have suggested that educational leadership has a relatively weak quality profile within the already weak quality profile of educational research.¹³ However, it is to

¹¹Ian MacMillian, 'The Emerging Forum for Business Policy Scholars', *Strategic Management Journal* 12 (1991): 161–5. Previous versions of the same analysis appeared in *Strategic Management Journal* in both 1990 and 1989.

¹²Russell Mayo, Perry Zirkel, and Brian Finger, 'Which Journals Are Educational Leadership Professors Choosing?', *Educational Administration Quarterly* 42, no. 5 (2006): 806–11.

¹³Dan Griffiths, *Administrative Theory in Transition* (Victoria, Australia: Deakin University, 1985); Steven Gorard, 'Current Contexts for Research in Educational Leadership and Management', *Educational Management Administration and Leadership* 33, no. 2 (2005): 155–64.

Table 2. Educational administration and leadership journals from SORTI/AARE study.

Journals	QScore	Location
<i>Journal of Education Policy</i>	18.56	UK
<i>International Journal of Educational Management</i>	15.84	UK
<i>Educational Administration Quarterly</i>	15.74	USA
<i>Educational Management, Administration and Leadership</i>	15.31	UK
<i>Journal of Educational Administration</i>	15.31	Australia
<i>School Effectiveness and School Improvement</i>	14.10	The Netherlands
<i>Journal of Higher Education Policy and Management</i>	14.08	Australia
<i>Educational Policy</i>	13.95	USA
<i>International Journal of Leadership in Education</i>	13.31	USA
<i>School Leadership and Management</i>	12.37	UK
<i>The Australian Educational Leader</i>	12.30	Australia
<i>Journal of Educational Change</i>	12.01	The Netherlands
<i>Education Policy Analysis Archives</i>	11.61	USA
<i>Educational Evaluation and Policy Analysis</i>	11.61	USA
<i>Educational Leadership</i>	10.53	USA
<i>International Studies in Educational Administration</i>	10.14	Cyprus
<i>Policy Futures in Education</i>	10.14	UK
<i>Leading and Managing</i>	9.70	Australia
<i>International Electronic Journal for Leadership in Learning</i>	9.52	Canada
<i>Journal of Educational Administration and History</i>	9.52	UK

Note: A further 29 journals were identified in the study with scores ranging from 9.36 to 0.00.

be noted that the *Journal of Education Policy* was ranked second (behind *Oxford Review of Education*) in a ranking study conducted in the UK by Wellington and Torgerson.¹⁴

The *International Journal of Educational Management* was not included in the field in the SORTI/AARE study. Rather it was included in the field of 'Economics, accounting, business and management'. The decision to include it in this audit was based on the fact that the journal featured prominently in the earlier stage of this study and in Eacott's¹⁵ discourse analysis on the use of the term strategy in education. Seven of the 20 journals are published in the USA. The UK and Australia publish five and four, respectively. Two are from the Netherlands and one from both Canada and Cyprus. Interestingly no journals from the sub-continent or Asia (such as the *Journal of Educational Planning and Administration* – India) appear in the SORTI/AARE list.

Using the journals identified in Table 2, the tables of contents were searched for original articles (book reviews, editorial comments and research notes were excluded) where one of the authors was affiliated with an Australian educational institution. Despite appearing in the SORTI/AARE study, articles from *The Australian Educational Leader* and *Educational Leadership* were omitted because they had not been subject to peer-review processes. Having established the criteria for inclusion, a final sample of 981 articles out of a total of

¹⁴Jerry Wellington and Carole Torgerson, 'Writing for Publication: What Counts as a High Status, Eminent Academic Journal?', *Journal of Further and Higher Education* 29, no. 1 (2005): 35–48.

¹⁵Scott Eacott, 'An Analysis of Contemporary Literature on Strategy in Education', *International Journal of Leadership in Education* (forthcoming). Currently available at online first, <http://dx.doi.org/10.1080/13603120701462111>.

8521 were identified (11.51% of published works). Several patterns emerge from the data. Three journals stand out as the dominant outlets for publication: *Leading & Managing* ($N = 66$, 58.93%), *Journal of Higher Education Policy and Management* ($N = 249$, 50.40%) and the *Journal of Educational Administration* ($N = 209$, 28.59%). No other journal has greater than 13.98% of articles written by Australian-based authors. Not surprising is that all three of these journals are based at Australian universities (Southern Queensland, Monash and Wollongong, respectively). If we remove these journals from the data, Australian authors are associated with 446 out of a total of 7184 articles, representing 6.21% of the sample. Although not holding a large percentage of published works, as a relatively small country (when compared with the population and economies of the USA and UK), it is possible to argue that Australia is fighting above its weight in the international literature.¹⁶ In addition, educational leadership does not get the attention in Australia that it does receive in other nations such as the USA and UK.

All that being considered, the purpose of this audit in this article is to investigate whether or not there is a body of literature produced by Australian-based academics for educational administration educators to call on in their teaching. To attempt to answer this question, analysis was completed on the number of articles linked to Australian-based authors.

Figure 1 displays the percentage of articles linked to Australian-based authors in the time period 1977–2007. As would be expected in any such analysis, the percentage of publications experienced a series of ebbs and flows during the 30-year period. The peak result was in 1980, however only five journals were in operation at that time and two were

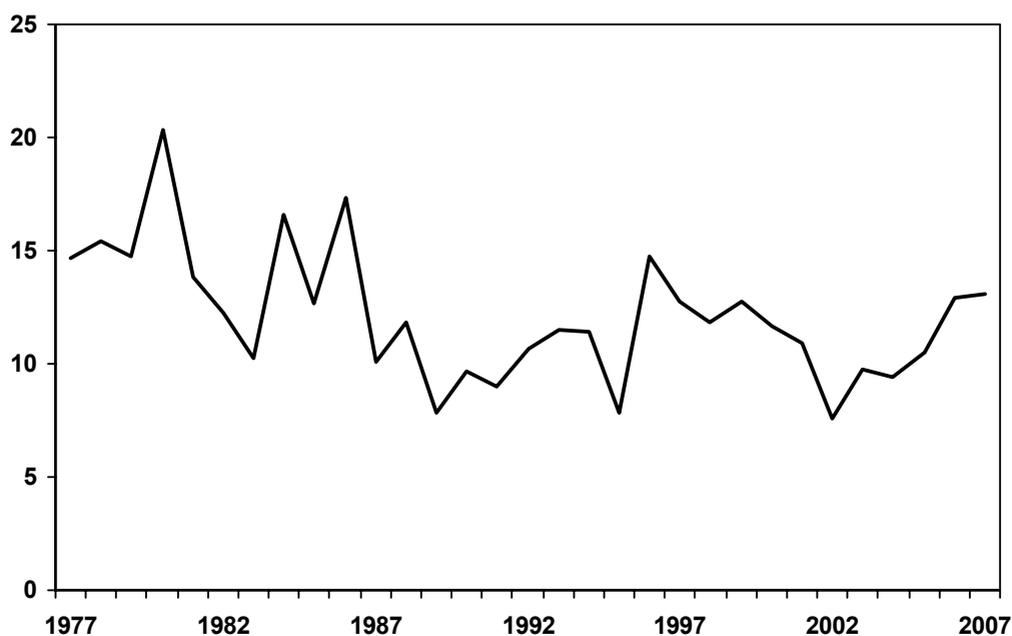


Figure 1. Percentage of articles by Australian-based academics in educational leadership journals.

¹⁶Richard Bates, 'Phelan's Bibliometric Analysis of the Impact of Australian Educational Research', *The Australian Educational Researcher* 30, no. 2 (2003): 57–64.

Table 3. Descriptive data of authorship over time.

Time period	Total articles	Total authors	Articles per author	Range	Single-article authors	Multiple-article authors	Leading author
1977–9	46	42	1.10	1–2	38	4	Many
1980–9	280	203	1.38	1–6	162	41	P.A. Duignan
1990–9	471	310	1.52	1–12	226	84	R.J.S. Macpherson
2000–7	610	386	1.58	1–21	291	95	B. Mulford
1977–2007	981	792	1.77	1–25	570	222	B. Mulford

housed in Australia. The lowest point was 2002 with 7.60%. The average percentage for the time period is 12.13% and the last two years have been 13.00%. Overall, the percentage of publications by Australian-based authors has remained relatively constant over time.

To further support this claim, the descriptive data from time periods was compared. Table 3 shows the descriptive data of authorship over time. Of particular interest was whether authors were making continued contributions or merely contributing one-off articles. Although the average number of articles per author has steadily increased over the last 30 years, it is still less than two and over 70% of authors contribute only one article. Furthermore to this situation, when viewing the sample from a first-author standpoint, 129 out of the 981 (13.1%) were based at Australian educational institutions that are not universities. While it is beyond the scope of this audit, it is proposed that many of these articles are written by research higher degree students based in schools. From reading this data, it is suggested that very few Australian authors are making a continued contribution to the existing body of knowledge in the field. The high prevalence of single contributions significantly limits the potential use of work in the teaching of educational administration and leadership.

It is not, however, all doom and gloom for the Australian educational administrative voice. While most authors have contributed few articles, a core group of academics have established a research track record. Table 4 shows the 10 most published authors in the time period 1977–2007. Not surprising, all but one author had a publication period in excess of a decade (Macpherson is an exception).

Despite concerns raised in other works and the earlier phase of this study that the Australian educational leadership voice is diminishing, the data from this audit shows that the contribution of Australian-based authors in the field has remained constant over time. However,

Table 4. Most published authors, 1977–2007.

Author	Publication period	Associated articles
Mulford, B.	1984–2007	25
Gronn, P.	1982–2005	15
Dimmock C.	1987–2002	15
Wildy, H.	1992–2006	15
Macpherson, R.J.S.	1989–1996	14
McCormick, J.	1996–2007	14
Blackmore J.	1992–2006	12
Ehrich, L.C.	1994–2006	12
Smyth, J.	1977–2006	11
Duignan, P.	1980–2005	11

the Australian voice in the field has remained the domain of a few key contributors who publish in a limited number of journals. Many of the names (such as Mulford, Dimmock and Blackmore) overlap in the audit and readings for courses, although there are signs of a new group of scholars entering the dialogue (such as Ehrich, Wildy, Clarke, Cranston and McCormick). Arguably if this audit was done in 12 months' time more names may be added. The challenge for scholars in the field appears to be making a substantial contribution. Many write an article or two and disappear. Whether they pursue their research programmes in other fields is unknown.

This audit has taken a single lens to the contribution of Australians to the educational leadership voice. It is beyond the scope of this article to further elaborate on the wider range of questions being investigated in the audit. Many of these questions will be taken up in further works. Also to be noted is that many Australian are working in overseas institutions and continuing to make contributions to the wider field (for example, Begley and Walker). Additionally, this audit has only included publication outputs and not the impact of such publications. While a difficult process to undertake in the discipline of education, a further extension of this work may be to survey the perceived value or impact of publications by Australian authors. While providing valuable information in a quality assurance environment, such an investigation would also help to answer some of the questions surrounding the lack of building on and using Australian educational leadership work by fellow scholars.

Conclusion

This article set out to investigate the teaching of educational leadership and administration in the Australian context through course reading lists. The sample investigated demonstrated commonality in the themes addressed and shows a tendency for educators to adopt an academic (as opposed to operational) focus. However, despite a long and rich tradition, the use of Australian research and contributions by Australian-based academics were relatively limited. Initially this was thought to be a result of a decreasing presence of Australian-based academics in the field, but after conducting an audit of Australian contributions to the field's discourse, it appears to support Mulford's notion that Australian scholars and practitioners overlook each others' contributions, although it is unclear as to whether this is a deliberate or unintended action. But what does this mean for the teaching of educational leadership and administration in Australia?

For the educator, we suggest that courses be based in both the historical and contemporary discourse of the topic under discussion. This enables the student to develop an understanding of the topic with an appreciation of where the discussion has been and sets the foundations for where the discussion is heading next. As such, it is important to draw on both the local (Australian) and global contributions to the discussion to make informed conclusions. Contemporary (and arguably historical) discourse in the field argues for establishing a local perspective or context-specific interpretation of global issues, therefore why does the teaching of the field not adopt the same approach?

For the scholar, we suggest a greater focus on acknowledging the contributions of other Australians both past and present. This does not suggest that we want everyone to agree, rather, a more coherent discussion that takes into consideration the work of others and continues to move the field forward. Nobody, practitioner or scholar, benefits from a field that is littered with loosely related contributions that do not acknowledge one another. Contributions of this nature, while frequently interesting (although this could be debated elsewhere), offer little to the paradigmatic development of the field.

The teaching of educational leadership and administration in Australia is in a good position with many talented people working in the field. However, with the forthcoming turnover of staff (as in the majority of Western educational settings) in the educational leadership and administrative community of scholars, we would arguably benefit from listening and working with each other to further establish the unique Australian perspective within the global educational leadership and administration field. This would make our work as both educators and researchers of greater value within the global field.

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