



# The *Relational* Research Program

Advancing relational research approaches

## Advancing Relational Theorizing

Program Leader

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## Chasing Ideas

Under the leadership of **Dr Scott Eacott** the *relational* research program is about pushing the edge of what we know about the social world. Our work is located within a network of internationally renowned and emerging scholars (see [here](#) and [here](#)) whose ongoing scholarship is seriously and consequentially engaged in theoretical and methodological developments in relational research. Scholarship from the team is therefore aimed at the forefront of contemporary thought and analysis and in doing so, stimulates dialogue and debates in the interest of advancing scholarship.

Additionally, and crucially, Dr Eacott's primary purpose is creating a research environment dedicated to fostering and delivering internationally recognised research and research training. This is achieved through structured internal research dialogue and establishing collaborations with key national and international scholars and research centres to develop new and ground-breaking theories and methodologies relevant to the contemporary world.

## Come Work With Us!

**Dr Eacott** is constantly seeking outstanding researchers to undertake doctoral or honours projects to continue our goal of changing the way people think and act in education. In addition, he welcomes proposal from highly motivated and talented researchers who believe they have the potential to make a significant contribution to the team as post-doctoral fellows, research assistants, visiting sabbatical scholars and collaborators.

We are located in the John Goodsell Building on the Kensington Campus of the University of New South Wales. With support from the Educational Leadership and Policy Research Group and the Office of Educational Leadership, there is access to programs for visiting scholars, summer and winter taste of research scholarships, research assistance and conference / workshops. There is also ongoing access to the extensive student base of the School of Education's post-graduate coursework programs in educational leadership.

## Our Group Members Do Well

Current and past students working with Dr Eacott have achieved success. Gladys Asuga secured a doctoral scholarship following her master's work and Kimbalee Hodges was awarded 1<sup>st</sup> class Honours, a Faculty Medal, and secured an Australian Postgraduate Award to conduct doctoral research. In addition, in collaboration with Gladys Asuga, we won the 2012 African Management Research Award sponsored by Emerald Publishing and Rachel Gallagher was awarded the 2014-2015 New South Wales Institute for Educational Research Undergraduate Research Award. Most importantly, as an explicit part of building research team capacity, Dr Eacott has **successfully published** with Gladys Asuga (Asuga & Eacott, 2012; Eacott & Asuga, 2014; Asuga, Eacott & Scevak, 2015; 2016); Kimbalee Hodges (Eacott & Hodges, 2014); Judith Norris (Eacott & Norris, 2014); and **co-presented at conferences** with Gladys Asuga; Kimbalee Hodges; and Jan Morrison.

In summary, **Dr Eacott's supervisory approach is about rigorous and robust scholarship and a structured apprenticeship into the academy.**

## The *Relational* Research Program

The *relational* research program offers a methodological framework for the study of the social world. It provides a means to frame scholarly inquiry and structure an argument in a thesis, paper, book, or conference paper. Built upon a very Bourdieusian craft of scholarship, but without any great loyalty or reverence, Dr Eacott's *relational* approach comprises five relational extensions:

- The centrality of “organizing” in the social world creates an ontological complicity in researchers (and others) that makes it difficult to epistemologically break from the ordinary language of the everyday;
- Rigorous social scientific inquiry calls into question the very foundation of popular labels such as “the organization”, “leadership”, “management”, and “administration”;
- Contemporary spatio-temporal conditions cannot be separated from the ongoing, and inexhaustible, recasting of organizing activity;
- Foregrounding social relations enables the overcoming of the contemporary, and arguably enduring, analytical dualisms of individual/collectivism, structure/agency, and universal/particular; and
- In doing so there is a productive – rather than merely critical – space to theorize educational administration and leadership.

**New to the *relational* research program?** An introductory overview can be found in [chapter two](#) of the new edited collection by Gabriele Lakomski, Scott Eacott and Colin Evers (2017) *Questioning Leadership: New Directions for Educational Organizations*. Additionally, this paper provides a useful overview: [Methodological notes on the study of educational leadership relationally](#).

The first book length treatment of the *relational* approach is Eacott's (2015) [Educational Leadership Relationally](#). See the Publications tab on [scotteacott.com](#) for many other papers and chapters using the *relational* approach. Ongoing work is currently being articulated at the moment in conference papers and empirical projects and will be published shortly.

A 2016 Special Issue of [Journal of Educational Administration and Foundations](#) was dedicated to discussing *Educational Leadership Relationally*.

You can read responses to *Educational Leadership Relationally* from:

- [Megan Crawford](#)
- [Izhar Oplatka](#)
- [Gus Riveros](#)
- [Dawn Wallin](#)

Dr Eacott's response can be found [here](#) and forthcoming responses include:

- Fenwick English
- Helen Gunter
- Tony Bush

A comprehensive overview of the *relational* approach to scholarship is being prepared as part of an under-current book with Springer in the [Educational Leadership Theory](#) book series. It is due for publication in late 2017.

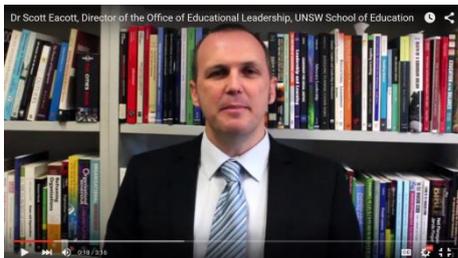
## Award Winning Research



Dr Eacott's paper '[Leadership' and the social: time space and the epistemic](#) published in the *International Journal of Educational Management* was awarded the **Most Outstanding Paper in the 2013 Volume**.

This paper explicitly argues that leadership is an epistemic rather than empirical construct and therefore greater attention needs to be paid to the many ways in which a researcher's pre-existing orientation shapes how leadership is perceived.

[Educational leadership relationally](#) (2015, Sense) is the first book length articulation of the *relational* approach being advanced by Dr Eacott. The book was awarded the Australian Council for Educational Leaders 2015 [Hedley Beare Award](#) for most outstanding education writing. The ambitious agenda set out in the book is also the focus of a forthcoming issue of the *Journal of Educational Administration and Foundations*.



You can listen to Dr Eacott briefly discuss his work on the [UNSW School of Education](#) research YouTube space.

## Key Group Activities Include

### Seminar Series

The internal research environment of the team is based around regular research seminars. These seminars alternate between team researchers sharing working papers and reading the latest published research papers. In addition to increasing the scholarly quality and quantity of research produced, these seminars sustain a research environment characterised by rigorous and robust intellectual discourse on cutting edge theoretical, methodological and empirical matters in the field.

### Reading List

To support existing and aspiring team members, and our extended network of colleagues, a key task will be to build a comprehensive reading list. This bibliography in the making contains texts that are thematically relevant to the *relational* research program. While beginning with a simple list of relevant sources, the goal is to eventually produce a database enabling online search, tagging and entry.

### Symposia

Supporting members but also building the profile of the team, is an annual research symposium and/or master-class on theory and methodology. In 2017 the focus is on *The challenges of studying organizations relationally* (see [here](#) for flyer) and it is expected to lead to an edited collection with the [Relational Sociology](#) book series (Palgrave-MacMillan).

## Group Leader

### Dr Scott Eacott

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### Biography

Scott Eacott, PhD, is a senior lecturer, Director of Higher Research Degrees in the School of Education at the University of New South Wales, and Adjunct Professor in the Department of Educational Administration at the University of Saskatchewan. He has previously held positions at the University of Newcastle and Australian Catholic University (North Sydney). Dr Eacott is recognised as a leading theoretical and methodological thinker in the field nationally with an international network of colleagues. Research productivity data shows he is one of the most prolific Australian based academics publishing in international peer reviewed journals in educational leadership.

Dr Eacott is a Fellow of the Australian Council for Educational Leaders, an advisor to the Australian Applied Management Colloquium, former convenor of the Educational Leadership Special Interest Group of the Australian Association for Research in Education, and on the Editorial Board of many of the leading international journals in the field of educational leadership.

His research interests and contributions fall into three main areas: relational research approaches; educational administration theory and methodology; and school leadership preparation and development.

### Academic Awards

- 2015 Hedley Beare Award, Most Outstanding Piece of Educational Leadership Writing  
*Australian Council for Educational Leaders*
- 2014 Outstanding Paper of the Year, Emerald Literati (2013)  
*International Journal of Educational Management*
- 2013 Book Editor of the Year, Untested Ideas Center (Niagara Falls, NY)
- 2012 Fellow of the Australian Council for Educational Leaders (NSW)
- 2012 Emerald / ALCS African Management Research Award
- 2012 Highly Commended, Emerald Literati Outstanding Papers of the Year (2011)  
*International Journal of Educational Management*
- 2011 Emerging Research Leaders Programme  
(Sponsored by Deputy Vice Chancellor – Research)
- 2009 Highly Commended, Emerald / EFMD Outstanding Doctoral Research Award,  
Educational Leadership and Strategy (Sponsor *Journal of Educational Administration*)
- 2009 Runner-up, 7<sup>th</sup> Annual Emerging Scholar in Educational Leadership Award  
(Sponsored by *International Journal of Leadership in Education*)

## Indicative Recent Publications

### Books

- Eacott, S.** (2015). *Recasting administrative labour: towards a theory of educational administration*. Rotterdam, The Netherlands: Sense Publishers. **Recipient of the 2015 Australian Council for Educational Leaders Hedley Beare Award for Excellence in Education Writing.**
- Eacott, S.** (2011). *Educational leadership and strategy in managerialist times*. Rotterdam, The Netherlands: Sense Publishers.

### Edited Books

- Lakomski, G., **Eacott, S.**, & Evers, C.W. (2017). *Questioning leadership: New directions for educational organizations*. London: Routledge.
- Eacott, S.** & Evers, C.W. (2016). *New directions in educational leadership*. London: Routledge.

### Book chapters

- Eacott, S.** (forthcoming). Relations, organizing, leadership, and education. In F. Depelteau (Ed.), *The Palgrave handbook of relational sociology*. New York, NY: Palgrave.
- Eacott, S.** (2017). Beyond leadership: Towards a 'relational' way of thinking. In G. Lakomski, S. Eacott & C.W. Evers (Eds.), *Questioning leadership: new directions for educational organizations*. London: Routledge.
- Eacott, S.** (2016). Demythologizing 'leadership': The Trojan Horse of managerialism. In E. Samier (Ed.), *Ideologies and educational leadership*. London: Routledge.
- Eacott, S.** (2016). Disrupting production: Seeding the practice of questioning. In A. Ellis (Ed.), *EdD as incubators for social justice leadership*. Rotterdam, the Netherlands: Sense.
- Eacott, S.** (2016). Mobilizing Bourdieu to think anew in educational leadership research. In M. Murphy & C. Costa (Eds.), *Theory as method: Using Bourdieu in education research* (pp. 117-131). London: Routledge.
- Eacott, S.** (2015). Sociological approaches to scholarship in educational leadership, management and administration. In D. Burgess & P. Newton (Eds.), *Theoretical foundations of educational administration and leadership* (pp. 279-300). London: Routledge.
- Eacott, S.** (2013). Research as a political practice: the fallacy of data speaking for themselves. In S. Eacott & R. Niesche (Eds.) *Empirical leadership research: letting the data speak for themselves* (pp. 215-229). Niagara Falls: Untested Ideas Center.
- Eacott, S.** & Niesche, R. (2013). Empirical leadership research: letting the data speak for themselves. In S. Eacott & R. Niesche (Eds.) *Empirical leadership research: letting the data speak for themselves* (pp. 1-14). Niagara Falls: Untested Ideas Center.
- Bates, R.J. & **Eacott, S.** (2009). Teaching educational leadership and administration in Australia. In H.M. Gunter & T. Fitzgerald, *Educational administration and history: The state of the field* (pp. 69-80). London: Routledge.

### Edited Special Issues

- Eacott, S.** (2016). Educational leadership relationally: Justifying relational approaches. *Journal of Educational Administration and Foundations*, 25(2), 1-70.
- Eacott, S.** & Evers, C.W. (2015). New frontiers in educational administration theory. *Educational Philosophy and Theory*, 47(4), 307-422.
- Wilkinson, J. & **Eacott, S.** (2013). These disruptive times: rethinking critical educational leadership as a tool for scholarship and practice in changing times. *International Journal of Leadership in Education*, 16(2), 135-250.
- Eacott, S.** (2013). Re-thinking 'leadership' in education: a research agenda. *Journal of Educational Administration and History* 45(2), 113-212.

Refereed journal articles (higher degree researchers are underlined)

- Eacott, S.** (2016). Advancing the *relational* research program. *Journal of Educational Administration and Foundations*, 25(2), 59-70.
- Eacott, S.** (2016). Methodological notes on the study of educational administration and leadership relationally. *Journal of Educational Administration and Foundations*, 25(2), 3-14.
- Asuga, G.N., Scevak, J., & **Eacott, S.** (2016). Bringing a local voice to a universal discourse: school leadership in Kenya. *International Studies in Educational Administration*, 44(1), 25-40
- Eacott, S.** (2015). The principalship, autonomy, and after. *Journal of Educational Administration and History*, 47(4), 414-431.
- Asuga, G.N., **Eacott, S.** & Sevcak, J. (2015). School leadership preparation and development in Kenya: evaluating performance impact and return on leadership development investment. *International Journal of Educational Management*, 29(3), 355-367.
- Eacott, S.** & Evers, C.W. (2015). New frontiers in theorising educational administration. *Educational Philosophy and Theory*, 47(4), 307-311.
- Eacott, S.** (2015). Problematizing the intellectual gaze of the educational administration scholar. *Educational Philosophy and Theory*, 47(4), 312-329.
- Eacott, S.** (2014). Education policy, administration and theory: rethinking the institution as a firm. *Journal of Educational Administration and Foundations*, 24(1), 58-66.
- Eacott, S.** & Norris, J. (2014). Managerial rhetoric and accountability in contemporary school leadership in Australia. *Leadership and Policy in Schools*, 13(2), 169-187.
- Eacott, S.** & Hodges, K. (2014). The temporality of teaching under revision. *Critical Studies in Education*, 55(3), 289-302.
- Eacott, S.** (2014). The changing nature of Australian educational leadership research publications. *Leading & Managing*, 20(1), 93-105.
- Eacott, S.** & Asuga, G.N. (2014). School leadership preparation and development in Africa: a critical insight. *Educational Management Administration and Leadership*, 42(6), 919-934.
- Eacott, S.** (2013). Developing an impact measure for school leadership preparation and development programs: a pilot study on Australian university-based programs. *International Journal of Educational Management*, 27(7), 686-699.
- Wilkinson, J. & **Eacott, S.** (2013). These disruptive times: rethinking educational leadership as a tool for scholarship and practice in changing times, *International Journal of Leadership in Education*, 16(2), 135-138.
- Wilkinson, J. & **Eacott, S.** (2013). Outsiders within?: deconstructing the educational administration scholar. *International Journal of Leadership in Education*, 16(2), 191-204.
- Eacott, S.** (2013). Rethinking 'leadership' in education: towards a research agenda. *Journal of Educational Administration and History*, 45(2), 113-125.
- Eacott, S.** (2013). Locating school leadership: a Bourdieusian perspective. *Leading & Managing*, 19(1), 19-31.
- Eacott, S.** (2013). Towards a theory of school leadership practice: a Bourdieusian perspective. *Journal of Educational Administration and History*, 45(2), 174-188.
- Eacott, S.** (2013). 'Leadership' and the social: time, space and the epistemic. *International Journal of Educational Management*, 27(1), 91-101.
- Eacott, S.** (2012). Introducing under-graduate students to school leadership concepts. *Journal of Educational Administration*, 50(2), 159-172.

If you are applying for a doctorate, post-doctoral fellowship, or honours supervision with Dr Eacott, then it is expected that you have engaged with his publications and/or current projects to gain a scope of his interests and expertise. Importantly, you need to articulate the synergies between what you propose to do and the ways your work will contribute and extend the work of Dr Eacott, his research networks and the team he leads.

## Group Reading List

This bibliography in the making contains texts that are thematically relevant to the *Relational Research Program*.

We here offer a selected list of relevant sources, but we hope eventually to produce a database enabling online search, tagging and entry.

### Relational Sociology

- Crossley, N. (2011). *Towards a relational sociology*. New York, NY: Routledge.
- Crossley, N. (2015). Relational sociology and culture: a preliminary framework. *International Review of Sociology: Revue Internationale de Sociologie*, 25(1), 65-85.
- Depelteau, F. (2015). Relational sociology, pragmatism, transactions and social fields. *International Review of Sociology: Revue Internationale de Sociologie*, 25(1), 45-64.
- Depelteau, F., & Powell, C. (Eds.). (2013). *Applying relational sociology: relations, networks and society*. New York, NY: Palgrave MacMillan.
- Donati, P. (2011). *Relational sociology: a new paradigm for the social sciences*. London: Routledge.
- Donati, P. (2015). Manifesto for a critical realist relational sociology. *International Review of Sociology: Revue Internationale de Sociologie*, 25(1), 86-109.
- Emirbayer, M. (1997). Manifesto for a relational sociology. *American Journal of Sociology*, 103(2), 281-317.
- Fuhse, J. (2015). Theorizing social networks: The relational sociology of and around Harrison White. *International Review of Sociology: Revue Internationale de Sociologie*, 25(1), 15-44.
- Mische, A. (2011). Relational sociology, culture and agency. In J. Scott & P. Carrington (Eds.), *The SAGE handbook of social network analysis* (pp. 80-97). London: SAGE.
- Powell, C., & Depelteau, F. (Eds.). (2013). *Conceptualizing relational sociology: Ontological and theoretical issues*. New York, NY: Palgrave MacMillan.
- Prandini, R. (2015). Relational sociology: A well-defined sociological paradigm or a challenging 'relational turn' in sociology? *International Review of Sociology: Revue Internationale de Sociologie*, 25(1), 1-14.
- White, H., Fuhse, J., Thiemann, M., & Buchholz, L. (2007). Networks and meanings: styles and switchings. *Soziale Systeme*, 13, 543-555.

### Organizational / Management Research

- Bradbury, H., & Lichtenstein, B.M.B. (2000). Relationality in organizational research: Exploring the space between. *Organizational Science*, 11(5), 551-564.
- Cuncliffe, A.L., & Eriksen, M. (2011). Relational leadership. *Human Relations*, 64(11), 1425-1449.
- Uhl-Bien, M. (2006). Relational leadership theory: Exploring the social processes of leadership and organizing. *The Leadership Quarterly*, 17(6), 654-676.
- Uhl-Bien, M., & Ospina, S. (Eds.). (2012). *Advancing relational leadership research: A dialogue among perspectives*. Charlotte, NC: Information Age Publishing.

### Educational Leadership

- Eacott, S. (2015). *Educational leadership relationally: A theory and methodology for educational leadership, management and administration*. Rotterdam, The Netherlands: Sense Publishers.
- Eacott, S. (2015). Sociological approaches to scholarship in educational leadership, management and administration. In D. Burgess & P. Newton (Eds.), *Theoretical foundations of educational administration and leadership* (pp. 279-300). London: Routledge.
- Eacott, S. (2015). The principalship, autonomy, and after. *Journal of Educational Administration and History*, 47(4), 414-431.

## Current Projects

Below is a list of some current projects being undertaken by Dr Eacott and his team.

### Beyond leadership: A relational approach to organizational theory in education

This book project, contracted through Springer, further advances the *relational* research program through four specific moves: i) a comprehensive survey of relational scholarship across sociology, leadership and organizational studies, and educational leadership; ii) a detailed and carefully nuanced articulation of a particular brand of relational scholarship; iii) critical responses to Dr Eacott's approach from a select, but diverse, group of thinkers in educational leadership – covering major centres of the US (Fenwick English), Canada (Gus Riveros; Dawn Wallin), UK (Helen Gunter; Tony Bush; Megan Crawford) and one leading meta-commentator on epistemology in the field (Izhar Oplatka); and iv) Dr Eacott's response to the critical commentators and future directions for the *relational* research program.

### Principals' experiencing time

Principals' time use and instructional focus have emerged as serious issues in school education during an era of reported declining standards/student outcomes and fiscal pressure. This project focuses on how these problems are being redefined via administrative experiments seeking to improve the effectiveness and efficiencies of school leadership. This project posits that these experiments articulate a new dynamics between the principal, time and space and aims to deliver a reconceptualization of the principalship, temporality and context, a new and relevant analysis of the principalship, and new empirical insights into the mobilization of temporality as an approach to school leadership reform.

### The shifting value of academic labour

This project, which has already led to one journal article and a forthcoming book chapter, is focused on the shifting value of academic labour. In particular, it is concerned with the changes in value of academic outputs. In an era of increasing assessment of research, and by virtue researchers, the time delay between writing, submission, (possibly revision), acceptance and publication can see the value of academic labour shifting multiple times. For academics seeking to build careers, this is highly problematic. For research administrators, it poses some problems in seeking to bring about organisational change. To theorize this requires attention to the spatio-temporal conditions.

## Recent theses

### Theorizing school leadership preparation and development – the case of Kenya

In this recently completed doctoral project, Gladys Asuga investigated the construction of leadership through school leadership preparation and development programs in Kenya. Adopting a PhD by Publication route, this led to five journal articles, a number of conference presentations, and potentially a book contract. For further details of the project, see the publications listed in Recent Publications.

## Why would you work elsewhere?

There is nothing quite like Sydney. In every part of the city you will find unique experiences. Sydney is Australia's true global city. Located on one of the world's most stunning harbours, the city extends north and south of the harbour in a golden chain of easy-to-reach, inner city beaches. Not only is it a natural playground, but with its sense of style, outstanding sporting attractions and exuberant celebrations (e.g. New Year's Eve and Australia Day), Sydney is one of the world's greatest cities to live and work. Sydney is also a hub of research and training, with four institutions located in the top 400 in the World University Rankings. This makes Sydney one of the world's best 18 cities for higher education.

The University of New South Wales is one of Australia's leading research and teaching universities. Established in 1960, the School of Education, located in the John Goodsell Building on the Kensington campus, is widely recognised among peers and the broader community in Australia and internationally for its excellence in research and teaching.

## Possibilities

Prospective staff and students are encouraged to apply for fellowships and studentship schemes in their country of origin, or from Australia, that would allow them to travel to Sydney and work with Dr Eacott. In this case, the project and topic of research will be negotiated between Dr Eacott and the applicant, based on the applicant's area of expertise and the *relational* research programme. Dr Eacott will assess the potential applicant and project before committing to support the application.

Importantly, as Professor Pat Thomson (*Nottingham*) argues:

*If I am to supervise and/or mentor someone, then I want to know that there is something in what they have to offer that I think is worthwhile and interesting AND that can contribute to and extend the work that I and colleagues already undertake. I'm looking for potential synergies and for ways in which the proposed research will contribute to the research networks and centre [or group] of which I'm part.*

Therefore, if you are looking at applying for a doctorate / post-doc / honours with Dr Eacott, then it is expected that you articulate that there are these kinds of connections and you can only do this if you actually know what it is we do. Reading this document is a great start. So too is checking out [scotteacott.com](http://scotteacott.com). Significantly, it is recommended that potential students examine Dr Eacott's publications to gain a sense of the scope of his interests and expertise.

### *Funding for Scholarships / Fellowships*

UNSW assists researchers by providing many prestigious scholarships. These range from annual stipends, living allowances and coverage of tuition fee costs, as well as funding and supplements for travel. Further details can be found [here](#).

Opportunities for *Domestic* candidates include:

- Australian Postgraduate Award (APA)
- University Postgraduate Award (UPA)
- UNSW Research Excellence Awards (RE) – attached to an APA
- Faculty top ups – attached to APA or UPA

Opportunities for *International* candidates include:

- International Postgraduate Research Scholarship (IPRS)
- University International Postgraduate Award (UIPA)
- Tuition Fee Scholarship (TFS) plus Research Stipend
- UNSW / Home Country Joint Scholarships

### Government Scholarships / Fellowships

The Australian Government's *Endeavour Scholarships and Fellowships* are internationally competitive, merit-based scholarships provided to support citizens of the Asia-Pacific, the Middle-East, Europe and the Americas to undertake study and research in Australia. Applications for the 2018 round will open in April 2017 and **close 30 June 2017**. For further details can be found [here](#).

Dr Eacott also welcomes unfunded Higher Degree, including Honours, researchers wanting to work within the *relational* research approach and whose projects sit within the broad field of educational leadership, management and administration.

## Expectations

As with all research endeavours the team is performance based. It is about doing the work, producing new knowledge, primarily in the form of publications and other key dissemination activities (e.g. conference presentations).

As a **doctoral candidate** you would be expected to make a contribution to the team's activities, including publications, conference presentations, and seminar presentations. As a general rule, it is expected that at a minimum: candidates complete confirmation in year one, present at a conference in year two; publish a paper and present at a conference in years three and four. The exact level of contribution will be decided in negotiation with Dr Eacott. Doctoral candidates are also actively encouraged to contribute to the running of the annual symposium.

An **Honours candidate** is expected to make a contribution to the team's research activities, including publications, conference presentations and seminar presentations. As a general rule, it is expected that at a minimum: candidates will present one seminar, a paper at a conference and a publication (usually co-authored with Dr Eacott). Honours candidates are also actively encouraged to contribute to the running of the annual symposium.

## Our Facilities

The School of Education at the University of New South Wales is a research intensive school involved in many high-level projects at the national and international level. We have ongoing collaborations with external researchers and educators, governments, non-government organizations and industry as well as an active and multinational higher degree student community.

Hosted by the School of Education is the [Office of Educational Leadership](#) (OEL). Founded in 2009, the OEL stands among the leading collection of educational leadership and policy researchers in the country. National level benchmarking based on research productivity (e.g. publications) and impact (e.g. *h*-index), confirms the collective group of educational leadership researcher at UNSW as among the best, if not the best, in Australia.

## For Further Information

For more information about the *relational* research program, or opportunities to join team, please contact Dr Scott Eacott on [s.eacott@unsw.edu.au](mailto:s.eacott@unsw.edu.au)