



The *Relational* Research Program

Research Prospectus 2020

Advancing Relational Theorizing

Program Leader

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Chasing Ideas

Under the leadership of [A/Prof 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, A/Prof 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!

[A/Prof Eacott](#) is constantly seeking outstanding researchers to undertake doctoral, masters, or honours projects to continue our goal of changing the way people think and act. 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 Morven Brown Building on the Kensington Campus of the University of New South Wales. With support from the Educational Leadership and Policy Research Group and connections with the Gonski Institute for Education, 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 A/Prof Eacott have achieved success. Gladys Asuga secured a doctoral scholarship following her master's work and Kimbalee Hodges was awarded 1st 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. Channah Wainer was awarded a 2019 NSWIER Research Grant and Rachel Gallagher won a NSW IER Grant in 2014-2015. Most importantly, as an explicit part of building research team capacity, A/Prof 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 Scarlet Stemler; Joshua Moses; Gladys Asuga; Kimbalee Hodges; and Jan Morrison.

In summary, **Associate Professor 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, A/Prof 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 generative – rather than merely critical – space to theorize organizing.

New to the *relational* research program? A useful overview can be found in [Starting points for a *relational* approach to organization theory](#). An introductory overview can be found in [chapter two](#) of the new edited collection by Gabriele Lakowski, 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](#). The most comprehensive articulation of the *relational* program can be found in [Beyond Leadership: A Relational Approach to Organizational Theory in Education](#) (2018, Springer). See the Publications tab on [scotteacott.com](#) for many other papers and chapters mobilizing the *relational* approach. Ongoing work is currently being articulated at the moment in conference papers and empirical projects and will be published shortly.

A 2019 Special Issue of [Research in Educational Administration and Leadership](#) was dedicated to discussing the problems and possibilities of the *relational* approach as presented in *Beyond Leadership* (2018, Springer). A 2016 Special Issue of [Journal of Educational Administration and Foundations](#) is dedicated to discussing *Educational Leadership Relationally*.

The *relational* approach has attracted commentary and/or responses from many of the leading figures in the field, including (but not exclusively) Helen Gunter, Fenwick English, Izhar Optaka, Tony Bush, Megan Crawford, Ira Bogotch, Scott Bauer, Jean Pierre Elonga Mboyo, Chris Branson, Dawn Wallin, Gus Riveros, and David Gurr.

Contributing to the 'theory turn' in educational leadership ([Niesche, 2018](#)), the *relational* approach provides 'a useful model for in-depth epistemological and methodological inquiry' and a 'sophisticated analytic lens that includes not only the dominant paradigm but also alternative ones with which to understand scholarship in the field ([Kim, 2018](#)).

For those mobilizing the *relational* approach in a dissertation, thesis, or a paper, A/Prof Eacott has developed an indicative guideline for structuring your writing.

Table 1. A *relational* dissertation scaffold

Introduction	Ontological complicity	Problematizing language	Spatio-temporal conditions	Beyond analytical dualism	Productive theorizing	Conclusion
<p>Drawing on the work of Pat Thomson, the introduction needs to:</p> <p><u>Locate</u> the work in a broader (and international) dialogue on the topic.</p> <p><u>Focus</u> the paper on a specific topic / area that will be explored at depth.</p> <p><u>Argue</u> for a particular position. This argument should be signposted for the reader.</p> <p>This introduction should set up the problem, your argument, the markers of your thinking, and why it is significant / relevant. (This framing is recommended by Raewyn Connell for giving conference papers).</p>	<p>In detail, articulate your relations with the topic (construction of object) and their contribution to the thesis (construction of knowledge).</p>	<p>Reiterate the key words, concepts, labels and your relations with these keywords.</p>	<p>Discuss the significance of labels for how we understand the social world.</p>	<p>Discuss common analytical dualisms and the problems and possibilities of them for the topic.</p>	<p>Linking back to earlier, discuss role of existing theorizations and their legitimation and maintenance.</p>	<p>Balanced against the introduction, this section / chapter needs to:</p> <p>Reiterate the research problem, and why it is important;</p> <p>Explicitly argue for what your approach brings that is new to the field;</p> <p>How the work contributes to advancing knowledge claims in the field; and</p> <p>As a <i>relational</i> contribution, how it fits with other approaches and serves as an invitation to thinking with, through and where necessary against in the interests of advancing the field.</p>
	<p>Explicitly link the above with the key language of the topic (further picked up in next chapter/section) and its contribution to the argument.</p>	<p>Problematize the language of the topic. A useful resource is Locke & Golden-Biddle (1997).</p>	<p>Reiterate the contested nature of the topic and its language features and their underlying assumptions.</p>	<p>Problematize the analytical dualisms with particular reference to the topic and how they influence parallel monologues and/or productive theorizing.</p>	<p>Problematize the contemporary dialogue and debate and set up the potential for a generative contribution moving the topic forward in relation to others.</p>	
	<p>Articulate how relations are constitutive of and emergent from our image of organising (picked up in a later section).</p>	<p>Discuss the key words in relation to <i>spatio-temporal conditions</i> (e.g., why the topic now)</p>	<p>Discuss specific empirical examples demonstrating how <i>spatio-temporal conditions</i> are constitutive of and emergent from relations.</p>	<p>Use empirical examples of the topic(s) to argue for an approach that goes beyond analytical dualisms.</p>	<p>Use explicit examples from literatures and your own work to show the potential for generative contribution and recasting the topic.</p>	
	<p>Balance these claims against enduring analytical dualisms and a sense of superiority over alternatives.</p>	<p>Balance the claims against critique of analytical dualism (e.g., leadership v management)</p>	<p>Balance these claims against the critique of the universal / particular argument.</p>	<p>Balance these claims against how a focus on <i>relations</i> denies the original existence of dualisms.</p>	<p>Balance these claims against critiques that could be raised, anticipate the critiques and justify your claims.</p>	
	<p>Synthesize arguments of the chapter and stress the importance of confronting our ontological complicity with the world as it is and what it means to be an embedded and embodied <i>auctor</i>.</p>	<p>Synthesize arguments of the chapter and stress the importance of <i>spatio-temporal conditions</i> for language as an organizing feature of the social.</p>	<p>Synthesize arguments of the chapter and stress the importance of not creating analytical dualism to build your knowledge claims.</p>	<p>Synthesize arguments of the chapter and stress the importance of going beyond analytical dualisms to create the conditions necessary for generative theorizing.</p>	<p>Synthesize the arguments of the chapter and how they make a generative contribution to the topic and a fruitful direction for further inquiry.</p>	

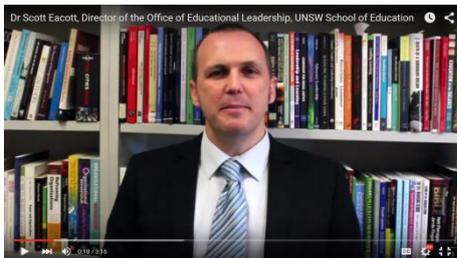
Award Winning Research



In 2019 A/Prof Eacott was listed on [The Educator's Hot List](#) for his contribution to educational leadership research.

This builds on his 2018 recognition as [the Australian field leading researcher](#) for educational administration. This is the latest in a series of research awards won by A/Prof Eacott.

[Educational leadership relationally](#) (2015, Sense) is the first book length articulation of the *relational* approach being advanced by A/Prof 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 A/Prof Eacott briefly discuss his work on the [UNSW School of Education](#) research YouTube space.

Key Group Activities Include

Regular Group Meetings

The internal research environment of the group is based around regular research meetings. These meetings can take many forms, including sharing working papers, reading the latest published research, and working with data from ongoing projects. In addition to increasing the scholarly quality and quantity of research produced, these meetings 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 2019 the focus is *Relational prospects: The problems and possibilities of relational thinking* and it is expected to lead to an edited collection with the [Relational Sociology](#) book series (Palgrave-MacMillan).

Group Leader

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Biography

Scott Eacott, PhD, is an Associate Professor and Deputy Head of School, Research 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). A/Prof 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.

A/Prof 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

- 2019 The Educator's Hot List, Contribution to educational leadership research
- 2018 Australia's leading researcher in the field of Educational Administration
The Australian Research Magazine ([link](#))
- 2018 Visiting Scholar, University of Saskatchewan (Canada)
- 2018 Visiting Scholar, Western University (Canada)
- 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)

Indicative Recent Publications

Books

- Eacott, S.** (2018). *Beyond leadership: A relational approach to organizational theory in education*. Singapore: Springer. <https://doi.org/10.1007/978-981-10-6568-2>
- Eacott, S.** (2015). *Educational leadership relationally: A theory and methodology for educational leadership, management and administration*. Rotterdam, The Netherlands: Sense Publishers. <https://doi.org/10.1007/978-94-6209-911-1>

Book chapters

- Eacott, S.**, & Riveros, G. (2020). Research methods in educational leadership. In S.J. Courtney, H.M. Gunter, R. Niesche, & T. Trujillo (Eds.), *Understanding educational leadership: critical perspectives and approaches*. London: Bloomsbury.
- Eacott, S.** (2020). The principalship as a social relation. In R. Niesche & A. Heffernan (Eds.), *Researching identity and subjectivity in educational leadership*. London: Routledge.
- Eacott, S.** (2020). How not to be seduced by common-sense. In J.S. Brooks, & A. Heffernan, (Eds.), *The school leadership survival guide: what to do when things go wrong, how to learn from mistakes, and why you should prepare for the worst*. Charlotte, NC: Information Age Publishing.
- Eacott, S.** (2019). Educational leadership research and the dismantling of public education: A relational approach. In J. Wilkinson, R. Niesche, & S. Eacott (Eds.), *Challenges for public education: Reconceptualising educational leadership, policy and social justice as resources for hope*. London: Routledge. <https://doi.org/10.4324/9780429436765>
- Eacott, S.** (2018). What if we flipped school leadership? In D.M. Netolicky, J. Andrews, & C. Paterson (Eds.), *Flip the system Australia*. London: Routledge. <https://doi.org/10.4324/9780429429620>
- Eacott, S.** (2018). Beyond the normative: theorizing maladministration relationally. In E. Samier & P. Milley (Eds.), *Maladministration in education: theories, research and critiques* (pp. 79-92). London: Routledge. <https://doi.org/10.4324/9781315150222>
- Eacott, S.** (2018). Relations, organising, leadership and education. In F. Dépelteau (Ed.), *The Palgrave Handbook of Relational Sociology* (pp. 641-661). New York, NY: Palgrave. https://doi.org/10.1007/978-3-319-66005-9_32
- Eacott, S.** (2017). Performance ≠ leadership: Shifting institutional research performance. In J. Brooks and A. Normore (Eds.), *The dark side of leadership: Identifying and overcoming unethical practice in organizations* (pp. 177-194). Bingley, UK: Emerald. <http://dx.doi.org/10.1108/S1479-366020160000026011>
- 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 organisations* (17-30). New York, NY: Routledge. <https://doi.org/10.4324/9781315646008>
- Eacott, S.** (2016). Demythologising 'leadership': the Trojan Horse of managerialism. In E. Samier (Eds.) *Ideologies and educational leadership* (pp. 159-175). London: Routledge. <https://www.routledge.com/products/9781138958586>
- Eacott, S.** (2016). Disrupting production: Seeding the practice of questioning. In A. Ellis (Ed.) *EdD as incubators for social justice leadership* (pp. 1-13). Rotterdam, The Netherlands: Sense Publishers. <http://dx.doi.org/10.1007/978-94-6300-396-4>
- Eacott, S.** (2016). Mobilizing Bourdieu to think anew educational leadership research. In M. Murphy & C. Costa (Eds.) *Theory as method: using Bourdieu in education research* (pp. 117-131). London: Routledge. <http://dx.doi.org/10.4324/9781315707303>
- 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. <http://dx.doi.org/10.4324/9781315739731>

Edited Special Issues

- Eacott, S.** (2019). The problems and possibilities of the *relational* research program. *Research in Educational Administration and Leadership*. <https://dergipark.org.tr/en/pub/real/issue/46944>
- Eacott, S.** (2016). Educational leadership relationally: Justifying relational approaches. *Journal of Educational Administration and Foundations*, 25(2), 1-70.

Refereed journal articles (higher degree researchers are underlined>

- Eacott, S.** (2019). Regional secondary school consolidation: theorizing an innovative model. *Discourse*. <https://doi.org/10.1080/01596306.2019.1636209>
- Eacott, S.** (2019). A *relational* approach to organizing education: insights from regional school reform. *Leading & Managing*, 25(2), 66-79.
- Eacott, S.** (2019). The *relational* approach and social epistemology: A rejoinder. *Research in Educational Leadership and Administration*, 4(1), 166-193. <https://doi.org/10.30828/real/2019.1.7>
- Eacott, S.** (2019). Starting points for a *relational* approach to organizational theory: An overview. *Research in Educational Leadership and Administration*, 4(1), 16-45. <https://doi.org/10.30828/real/2019.1.2>
- Eacott, S.** (2019). The problems and possibilities of the relational approach: an introduction to the special issue. *Research in Educational Administration and Leadership*, 4(1), 1-14. <https://doi.org/10.30828/real/2019.1.1>
- Eacott, S.** (2019). Regional secondary school consolidation: rationale and a study protocol. *Issues in Educational Research*, 29(3), 678-694.
- Eacott, S.** (2018). Social epistemology and the theory turn: A response to Niesche. *Journal of Educational Administration and History*, 50(4), 316-324. <https://doi.org/10.1080/00220620.2018.1508128>
- Eacott, S.** (2018). Ranting, raving, and complaining: reflections on working against the orthodoxy. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2018.1492025>
- Eacott, S.** (2018). Theoretical notes on a *relational* approach to principals' time use. *Journal of Educational Administration and History*, 50(4), 284-298. <https://doi.org/10.1080/00220620.2018.1478804>
- Eacott, S.** (2018). What is an output worth these days? The shifting value of academic labour. *Critical Studies in Education*, 59(2), 187-203. <http://dx.doi.org/10.1080/17508487.2016.1186708>
- Eacott, S.** (2017). School leadership and the cult of the guru: The neo-Taylorism of Hattie. *School Leadership & Management*, 37(4), 413-426. <http://dx.doi.org/10.1080/13632434.2017.1327428>
- Eacott, S.** (2016). Advancing the *relational* research program. *Journal of Educational Administration and Foundations*, 25(2), 59-70. [Link](#)
- Eacott, S.** (2016). Methodological notes on the study of educational administration and leadership relationally. *Journal of Educational Administration and Foundations*, 25(2), 3-14. [Link](#)

If you are applying for a doctorate, post-doctoral fellowship, or honours supervision with A/Prof 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 A/Prof Eacott, his research networks and the team he leads.

Reading List

The *relational* research program builds on a substantial and diverse body of existing knowledge. It integrates insights from French social theory (particularly that of Pierre Bourdieu), relational sociology (e.g., François Dépelteau, Pierpaolo Donati, Nick Crossley), philosophy, organizational studies, critical management studies, political science, public administration, history, and educational administration and leadership.

This reading list in the making contains texts explicitly engaging with the *relational* approach. As the body of literatures continues to grow, the intent is to eventually generate a database enabling online search, tagging, and entry.

Relational literature

- Bogotch, I., Bauer, S., & Su-Keene, E. (2019). New beginnings, repeated: The continuing search for educational leadership. *Research in Educational Administration and Leadership*, 4(1), 110-146. doi: <https://doi.org/10.30828/real/2019.1.5>
- Branson, C.M. & Marra, M (2019). Leadership as a relational phenomenon: What this means in practice. *Research in Educational Administration and Leadership*, 4(1), 81-108. doi: <https://doi.org/10.30828/real/2019.1.4>
- Bush, T. (2018). Relational leadership: New thinking or established ideas in “new clothes”. In S. Eacott, *Beyond leadership: A relational approach to organizational theory in education* (pp. 177-187). Singapore: Springer.
- Crawford, M. (2016). How can both scholars and school leaders engage with educational leadership from a relationally perspective?. *Journal of Educational Administration and Foundations*, 25(2), 53-59.
- Elonga Mboyo, J.P. (2019). Moving forward amidst the swirls: Reframing the relational approach as a step ‘beyond’ leadership. *Research in Educational Administration and Leadership*, 4(1), 47-79. doi: <https://doi.org/10.30828/real/2019.1.3>
- English, F.W. (2018). Relational goods, democracy, and the paradox of epistemic privilege. In S. Eacott, *Beyond leadership: A relational approach to organizational theory in education* (pp. 189-197). Singapore: Springer.
- Gunter, H.M. (2018). Advancing the intellectual development of the field. In S. Eacott, *Beyond leadership: A relational approach to organizational theory in education* (pp. 167-176). Singapore: Springer.
- Gurr, D.M. (2019). Educational leadership research: is there a compelling reason to change? *Research in Educational Administration and Leadership*, 4(1), 148-164. doi: <https://doi.org/10.30828/real/2019.1.6>
- Kim, T. (2018). Beyond leadership – a relational approach to organizational theory in education. *Journal of Educational Administration and History*, 50(4), 399-400.
- MacDonald, K. (2019). Book review: Beyond leadership: a relational approach to organizational theory in education. *Leading & Managing*, 25(2).
- Mombourquette, C., & Sproule, L. (2019). Book review: Beyond leadership: a relational approach to organizational theory in education. *Canadian Journal of Educational Administration and Policy*, 188, 108-111.
- Oplatka, I. (2016). Educational administration and the relational approach: Can we suffice contextual-based knowledge production? *Journal of Educational Administration and Foundations*, 25(2), 41-52.
- Palmero, J. (2018). Beyond leadership – a relational approach to organizational theory in education. *Journal of Organizations and Educational Leadership*, 4(2), 3.
- Riveros, G. (2016). Thinking relationally about the ‘school leader’. *Journal of Educational Administration and Foundations*, 25(2), 15-24.
- Wallin, D. (2016). Productive conversations from a feminist perspective. *Journal of Educational Administration and Foundations*, 25(2), 25-40.

Current Projects

Below is a list of projects that A/Prof Eacott is **currently recruiting researchers** for:

High-impact school leadership, relations, and context

Each year millions of dollars are invested in rolling-out specific leadership techniques and structures despite few studies showing rigorous and robust evidence of the impact of such activities in context. In the absence of such data, significant reforms and policy interventions have frequently been limited to one-size-fits-all approaches imported from 'successful' locations elsewhere as though context is irrelevant. The failure of this approach to improve outcomes means the question of how to prepare, develop and support school leaders for high-impact remains one of fundamental significance internationally. Working with the *relational* approach, this project offers a framework for school leadership with a contextual-embedded perspective that posits standards for high-impact as the central focus rather than specific techniques or structures.

School consolidation reforms

Educational equity, access and quality in regional, rural and remote centres have emerged as serious social problems in an age of economic and social disparity and instability. This project focuses on how these problems are being redefined via education reforms seeking to 'lead' under-engaged and/or under-achieving populations through school consolidation reforms. Mobilising the *relational* approach, this project proposes that these reforms articulate a new set of relations between education and communities and aims to provide a better understanding of this dynamic. It aims to theorize the relations among educational, social, economic, geographic, and historical factors influencing the consolidation of schools.

School autonomy and instructional leadership

Since at least the 1960s almost all education systems in western democratic societies have implemented some degree of reform concerned with devolution, decentralisation, and/or autonomy. Specific examples include free schools in England and Sweden, charter schools in the USA, not to mention the growth of for-profit providers running schools in India, Arica, and New Zealand. This project asks, 'what does school leadership look like after autonomy?' with particular reference to instructional leadership. Mobilising the *relational* approach, it is the contention of this work that autonomy re-casts administrative labour in schools in ways that orthodox approach to educational leadership research cannot capture.

Got another idea? We are willing to listen

A/Prof Eacott is always open to hearing different ideas for projects. The most importantly factor is your willingness to mobilise his *relational* methodology in your project. If that is the case, feel free to reach out and start a discussion about potential supervision / collaboration.

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 Morven Brown 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 A/Prof Eacott. In this case, the project and topic of research will be negotiated between A/Prof Eacott and the applicant, based on the applicant's area of expertise and the *relational* research program. A/Prof 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 research program with A/Prof 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. Significantly, it is recommended you examine A/Prof 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

A/Prof 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 A/Prof Eacott. Doctoral candidates are also actively encouraged to contribute to the running of the annual symposium.

A **masters candidate** is expected to make a contribution to the Group's 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 (possibly co-authored with A/Prof Eacott). Masters candidates are 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 A/Prof Eacott). Honours candidates are also actively encouraged to contribute to the running of the annual symposium.

As a **research intern** you would be expected to complete tasks in a timely manner (and with quality) contributing to a publication, conference presentation, and/or funding application. You would also be encouraged to participate in Group meetings.

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.

For Further Information

For more information about the *relational* research program, or opportunities to join team, please contact A/Prof Scott Eacott on s.eacott@unsw.edu.au