

# High-impact school leadership, relations, and context

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Lab Meetings are 09:00-10:30 each **Tuesday**  
in A/Prof Eacott's office [G15 Morven Brown]



Timing	Content	Process	Product
Week 0	<ul style="list-style-type: none"> <li>Project Description: High-impact school leadership, relations &amp; context</li> </ul>	<ul style="list-style-type: none"> <li>Read the project description to understand scope of the work.</li> </ul>	
Week 1 18 Feb	<ul style="list-style-type: none"> <li>Eacott, S. (2019). <a href="#">Starting points for a relational approach to organizational theory: an overview</a>. <i>Research in Educational Administration and Leadership</i>, 4(1), 16-45.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing the stimulus article and the writing template for using the <i>relational</i> approach</li> </ul>	<ul style="list-style-type: none"> <li>A summary of the <i>relational</i> methodology (the five <i>relational</i> extensions [RE1-5]) and the key concepts of <i>auctor</i>, <i>organizing activity</i> and <i>spatio-temporal conditions</i></li> </ul>
Week 2 25 Feb	<ul style="list-style-type: none"> <li>Data: Interview transcripts</li> </ul>	<ul style="list-style-type: none"> <li>Analysing interview data to establish what the reform means to participants.</li> </ul>	<ul style="list-style-type: none"> <li>A short summary of how participants perceive the reform and supporting quotes [RE1]</li> </ul>
Week 3 03 Mar	<ul style="list-style-type: none"> <li>Data: Interview transcripts</li> </ul>	<ul style="list-style-type: none"> <li>Analysing across data sets (leaders, staff, parents) to problematize the ways in which the reform is perceived</li> </ul>	<ul style="list-style-type: none"> <li>A short summary of how participants perceive the reform and supporting quotes [RE2]</li> </ul>
Week 4 10 Mar	<ul style="list-style-type: none"> <li>Data: Composite data on school performance</li> </ul>	<ul style="list-style-type: none"> <li>Integrative analysis of all data and summaries</li> </ul>	<ul style="list-style-type: none"> <li>A short summary of how contemporary conditions are constitutive of/emergent from the image of organising [RE3]</li> </ul>
Week 5 17 Mar	<ul style="list-style-type: none"> <li>Data: Summaries, transcripts, questionnaires, school/systemic data</li> </ul>	<ul style="list-style-type: none"> <li>Revising summaries through <i>auctor</i>, <i>organising activity</i>, and <i>spatio-temporal conditions</i></li> </ul>	<ul style="list-style-type: none"> <li>A short summary of how the <i>relational</i> concepts overcome analytical dualism [RE4]</li> </ul>
Week 6 24 Mar	<ul style="list-style-type: none"> <li>Data: Summaries, transcripts, questionnaires, school/systemic data</li> </ul>	<ul style="list-style-type: none"> <li>Revising summaries through <i>auctor</i>, <i>organising activity</i>, and <i>spatio-temporal conditions</i></li> </ul>	<ul style="list-style-type: none"> <li>A short summary of how the <i>relational</i> concepts allow for a generative contribution [RE5]</li> </ul>
Week 7 31 Mar	<ul style="list-style-type: none"> <li>Initial draft report</li> </ul>	<ul style="list-style-type: none"> <li>Draft a presentation of the case study</li> </ul>	<ul style="list-style-type: none"> <li>Draft case study</li> </ul>
Week 8 07 April	<ul style="list-style-type: none"> <li>Draft case study</li> </ul>	<ul style="list-style-type: none"> <li>Revising case study for presentation</li> </ul>	<ul style="list-style-type: none"> <li>Revised case study for presentation</li> </ul>
Week 9 14 April	<ul style="list-style-type: none"> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Presenting case study at Lab Meeting and/or School Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Revising final report for case study</li> </ul>
Week 10 28 April	<ul style="list-style-type: none"> <li>Final report</li> </ul>	<ul style="list-style-type: none"> <li>Revising, refining and submitting report</li> </ul>	<ul style="list-style-type: none"> <li>Final report delivered</li> </ul>

## A framework for mobilising the *relational* approach in a dissertation or paper

Introduction	Ontological complicity	Problematizing language	<i>Spatio-temporal conditions</i>	Beyond analytical dualism	Productive theorizing	Conclusion
<p>Drawing on the work of <a href="#">Pat Thomson</a>, 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 <a href="#">Raewyn Connell</a> for giving conference papers).</p>	<p>In detail, articulate your relations with the topic (construction of object) and their contribution to the argument (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 legitimization and maintenance.</p>	<p>Balanced against the introduction, this section / chapter needs to:</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 <a href="#">Locke &amp; Golden-Biddle (1997)</a>.</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 generative contributions for moving the topic forward in relation to others.</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>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>How the work contributes to advancing knowledge claims in the field; and</p> <p><i>As a 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>Balance these claims against the establishment of analytical dualisms (e.g., relativism / realist) 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>actor</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>	