

SIMON FRASER UNIVERSITY

Education 439-4

Educational Administration: Theory and Practice

Fall Semester 1989
Sept. 5 - Dec. 15
Thursdays, 4:30 - 8:20 P. M.
Location: MPX 8620

Instructor: N. Robinson
Office: MPX 8666
Phone: 291-4165

Course Description

Education 439 is designed as an introduction to the world of educational administration. Students who take this course can expect to gain a broad, general understanding of how education is administered in Canada, and more particularly, in British Columbia.

Students who complete this course should come away from the course experience with a more intelligent and insightful understanding of both the dynamics of school operations and the social and political environment in which schools function. Students will gain insights into the politics of education, the economics of education, and the social and legal factors influencing education. Particular emphasis will be given to the study of organizational behaviour in schools.

A variety of course experiences will be offered to emphasize both knowledge acquisition and the development of administrative skills. These experiences will include individual study and research, lectures, small group discussions, and class projects. Extensive use will be made of case studies, role plays, simulations and filmed materials.

Education 439 is a particularly valuable course for those students who are planning to become school principals, vice-principals, superintendents of schools or senior officials in the Ministry of Education. The course is particularly essential for those students who are planning to undertake graduate studies in educational administration. It provides a broad foundation for graduate work.

Prerequisites

Education 401/402 or equivalent.

Course Readings

Readings for the course will be distributed by the instructor at the beginning of the course.

Course Assignments and Grade Contracting

Assignments for the course are of four kinds:

1. Regular class preparation. Every student will have required reading assignments for each class session along with additional preparatory work assigned, e.g. case studies, role plays.
2. Critique. Each student will choose an article from the literature on a topic in educational administration. The student will provide a synopsis and critique of the article, emphasizing its relevance and value to the practice of educational administration. The synopsis and critique should not exceed four to five pages. A copy of the article should be submitted with the synopsis and critique.
- 3a. In-class presentation. A student may choose to give a brief (20 minute) in-class presentation on a relevant course topic that will be chosen after discussion with the instructor.
- or
- 3b. Book Review. A student may choose to do a book review of 7 to 8 pages on a recent significant book in education.
4. Term Paper. Each student will prepare a term paper of medium length (8 to 10 pages) which will centre on a topic of significance in educational administration. The focus and form of the paper will be determined by each student after consultation with the instructor.

Mark distribution for the course assignments is as follows:

<u>Requirement</u>	<u>Mark Percentage</u>
Regular class preparation	35%
Critique	15
In-class presentation or book review	25
Term paper	25

Each student may contract for the grade desired. Students who wish to contract for a grade at the C level will be required to do assignments 1 and 2.

The grade awarded at the C level (C-, C or C+) will depend upon the quality of work done at this level.

Students who wish to contract for a grade at the B level will do assignments 1, 2 and 3. The grade awarded at the B level (B-, B or B+) will depend upon the quality of work done at this level.

Students who wish to contract for a grade at the A level will do assignments 1, 2, 3 and 4. The grade awarded at the A level (A-, A or A+) will depend upon the quality of work done at this level.

Course Topics

The Social Context of Education in Canada

1. Public attitudes toward education
2. Purposes of schooling
3. Historical development of education in Canada (with particular reference to British Columbia)
4. The administrative labyrinth of Canadian education
5. Major issues in education in Canada

The Organization and Administration of Schools in Canada

6. The formal and informal organization of schools
7. Administrative roles and responsibilities in schools
8. Leadership in schools
9. Groups and group processes in schools
10. The teacher in the school
11. The student in the school
12. Home-school relationships

The Political Context of Education in Canada

13. The federal government and education
14. The provincial government's role in education
15. The school district's role in education
16. Interest groups in education
17. Community involvement in education

The Legal and Financial Context of Education

18. Law and education
19. Financing education in Canada

Special Issues Facing Educational Leaders Today

20. Global issues
21. National/provincial issues
22. Province/school system issues
23. Community/school issues