

**SPECIAL TOPICS: THEORY AND PRACTICE OF EDUCATIONAL ADMINISTRATION**

Spring, 1988  
Thursdays, 4:30 - 8:20  
Location: MPX 8542

Instructor: Dr. Norman Robinson  
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**Prerequisite:** Educ. 401/402 or equivalent.

**Course Purposes:**

Education 485 is designed as an introduction to the world of educational administration. Students who take this course can expect to gain a good broad understanding of how education is administered in Canada, and more particularly, in British Columbia.

Students will gain insights into the politics of education, the economics of education, the social factors affecting education and legal factors influencing education. Above all, students will gain insight into how schools and school districts really operate.

Students who complete this course should come away from the experience with a more intelligent and insightful understanding of schools and the social and political environment in which they operate.

Education 485 is a particularly valuable course for those students who are hoping to become school principals, school vice-principals, superintendents of schools or to hold administrative positions in school districts or the Ministry of Education.

Education 485 is particularly essential for those students who are planning to do graduate studies in educational administration. It provides a broad foundation for graduate work.

**Course Experiences:**

A variety of course experiences will be offered. These 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.

**Course Readings:**

Course readings will be distributed by the instructor throughout the course.

**Course Assignments:**

Assignments for the course are of five kinds.

1. Regular Class Preparation: Every student will have required reading assignments for each class session along with any additional preparatory work assigned.
2. Special Class Work: During the course individual students or groups of students will be given extra readings for which they will have special responsibility. In addition, individual students will be given special responsibilities from time to time, e.g., chairing a group discussion, etc.
3. 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. This synopsis and critique should not exceed four to five pages.

A copy of the article should be submitted with the synopsis and critique.

4. In-Class Presentation: A student may choose to give a brief (15 minute) in-class presentation on a relevant course topic that will be chosen by the instructor.

or

Book Review: A student may choose to do a book review of 7-8 pages on a recent significant book in education.

5. Term Paper: Each student will prepare a term paper of medium length (6 to 9 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:

Mark distribution for the course assignment is as follows:

<u>Assignment</u>	<u>Mark Percentage</u>
Regular class preparation/Special Class Work	40%
Critique	15%
In-Class presentation <u>or</u> Book review	20%
Term paper	25%

### Course Topics:

#### The Social Context of Education in Canada

1. Public attitudes toward education.
2. Purposes of education.
3. Historical development of education in Canada/with particular reference to British Columbia).
4. The administrative labyrinth of Canadian education.
5. Major issues to 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 provincial government's role in education.
14. The school district's role in education.
15. Interest groups in education.
16. Community involvement in education.

#### The Legal and Financial Context of Education

17. Law and education.
18. Financing education in Canada (with particular reference to B.C.)

#### Special Issues Facing Educational Leaders Today

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