

EDUCATION 487-4

Introduction to the Theory and Practice of Educational Administration

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The primary objective of this course is to provide an overview of current theory and practice in the administration of education in B.C.. Although the primary focus will be on school-level administration, some attention will be paid to district and provincial levels. The following chart shows topics to be covered.

FOCUS	LEVEL		
	I SCHOOL	II SCHOOL DISTRICT	III PROVINCE
A. As WORKPLACE	1. climate 2. decisionmaking 3. collegiality	1. teacher associations	1. policies 2. professionals
B. As COMMUNITY SERVICE	1. parents and teachers 2. accountability	1. interest groups 2. representation 3. finance	1. goals 2. equality of opportunity
C. As INSTRUCTIONAL SETTING	1. effectiveness 2. styles	1. school autonomy 2. effectiveness	1. programs 2. student achievement
D. As INSTITUTION	1. leadership 2. policies	1. leadership 2. policies	1. inter- governmental relations

The requirements for students taking the course for credit include a term paper (5-8 pages; 2,000 words approx., worth about 40%), several in-class quizzes on reading material, about 30%, and presentations to the class, worth about 30% of the final grade.

The course will be of particular interest to students with some teaching or other experience in schools; it is also a useful preparatory course for graduate work in educational administration.

TEXT: Martin, W. and Macdonell, A. Canadian Education: A Sociological Analysis. Prentice-Hall of Canada, Scarborough, Ont., 1982.

