

EDUCATION 486-4

Educational Administration: Theory and Practice

Spring, 1989
Tuesday Evenings
4:30 - 8:20
Location: MPX 7504

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

CALENDAR DESCRIPTION OF THE COURSE:

Provides an introduction to the study of educational administration. Topics covered include the organization and administration of education in Canada, the political context of education, social factors influencing education, educational finance, and legal issues in education. Emphasis is placed on both knowledge acquisition and skill development. Practice is provided in the solution of administrative problems in education.

PREREQUISITES:

Education 401/402 or equivalent.

COURSE OBJECTIVES:

1. To provide a broad, general understanding of the social, political, economic and legal context in which education functions in Canada.
2. To provide a general understanding of the social dynamics of organizational behavior in schools and school districts.
3. To develop basic skills in administrative problem solving in education.
4. To provide simulated experiences for students contemplating careers in educational administration.
5. To provide a knowledge and skill base for students who are planning to undertake graduate study in educational administration.

COURSE DESCRIPTION:

Education 486 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 behavior 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 486 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.

COURSE READINGS:

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

COURSE REQUIREMENTS:

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 requirements 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 |

COURSE TOPICS

The Social Context of Education in Canada

1. Public attitudes towards 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 social 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 governments 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

READING LIST (Selected Titles)

Boyan, N. J. (Editor). (1988). Handbook of research on educational administration. New York: Longmans.

Campbell, R. F., Corbally, J. E. & Nystrand, R. O. (1983). Introduction to educational administration (6th edition). Boston: Allyn and Bacon.

Gue, L. R. (1985). An introduction to educational administration in Canada (second edition). Toronto: McGraw-Hill Ryerson.

- Haller, E. J., & Strike, K. A. (1986). An introduction to educational administration: Social, legal and ethical perspectives. New York: Longmans.
- Hoy, W. K., & Miskel, C. G. (1987). Educational administration (Third edition). New York: Random House.
- Hodgkinson, C. (1978). Towards a philosophy of administration. Oxford: Basil Blackwell.
- Kindred, L. W., Bagin, D., & Gallagher, D. R. (1984). The school and community relations. Englewood Cliffs, N. J.: Prentice-Hall.
- MacKay, W. A. (1984). Education law in Canada. Toronto: Edmond Montgomery.
- McPherson, R. B., Crowson, R. L., & Pitner, N. J. Managing uncertainty: Administrative theory and practice in education. Columbus: Charles E. Merrill.
- Manley-Casimir, M. E., & Sussel, T. A. (1986). Courts in the classroom. Calgary, Alberta: Detselig.
- Martin, W. B. W., & Macdonell, A. J. (1982). Canadian education (Second edition). Scarborough: Prentice-Hall.
- Morris, V. C., Crowson, R. L., Porter-Gehrie, C., & Hurwitz, E. (1984). Principals in action: The reality of managing schools. Columbus: Charles E. Merrill.
- Owens, R. G. (1987). Organizational behavior in education. Englewood Cliffs, N.J.: Prentice-Hall.
- Saxe, R. W. (1986). School-community interaction. Berkeley: McCutchan.
- Sergiovanni, T. J., Burlingame, M., Coombs, F. D., & Thurston, P. W. (1980). Educational governance and administration. Englewood Cliffs, N.J.: Prentice-Hall.
- Silver, P. A. (1983). Educational administration: Theoretical perspectives on practice. New York: Harper and Row.
- Wiles, J., & Bondi, J. (1983). Principles of school administration: The real world of leadership in schools. Columbus: Charles E. Merrill.
- Wirt, F. M., & Kirst, M. W. (1982). Schools in conflict. Berkeley: McCutchan.