



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Concepts and Theories in Educational Management

| Subject | Cat-nbr | Class | Term | Mode | Units | Campus |
|---------|---------|-------|---------|------|-------|-----------|
| EDU | 8311 | 86777 | 1, 2009 | ONC | 1.00 | Toowoomba |

| | |
|-----------------------------------|----------------------------|
| Academic group: | FOEDU |
| Academic org: | FOE003 |
| Student contribution band: | National Priority Teaching |
| ASCED code: | 070303 |

STAFFING

Examiner: Dorothy Andrews
Moderator: Joan Conway

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)
Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

RATIONALE

This course provides a critical introduction to some major paradigms and theoretical concepts in the field of educational administration and examines their relevance to the administration of educational institutions. The course is intended to serve a double function. It stands in its own right as a treatment of basic theoretical ideas and frameworks in educational administration. In addition, it serves as a backdrop to courses such as EDU8312 and EDU8314, other courses in the educational administration core specialisation of the Master of Education. Underlying the course is the assumption that an understanding of theoretical knowledge in the field of educational administration will assist administrators to become more effective in their roles. The complexity of the administrative role is such that practical experience needs to be augmented by an understanding of educational administration as a field of study. Students are encouraged to reflect on their own experience in the light of the theoretical knowledge to which they are introduced. Thus the course is intended to assist them achieve an integration of their experience with formal knowledge about educational administration. Such an approach, it is believed, will provide students with a firm foundation for their future professional development as educational administrators.

SYNOPSIS

This course introduces the field of educational administration largely through perspectives drawn from the field of organisation theory. Students are introduced to the development of thought in the field of educational administration and to a study of the two major paradigms; the functionalist and interpretive paradigms. Students are then introduced to the concept of a post-modern

organisation and explore the post-modernist perspective on organisation theory. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. understand the historical evolution of educational administration (Assignment 1)
2. understand the theoretical frameworks that have significantly influenced the evolution of educational administration (Assignments 1 and 2)
3. assess the nature of the relationship between theories of educational administration and administrative practice (Assignments 1 and 2)
4. appreciate the significance of educational administration as a field of academic study and professional preparation. (Assignments 1 and 2)

TOPICS

| Description | Weighting (%) |
|--|---------------|
| 1. Development of Thought in Educational Administration | 25.00 |
| 2. The functionalist paradigm | 25.00 |
| 3. The interpretive paradigm | 25.00 |
| 4. Social theory with specific reference to post-modernism | 25.00 |

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Beare, H 1989, *Educational administration in the 1990's*, Australian Council for Education, Launceston.

(T.S.I.T.)

Bolman, LG & Deal, TE 2003, *Reframing organizations: artistry, choice and leadership*, 3rd edn, Jossey Bass, San Francisco.

Morgan, G 2006, *Images of organization*, Sage, Thousand Oaks, California.
(updated edn)

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information
<http://www.usq.edu.au/library>. The gateway to education resources is here:
<http://www.usq.edu.au/library/faculties/education/default.htm>

Campbell, R & Gregg, R (eds) 1957, *Administrative behavior in education*, Harper & Row, New York.

Cunningham, LL, Hack, WG & Nystrand, RD 1977, *Educational administration: the developing decades*, McCutchan, Berkeley.

(Proceedings of a Career Development Conference)

Hasenfeld, Y 1983, *Human service organizations*, Prentice Hall, Englewood Cliffs.

Hasenfeld, Y (ed) 1992, *Human services as complex organizations*, Sage Publications, Newbury Park.

Hodgkinson, C 1978, *Towards a philosophy of administration*, Basil Blackwell, Oxford.

Limerick, D, Cunningham, B & Crowther, F 2002, *Managing the new organisation*, Allen & Unwin, St Leonard's NSW.

Mintzberg, H 1983, *Structure in fives: designing effective organizations*, Prentice-Hall, Englewood Cliffs.

Murphy, J & Seashore, K (ed) 1999, *Handbook of research on educational administration*, Longman, New York.

Owens, RG 2007, *Organizational behavior in education*, 9th edn, Pearson, Boston.

Sergiovanni, TJ 2001, *The principalship: a reflective practice perspective*, 4th edn, Allyn & Bacon, Boston.

Silver, P 1983, *Educational administration: theoretical perspectives on practice and research*, Harper & Row Publishers, New York.

STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY | HOURS |
|----------------|-------|
| Assessments | 45.00 |
| Directed Study | 65.00 |
| Private Study | 55.00 |
| Workshops | 6.00 |

ASSESSMENT DETAILS

| Description | Marks out of | Wtg (%) | Due date |
|---------------------------|--------------|---------|-----------------------------|
| ASSIGNMENT 1 - 3000 WORDS | 50.00 | 50.00 | 24 Apr 2009 (see note 1) |
| ASSIGNMENT 2 - 3000 WORDS | 50.00 | 50.00 | 19 Jun 2009 |

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
To maximise their chances at satisfying the objectives of the course, students are strongly encouraged to attend and actively participate in the course workshops (NB: 3 x 2 hr workshops).
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.