Description: Concepts and Theories in Educational Management

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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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<td>10867</td>
<td>1, 2002</td>
<td>EXT</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070303

STAFFING
Moderator: Dorothy Andrews

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 88052 and 88053, the remaining 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. This complexity, moreover, has increased in recent years as the context in which educational administrators function has undergone extensive change. Through introducing students to basic theoretical frameworks, concepts and ideas, the course is intended to help students organise their own thinking about the nature of educational administration. 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. The first of four modules focuses upon the development of thought in the field of educational administration. Modules 2 and 3 introduce two major paradigms, the functionalist and interpretive paradigms. Module 4 introduces
the concept of a post-modern organisation and discusses the postmodernist perspective on organisation theory.

OBJECTIVES
On successful completion of this course students will be able to:

- understand the historical evolution of educational administration;
- understand the theoretical frameworks that have significantly influenced the evolution of educational administration;
- assess the nature of the relationship between theories of educational administration and administrative practice;
- appreciate the significance of educational administration as a field of academic study and professional preparation;

TOPICS

<table>
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<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Module 1: THE DEVELOPMENT OF THOUGHT IN EDUCATIONAL ADMINISTRATION: + Making sense of Educational Admin through theory; + Theory about theory; + Historical overview of Educational Administration.</td>
<td>25.00</td>
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<tr>
<td>2. MODULE 2: THE FUCTIONALIST PARADIGM: + An introduction to the functionalist paradigm; + Rational -technical approaches; + Organic Approaches; + Political Science Approaches; some emergent approaches.</td>
<td>25.00</td>
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<tr>
<td>3. MODULE 3: THE INTERPRETIVE PARADIGM + Introducing the Interpretive Paradigm + The interpretive paradigm in the study of organisation + Approaches within the interpretive paradigm</td>
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<tr>
<td>4. MODULE 4: THE NEW SOCIAL THEORY WITH SPECIFIC REFERENCE TO POST-MODERNISM: + The post-industrial society + Postmodernism and the work of Jean-Francois Lyotard + Postmodernism and organisational analysis</td>
<td>25.00</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:
Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


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.


Campbell, Roald and Gregg, Russell (eds) "Administrative Behavior in Education" New York Harper and Row 1957.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
<td>85</td>
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<td>Private Study</td>
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ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<td></td>
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<td>(see note 1)</td>
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<td>(see note 2)</td>
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</tbody>
</table>
NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS
1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3 Summative assessment items will be given a numerical score.
4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5 All assessment items must be attempted/submitted. Each Assessment item must be passed.
6 If assignments are submitted after the due date without an approved extension of time, a penalty of 10% of the mark awarded by the examiner for the assessment item will apply for each day late.