Description: Concepts and Theories in Educational Management

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>EDU</td>
<td>8311</td>
<td>30740</td>
<td>1, 2004</td>
<td>EXT</td>
<td>1.00</td>
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Academic group: FOEDU  
Academic org: FOE003  
Student contribution band: 1  
ASCED code: 070303

STAFFING
Examiner: Dorothy Andrews  
Moderator: Louise Alexander

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 EDU 8312 and EDU 8314, 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. 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>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>Module 1: THE DEVELOPMENT OF THOUGHT IN EDUCATIONAL ADMINISTRATION:</td>
<td>25.00</td>
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<tr>
<td>1.1. Making sense of Educational Admin through theory;</td>
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<td>1.2. Theory about theory;</td>
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<td>1.3. Historical overview of Educational Administration.</td>
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<tr>
<td>Module 2: THE FUNCTIONALIST PARADIGM:</td>
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<tr>
<td>2.1. An introduction to the functionalist paradigm;</td>
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<td>2.2. Rational -technical approaches;</td>
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<td>2.3. Organic Approaches;</td>
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<td>2.4. Political Science Approaches; some emergent approaches.</td>
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<td>Module 3: THE INTERPRETIVE PARADIGM:</td>
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<tr>
<td>3.1. Introducing the Interpertive Paradigm</td>
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<tr>
<td>3.2. The interpretive paradigm in the study of organisation</td>
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<tr>
<td>3.3. Approaches within the interpretive paradigm</td>
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4. MODULE 4: THE NEW SOCIAL THEORY WITH SPECIFIC REFERENCE TO POST-MODERNISM:

4.1. The post-industrial society

4.2. Postmodernism and the work of Jean-Francois Lyotard

4.3. Postmodernism and organisational analysis

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).


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.


**STUDENT WORKLOAD REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>60.00</td>
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<tr>
<td>Directed Study</td>
<td>85.00</td>
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<td>Private Study</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSAY 1 - 4000 WORDS</td>
<td>50.00</td>
<td>50.00</td>
<td>23 Apr 2004</td>
</tr>
<tr>
<td>ESSAY 2 - 4000 WORDS</td>
<td>50.00</td>
<td>50.00</td>
<td>11 Jun 2004</td>
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**IMPORTANT ASSESSMENT INFORMATION**

1 Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

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 (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 10% of the mark awarded by the examiner for the assessment item will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

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 (or grades) 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.

**ASSESSMENT NOTES**

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 All assessment items must be attempted/submitted. Each assessment item must be passed.

4 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

5 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.