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>
</tr>
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<tbody>
<tr>
<td>EDU</td>
<td>8311</td>
<td>63011</td>
<td>1, 2007</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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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.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Development of Thought in Educational Administration</td>
<td>25.00</td>
</tr>
<tr>
<td>2. The functionalist paradigm</td>
<td>25.00</td>
</tr>
<tr>
<td>3. The interpretive paradigm</td>
<td>25.00</td>
</tr>
<tr>
<td>4. Social theory with specific reference to post-modernism</td>
<td>25.00</td>
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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.


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

(Proceedings of a Career Development Conference)


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**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>45.00</td>
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<tr>
<td>Directed Study</td>
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</tr>
<tr>
<td>Private Study</td>
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<td>Workshops</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>
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<tbody>
<tr>
<td>ASSIGNMENT 1 - 4000 WORDS</td>
<td>50.00</td>
<td>50.00</td>
<td>23 Apr 2007</td>
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<tr>
<td>ASSIGNMENT 2 - 4000 WORDS</td>
<td>50.00</td>
<td>50.00</td>
<td>18 Jun 2007</td>
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</table>

**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:

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CRICOS: QLD 00244B | NSW 02225M
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 complete and submit all of the summative assessment items and 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.

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

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

OTHER REQUIREMENTS

1 IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.