

2009-3



SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

EDUCATION 815
Administrative Processes
(Enroll # 12202)

Fall Semester 2009

Instructor: Dr. Robin Brayne

Meeting Dates: September 11/12; 25/26
October 16/17
November 13/14; 27/28
Times: Fridays: 4:00-9:00 pm
Saturdays: 9:00-4:00 pm

Office: SFU Surrey, 15 floor
15-360

Telephone: Office: 778 782 8561
Home: 604 228 9741
Cellular: 604 551 4192
Facsimile: 778 782 8119

Location: SFU Surrey

Email: rbrayne@sfu.ca

Room: SUR 3010

COURSE DESCRIPTION

EDUC 815-5: Administrative Processes is an introduction to educational administration. It provides course participants with an introduction to a sampling of basic concepts, theoretical foundations, practices and terminology/language of educational administration.

The course content - together with considerations of issues, ideas, controversies, problems and practices associated with educational administration - is intended to have an explicitly British Columbian focus. Class topics, assigned readings, assignments and discussions will be organized around the following major themes:

- ❑ The nature of public administration
- ❑ Theoretical foundations of organization and management
- ❑ Trends, mindsets and education priorities influencing educational administration
- ❑ Legislative and common law framework of education law
- ❑ Financial planning frameworks
- ❑ Management of human resources
- ❑ Accountability frameworks and policies

COURSE DELIVERY AND EXPECTATIONS

The course will utilize a variety of instructional approaches – lectures, class discussions, guest speakers, case studies, and collaborative group activities. It is intended that the course be informative and interactive, and capitalize upon the cumulative knowledge, experience, and thoughtful reflections and interpretations of class participants.

The instructor and guest speakers will be responsible for introducing key topics and course materials; providing introductory, orienting, and summarizing constructs and frameworks; and guiding class discussions. Participants are expected to devour all assigned readings, attend all class meetings, and contribute thoughtfully and continuously to class discussions.

COURSE TEXTBOOK

Levin, Benjamin, Jon Young and D Wallin (2007). *Understanding Canadian Schools*. Toronto: Nelson

Additional readings are noted in the course schedule and available online

Additional readings will be distributed throughout the course

COURSE SCHEDULE [may vary modestly]

September 11/12: Foundations

- ❑ Introductions, course overview, and review of readings, presentations and class assignments
- ❑ Scenarios of schooling
- ❑ What is public administration?
- ❑ Public bureaucracy
- ❑ Comparing public and private sector administration
- ❑ Organization theory: the structural and human relations foundations; systems theory

Pre-reading for September 11/12:

- Levin, Benjamin, Jon Young and Dawn Wallin (2007). *Understanding Canadian Schools*. Toronto: Nelson [**Chapter 1 and 2**]

September 25/26: Contexts

- ❑ Carry over from First class meeting (if necessary)
- ❑ Patterned relationships: the organization of public education
- ❑ Social, political, and educational trends influencing educational administration
- ❑ Current educational priorities
- ❑ Management and governance mindsets; new public management and managerialism

- Politics and educational administration: the management of differences

Pre-reading for September 25/26:

- Levin, Benjamin, Jon Young and Dawn Wallin (2007). *Understanding Canadian Schools*. Toronto: Nelson [**Chapters 3, 7, and 10**]
- Meyer, Hans-Dieter (2002). The new managerialism in education management: corporatization or organizational learning? *Journal of Educational Administration*. Volume 40, No.6. 534-551
- BC Ministry of Education 2008/09-2010/11 Service Plan.
<http://www.bcbudget.gov.bc.ca/2008/sp/educ/default.html#1>

October 16/17: Legislative and Common Law Framework of Education Law

- The *School Act*, Regulations, Orders in Council and Ministerial Orders
- Other Significant Statutes [e.g. Human Rights, Child Protection, Freedom of Information and Protection of Privacy]
- *Charter of Rights and Freedoms*
- Current legal issues affecting schools
- Group Presentations (2)

Pre-reading for October 16/17:

- Levin, Benjamin, Jon Young and Dawn Wallin (2007). *Understanding Canadian Schools*. Toronto: Nelson [**Chapter 4**]
- <http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf> [sections 1-8.5; 15-29; 65-87; and 167-169]
- *Canadian Charter of Rights and Freedoms*, ss.1, 2, 7, 8, 15, 23. Provided in Levin, Benjamin, Jon Young and Dawn Wallin (2007). *Understanding Canadian Schools*. Toronto: Nelson [**pp. 350-354**]

November 13/14: Managing Human and Financial Resources

- The legislative and organizational framework for human resource management
- Human resource management processes
- Labour relations: evolution of legislative/policy frameworks and practices
- Current issues in human resources management
- Funding public education
- Allocation of financial resources
- Development of operating budgets
- Capital budgets
- Group Presentations (1)

Pre-reading for November 13/14:

- Levin, Benjamin, Jon Young and Dawn Wallin (2007). *Understanding Canadian Schools*. Toronto: Nelson. [**Chapters 5, 6, and 9**]

- <http://www.bcpsea.bc.ca/access/research/discusspaper.html>
[Click on Teacher – Public School Employer Collective Bargaining in BC: Historical Perspective]
- <http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf> [sections 106.1-111;and 113]
- <http://www.unb.ca/education/bezeau/eact/eact10.html>

November 27/28: Accountability Frameworks, Issues and Loose Ends

- Educational accountability movements
- BC Accountability Framework
- Accountability Issues
- Group Presentations (2)
- EDUC 815: Administrative Processes in retrospect

Pre-reading for November 27/28:

- Leithwood, Kenneth. (2001). School leadership in the context of accountability policies. *International Journal of Leadership in Education*. 4(3). 217-235
- McEwen, Nelly. (1995). Introduction: Accountability in education in Canada. *Canadian Journal of Education*. Vol. 20, No.1. 1-17
- Douglas Hodgkinson. (1995). Accountability in education in British Columbia. *Canadian Journal of Education*. Vol. 20, No.1. 1-17
- http://www.bced.gov.bc.ca/policy/policies/accountability_framework.htm

COURSE ASSIGNMENTS/EVALUATION

1. Proposal for Research (40%)

Each student will author one paper (**1000-1500 words**) relating to a course theme, concept or framework. (Parenthetically, this course outline is just a bit under 1500 words). The purposes and expectations of this assignment will be discussed at the first class meeting.

The paper will reflect assigned readings, class discussions, and critical analyses of current administrative practices. The paper will be in the form of a proposal for research, will provide a clear summary of a proposed research project with sufficient detail of the key aspects to enable it to be understood and evaluated, and will consist of the following sections:

- Description of a problem to be examined (200-300 words)
- Research question(s) arising from the problem to be examined (100-200 words)
- Significance of the problem to be examined to personal learning, professional practice, or professional knowledge (200-300 words)
- Proposed Data source(s) and methodology (200-300 words)
- A sampling/synthesis of literature pertinent to the problem to be examined (300-400 words)

This paper will be submitted by November 13, 2009 and will account for 40 percent of the final mark.

2. Critical Analysis (30%)

Course participants will be required to author a critical analysis of an academic journal article related to the course content. The critical analysis should consist of between **1000 and 1500 words**. The course instructor will provide the article at the September 11/12 class meeting.

In writing a critical analysis, a course participant is expected to comment/opine on the following criteria: (a) **clarity** [e.g. is the article clear, lucid and well-organized and readable?]; (b) **worthwhile ness** [e.g. in what ways does the article add to or deepen our understanding of issues associated with educational administration?]; (c) **coherence** [e.g. is there a match between the research question/problem being investigated and the findings and conclusions of the research?]; (d) **transparency** [e.g. does the author describe clearly how the data were collected, and what data were used to make interpretations?]; and (e) **credibility** [e.g. based upon your experience, are the claims and conclusions of the author believable?].

The above criteria were identified and described in: Lester F. <i>Criteria to evaluate research</i> . Journal of Research in Mathematics Education Volume 27, Number 2, 130-132. (March 1996), and can be downloaded at: http://my.nctm.org/eresources/jrme/criteria_jrme.asp
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The critical analysis will be submitted by October 16, 2009 and will account for 30 percent of the final mark.

3. Student In-Class Presentation (30%)

Each student will be assigned to a four person Group/Team, and each Team will be expected to plan, present and lead an in-class discussion on an assigned reading.

The in-class presentation will consist of:

- A critical synthesis of the salient content described in the assigned reading (e.g. the purpose(s) of the piece, the theoretical concern(s), the concept(s) being developed)
- A description of the possible relevance of the content of the reading to educational administration (e.g. how does the reading challenge and/or add to our understanding of practice)
- One reflective question for discussion by the class (the question should be framed so as to provoke debate).

The presentation of the article and its discussion in class should be planned to last no more than 30 minutes with an additional 30 minutes set aside for discussion. The Team may use power point (no more than 12 slides) or other visual emphases or class activities to support the presentation.

The Team presentation will account for 30 percent of the final mark and will be evaluated in terms of: (a) adherence to time limits; (b) organization (e.g. overview, body, conclusion); (c) clarity of presentation (e.g. visual, vocal, structural emphases); (d) depth of analysis (e.g. relevance of the content to administrative practice); and (e) leadership and encouragement of class discussion.

Presentations will be scheduled for the class meetings of October 16/17 (two presentations), November 13/14 (one presentation), and November 27/28 (two presentations). The assigned reading will be distributed during the week following the September 11/12 class meeting.

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>