

2008-3



EDUCATION 815-5
Administrative Processes
(Enroll # 12353)

Fall Semester 2008	Instructor:	Dr. Robin Brayne
Meeting Dates:	September 12/13; 26/27	Office: 778-782-8561
	October 17/18	Home: 604-228-9741
	November 7/8; 21/22	
Times:	Fridays: 4.00-9.00 pm	Cellular: 604-626-2500
	Saturdays: 9.00-4.00 pm	
Location:	SFU Surrey Campus	Email: rbrayne@sfu.ca
Room:	SUR 3200	

ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or http://learningcommons.sfu.ca/hot_topics/academic_integrity.php or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

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, foundations, practices and terminology of educational administration.

The course content – together with issues, ideas, 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:

- ❑ Foundations of organization and management
- ❑ Trends, mindsets and education priorities

- ❑ Legislative frameworks
- ❑ Financial planning frameworks
- ❑ Management of human resources
- ❑ Accountability frameworks and policies

COURSE DELIVERY AND EXPECTATIONS

The course will follow both a lecture and seminar format. 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 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 and Jon Young (2004). *Understanding Canadian Schools*. Toronto: Harcourt Brace & Company Canada, Ltd.

Additional readings are noted in the course schedule and others will be provided throughout the course.

COURSE SCHEDULE (may vary modestly)

September 12/13: Foundations

- ❑ Introductions, course overview, and review of readings, presentations and class assignments
- ❑ Orientation to SFU library services
- ❑ Organization theory: the structural foundation [bureaucratic theory, scientific management, and scientific theory of administration]
- ❑ Organization theory: the human relations foundation [organizational humanism, participatory management, open systems]

September 26/27: Contexts

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

Pre-reading:

- Levin, Benjamin and Jon Young (2004). *Understanding Canadian Schools*. Toronto: Harcourt Brace & Company Canada, Ltd. [**Chapters 1, 2, 3, 7, and 10**]
- BC Ministry of Education 2008/09-2010/11 Service Plan.
<http://www.bcbudget.gov.bc.ca/2008/sp/educ/default.html#1>

October 17/18: Legislative Frameworks

- ❑ 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 issues in school law

Pre-reading:

- Levin, Benjamin and Jon Young (2004). *Understanding Canadian Schools*. Toronto: Harcourt Brace & Company Canada, Ltd. [**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 and Jon Young (2004). *Understanding Canadian Schools*. Toronto: Harcourt Brace & Company Canada, Ltd. [**pp. 319-321**]

November 7/8: Managing Resources: Human and Financial

- ❑ The legislative and organizational framework for human resource management
- ❑ Human resource management processes
- ❑ Collective bargaining and labour relations: evolution, legislative/policy frameworks
- ❑ Current issues in human resources management
- ❑ Funding public education
- ❑ Allocation of financial resources
- ❑ Development of operating budgets
- ❑ Capital budgets

Pre-reading:

- Levin, Benjamin and Jon Young (2004). *Understanding Canadian Schools*. Toronto: Harcourt Brace & Company Canada, Ltd. [**Chapters 5, 6, and 8**]
- <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]

November 21/22: Accountability Frameworks and Loose Ends

- ❑ Educational accountability movements
- ❑ BC Accountability Framework

Pre-reading:

- Leithwood, Kenneth. (2001). School leadership in the context of accountability policies. *International Journal of Leadership in Education*. 4(3). 217-235
<http://web.ebscohost.com.proxy.lib.sfu.ca/ehost/pdf?vid=3&hid=9&sid=415a1e43-e9fa-4d00-9540-23a424dc36f6%40sessionmgr9>
- http://www.bced.gov.bc.ca/policy/policies/accountability_framework.htm

COURSE ASSIGNMENTS/EVALUATION

Two Critical Analyses (60%)

Course participants will be required to author two critical analyses of journal articles related to the course themes. The critical analysis should consist of between **1000 and 1500 words**. The course instructor will provide the first article at the September 12/13 class. The second article will be provided at the September 26/27 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. *Criteria to evaluate research*. 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

The first critical analysis will be submitted by **October 17** and the second will be due on **November 7**. Each analysis will account for 30 percent of the final mark.

Student In-Class Presentation (30%)

Each student will be assigned to a three 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)
- Two reflective questions for discussion by the class (the questions 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 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 17/18 (two presentations), November 7/8 (two presentations), and November 21/22 (three presentations). The readings will be distributed during the week following the September 12/13 class meeting.

Class Participation (10%)

Students are expected to attend all classes, be punctual, complete pre-readings for each class and participate actively and thoughtfully in all class discussions. Attendance and active/thoughtful contribution to class discussions will account for 10% of the final mark.