

***Educational Leadership 5300 OL***  
**The Foundations of Modern Educational Theory and  
Practice: Organizational Theories of Educational  
Leadership and Management**  
**University of Lethbridge, Faculty of Education**  
**Spring 2019**

*Note: Admittance restricted to students registered in the Master of Education Leadership Major.*

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*Please note:* I am more than happy to field questions via my cell phone or through Facetime, Google Hangouts or Skype. Evenings and weekends work best though, as I am a full time faculty member at Red Deer College. As such, I don't have official office hours. Feel free to contact me with any questions or if you just want to talk things through. I really do like having the conversations.

### **Calendar Description**

An interdisciplinary analysis of the evolution of modern educational theory and practice as it relates to a variety of educational settings over time.

### **Course Description**

This course is fully online (Moodle). From the vantage point of organizational theory, we will deepen and broaden our understanding of different lenses to interpret and make sense of values, attitudes, behaviours and practices within school settings. For leadership studies, organizational theory is considered a foundational underpinning to understand and interpret theory and practice. When we set these in a philosophical and/or historical framework, we can begin to understand the foundations of many of the current practices in educational leadership.

Topics include:

- 1) The importance of leadership and management for education (Chapter 1)
- 2) Models of educational leadership and management (Chapter 2)
- 3) Indigenous Perspectives
- 4) John Dewey and Progressivism
  - Subjective models (Chapter 6)
- 5) Scientific Management Era – Taylor-made man
- 6) Bureaucratic Systems
  - Formal models (Chapter 3)
  - Political models Chapter 5)
- 7) Human Relations Movement
  - Collegial Models (Chapter 4)
  - Ambiguity models (Chapter 7)
- 8) Neoliberal values and Accountability

## 9) Modern Era

- Cultural models (Chapter 8)

### **Required Reading**

*Theories of educational leadership and management.* Tony Bush (2011). 4th edition. Sage Publishers.  
ISBN: 978-1-84860-191-8 (pbk.)

### **Schedule**

The Moodle site will open on January 3 and close on March 31. Students are expected to read the first two chapters independently before January 12. You must complete written responses for *3 of the 7* topics based on your own interest and choice.

Chapter 1 and 2 Reading	Due: January 12
Indigenous Perspectives	Due: January 19
Dewey and Progressivism	Due: January 26
Scientific Management	Due: February 2
Bureaucratic Systems	Due: February 9
HSI: Topic proposal	Due: February 16
Human Relations Movement	Due: February 23
Neoliberal Values and Accountability	Due: March 2
Modern Era	Due: March 9
Final Project	Due: March 23

### **Course Assignments and Evaluation**

Details for all assignments, and precise dates for each expectation, are on both the Moodle site and the Course Schedule. Students should submit their *three* responses to both the Forum and Assignments posting pages. Responses to forums should be in the 400-word range. You are required to respond to at least *one* other student's posting on the forum. The rubric for the Forum posts is attached in the Moodle site along with the rubric for the final project.

Your Major assignment (Historical Scene Investigation: Educational Leadership) is to take an artifact from your school experience and explore the *historical and/or the philosophical foundation* for its existence. (This may be a particular policy, the School Act, why we have two different school systems, etc.) Please send a topic proposal to me by February 16 discussing the question you wish to explore. As well, you must evaluate its validity and effectiveness for the contemporary world. The major assignment is due on March 23, 2018.

If extenuating circumstances prevent your timely submission of an assignment, please contact me so we can make an alternative arrangement.

Postings are worth 15% each (3X15=45%) and the response to another student is worth (1X15=15%). The Major assignment is worth 40%. For all assignments, clarity, cohesion, insight, organization of argumentation, staying within word boundaries, grammar, and APA 6th (for the last assignment or postings when necessary) are all decisive factors in assessment.

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written

communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

All components within Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade.

### **Grading Schedule for Graduate Classes**

<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Grade Point</b>
97 – 100	A+	4.0
93 – 96	A	4.0
90 – 92	A-	3.7
87 – 89	B+	3.3
83 – 86	B	3.0
80 – 82	B-	2.7
<i>Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies &amp; Research in Education graduate program.</i>		
77 – 79	C+	2.3
73 – 76	C	2.0
70 – 72	C-	1.7
67 – 69	D+	1.3
63 – 66	D	1.0
<63	F	0.0

### **Student Conduct**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar. ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs))

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

#### *ATA Code of Professional Conduct*

<https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

#### *Standards of Professional Conduct for Master of Education Students:*

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

## **Privacy and Confidentiality**

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

## **Academic Honesty**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system. All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism as an academic offence and states: "No student shall represent the words, ideas, images or data of another person as his or her own."

## **Students with Disabilities Policy**

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar. You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

## **Withdrawal from an Online Course**

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.