



***Educational Leadership 5300 OL***  
**The Foundations of Modern Educational Theory and  
Practice: Organizational Theories of Educational  
Leadership and Management**  
**Spring 2018**

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

**Instructor: Dr. Heather Fansher**  
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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 the best though, as I am a full time school-based administrator. Although I indicated my office hours were on Sunday morning, feel free to contact me anytime with any questions or if you just want to talk things through.

### **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:

- The importance of leadership and management for education (Chapter 1)
- Models of educational leadership and management (Chapter 2)

John Dewey and Progressivism

- Subjective models (Chapter 6)

Scientific Management Era – Taylor-made man

Bureaucratic Systems

- Formal models (Chapter 3)
- Political models Chapter 5)

Human Relations Movement

- Collegial Models (Chapter 4)
- Ambiguity models (Chapter 7)

Neoliberal values and Accountability

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 5 and close on March 29. Students are expected to read the first two topics independently before January 14. You must complete written responses for *3 of the 6* topics based on your own interest and choice.

Chapter 1 and 2 Reading	Due: January 14
Dewey and Progressivism	Due: January 21
Scientific Management	Due: February 4
Bureaucratic Systems	Due: February 11
HSI: Topic proposal	Due: February 18
Human Relations Movement	Due: February 25
Neoliberal Values and Accountability	Due: March 4
Modern Era	Due: March 18
Final Project	Due: March 25

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.

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 18 discussing the question you wish to explore and evaluate its validity and effectiveness for the contemporary world. The major assignment is due on March 25, 2018.

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

## **Evaluation**

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. The rubrics are all available on the Moodle site.

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

Numeric Value	Letter Grade	Grade Point
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.

### **Protection of Privacy**

Although this program places an emphasis on the use of authentic school settings, practices and data, it is imperative to refrain from the use of personal identifying information in course dialogue and writing. Towns and schools should be disguised and real names kept confidential.

### **Plagiarism**

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.”