

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**2013/2014 CADEMIC YEAR**

**FINAL EXAMINATION**

**TITLE OF PAPER:** MANAGEMENT THEORY AND PRACTICE IN  
EDUCATION

**COURSE CODE:** EDF 635

**INSTRUCTIONS:**

- i. This paper is divided into two sections.
- ii. Section A is compulsory.
- iii. Answer two questions in Section B.
- iv. The total for the paper is 100 Marks.

**TOTAL MARKS:** 100

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED  
TO DO SO BY THE CHIEF INVIGILATOR.**

## SECTION A

**This section is compulsory. Answer both questions.**

### QUESTION 1

Using an organisation or school you know best, *assess* its ability to use **five (5)** of the dimensions that characterize schools as learning organisations from the list below. Use ideas, for example, from Silins, Zarins and Mulford's (2002).

- Environmental scanning
- Vision and goals
- Collaboration
- Taking initiatives and risks
- Review
- Recognition and reinforcement
- Continuous teacher development

**(20 Marks)**

### QUESTION 2

Assess **five (5)** key drivers that make for successful educational change in practice using ideas mainly from Fullan, Cuttress, and Kilcher (2005)

In your discussion, use examples of the changes that the 2011 Education and Training Sector (EDSEC) Policy have brought in Swaziland.

**(20 Marks)**

## SECTION B

**Answer any two (2) questions from this section**

### QUESTION 3

“The ability to effectively manage people, things and ideas in the change process requires that educational leaders focus on providing for the personal and professional “high touch” needs of school personnel and utilise key planning concepts” (Polka, 2007:12).

Discuss the validity of this statement in Polka's (2007) effective change zone and its three dimensions, using examples from your familiar educational context.

**(30 Marks)**

#### **QUESTION 4**

Discuss **five (5)** managerial functions of managers and leaders in self-managing schools as presented by Caldwell and Spinks (1992: 16-17, in Bush 2007), which are relevant for centralized and bureaucratic systems as well as dysfunctional schools. Use practical examples to illustrate your points.

**(30 Marks)**

#### **QUESTION**

Discuss **three (3)** management models considered to be relevant to the Swaziland Education context. In your discussion, include their matching management models.

**(30 Marks)**

-----**END OF EXAMINATION**-----