

92-1 ?
DIRECTED
STUDY

SV

**PROPOSAL
EDUCATION 495-4**

Submitted by:

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School Associates working with student teachers in the Professional Development Program have long argued that courses could be offered by S.F.U. that both supported and complemented their work with student teachers. The Developmental Supervision Course (Education 347-3) offered in 91-3 was an example of a course that could fulfill these expectations. Not only did the course have practical significance for the participants, but it also supported P.D.P. in providing a training forum for School Associates. In addition, two School Associates who took the course have designed a Directed Study (Ed. 490-2) in conjunction with Fiona Morrison which extends the work begun in Ed. 347 and relates it to pre-service issues around the topic of classroom management.

In 92-3 we would like to offer an additional course (Ed. 495-4) which addresses a number of implementation issues and supports the theme of the Langley Project: Creating a Community of Learners.

Course Description: Education 495-4

Creating a Community of Learners is designed to explore a number of key issues related to promoting change within the educational community. Foremost of these issues is the notion of community itself as it applies to relationships between a number of parties within the school: teachers and teachers, teachers and students, school associates and student teachers. Initial sessions of the course will be concerned with methods for facilitating the creation of community such as the critical examination of the values and history we bring to the community, expectations we form of that community, and the ways in which power is exercised within the community. This examination will lead directly to a consideration of how community relations can be used productively to advance program change and implementation in support of the notion of school-based professional growth.

After these preliminary explorations, teams of 2 - 3 school associates from individual schools will design a school-based project which they will assume responsibility for conducting at the school level in partnership with the student teachers assigned to that school. As well as developing a formal proposal for the school-based project, the participants will be required to maintain a formal record of the design and implementation work undertaken in the school. Each school team will be provided with a facilitator from either the district or university community to assist them in the completion of the project.

The course will conclude with a formal analysis of the processes and projects in order to identify key components of successful implementation projects.

Texts:

1. Barth, Roland S. (1990). Improving Schools from Within. (San Francisco: Jossey-Boss Publishers) ISBN 1-55542-368 X
2. Fullan, M.G., and A. Hargreaves. (1991). Teacher Development and Educational Change. (Philadelphia: Falmer Press)
3. Henderson, James G. (1992). Reflective Teaching: Becoming an Inquiring Educator. (New York: MacMillan Publishing Company) ISBN 0-02-353511-3

Assignments:

1. Research Assignment examining focus for school-based project.
2. Formal Proposal for school-based project.
3. Professional journal recounting the processes undertaken during implementation.
4. Project analysis and evaluation at conclusion of course.