

FIELD-BASED COURSEWORK FOR EDUCATORS
Education 386-3 and Education 407-5
Maple Ridge, 1994-1995

This project is a collaborative venture of the Faculty of Education at Simon Fraser University and the Maple Ridge School District. Its purpose is to engage educators in credit coursework that focusses on the principles of British Columbia's current educational programs and emerging educational practices. The coursework will be offered through Simon Fraser University, spanning the period from September 1994 through April 1995. All activities will be held in the Maple Ridge School District.

Cancelled

Fall 1994	Special topics course: Managing Educational Change	3 credits	Educ. 386
Spring 1995	Theory and Practice of Implementation	5 credits	Educ. 407

PLEASE NOTE: The fall and spring portions are closely connected, and participants are expected to register for both semesters.

The purposes of the coursework are to:

- Carefully study and become thoroughly familiar with current program and policy documents provided by the Ministry of Education;
- Critically examine the theoretical and research foundations, educational beliefs, values and intentions reflected in current program and curriculum documents;
- Study additional literature which examines the major theoretical underpinnings of current program and policy directions;
- Identify emerging trends in school organization and instructional practices and evaluate them in relation to current program and policy directions;
- Clarify personal beliefs about the teacher's role in relation to learner-focussed approaches;
- Identify and discuss personal goals or questions related to educational change;
- Select a focus, set a goal and develop a plan for a classroom- or school-based action inquiry project;
- Implement, monitor and evaluate the project and document learning.

Project components

1. *Workshops*

The workshop component of the course will provide participants with a theoretical framework for classroom-based action inquiry, and a process for designing, implementing and evaluating their own self-directed learning projects. Activities will include examination of:

- * the Program frameworks, current policy documents, and other materials which support them;
- * a developmental approach to teaching and learning based on current theory and research;
- * principles and criteria for educational decision-making based on a learner-focussed educational philosophy;
- * strategies for creating learner-focussed environments;
- * strategies for selecting, organizing and implementing appropriate instructional approaches;
- * strategies for assessing and evaluating pupils, teachers and educational programs;
- * strategies for designing, implementing and evaluating a classroom-based action inquiry project.

2. *Seminars*

The seminar component will provide a forum in which participants can support and learn from one another as they compare their experiences in managing educational change through their self-directed learning projects. Seminars will provide opportunities for participants to reflect on their personal knowledge of children, teaching and learning, and how these change through the processes of action inquiry and reflective analysis.

3. *Classroom Action Inquiry Projects*

The classroom component of this course will involve the design and implementation of a project in which participants investigate the use of specific practices that are congruent with current educational policies and programs. A format for project design will be provided.

Participants will be asked to document and evaluate changes in their understanding and teaching practices throughout the semester. Evaluation for university credit will be based primarily on a portfolio submitted at the end of the coursework which represents the participant's work and evaluates their learning.

4. *Peer Support*

Participants will be asked to identify a small support group to provide one another with peer consultation and coaching throughout their action inquiry projects. Time for support group discussion will be provided during seminars. Suggestions for forming a support group will be provided by the instructor. Participants are encouraged to attend the course in small school-based or interest-based groups to facilitate peer support.

University grading procedures

This aspect of the coursework will be discussed at the first session.

Proposed dates and times

**Monday afternoons, 4:30 - 7:30 weekly, beginning September 19.
Location T.B.A.**