

## COURSE TEXTS

Required: Ghosh, R., & Ray, D. (1987). Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.

Recommended: Goodlad, J.I. (1984). A place called school. New York: McGraw-Hill and Lortie, D.C. (1975) Schoolteacher. Chicago, Ill.: University of Chicago Press.

An extensive list of readings is also required. A few copies will be made available.

## EDUCATION 390 (1989-2 Regular Semester)

### Schools as Workplace

Peter Coleman

#### Course Objectives

The objectives of the course are to provide students with a range of information drawn from current research on schools as workplaces for students and teachers. It is expected that students will considerably enlarge their knowledge of schools in general, even of the schools they have experienced.

#### Course Description

The course falls into four sections: They are:

*Schools as social institutions:* This introductory section will examine four aspects of schools as social institutions: school functions; school quality; school climate; and school improvement.

*Students and schools:* This section will examine three dimensions of school effects on students: student opinions of schooling; student dropouts; and the school as preparation for citizenship.

*Teachers and schools:* This section will examine the school as workplace from the perspective of teachers. The main topics are teacher work; collegiality and the peer-group; staff development; and negotiations.

*Parents and schools:* The opinions of parents do not play a large part in shaping schools and schooling. Yet quite a lot is known about parents' preferences and potential role. The main topics here are parent opinions about school; parents as partners; and parents as political pressure groups.

#### Activities

Some of the course readings will be discussed at each class session. Student reaction papers (see below) will often precede the discussion, which will try to arrive at some consensus about the importance and relevance of the material and to propose ways in which practitioners can make use of the information provided to improve schooling for children. Additionally, a series of cases involving teacher work in schools will provide a focus for subgroup activities. Students will also be asked to present relevant information on school work issues to the class for analysis.

Lieberman, A., & Miller, L. (1979). The social realities of teaching. In A. Lieberman & L. Miller (Eds.), Staff development: New demands, new realities, new perspectives. New York: Teachers College, Columbia University.

*Schools as social institutions: Quality/Climate*

Lessard, C. (1987). Equality and inequality in Canadian education. Chapter 13 in Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.

Wilson, B.I. (1985). The school assessment survey. Educational Leadership, 42(6), 50-53.

\*Rowan, B., Bossert, S.T., & Dwyer, D.C. (1983, April). Research on effective schools: A cautionary note. Educational Researcher, 12(4), 24-31.

\*Metz, M.H. (April, 1988). "The American High School": A universal drama amid disparate experience. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

*Students and schools:*

Manley-Casimir, M., & Sussel, T. (1987). The chartered path: The new rights reality in Canadian society. Chapter 12 in Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.

Esbensen, S.B. (1987). Student rights in Canada: Beyond equality issues. Chapter 14 Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.

Werner, W. (1987). Curriculum and socialization. Chapter 7 in Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.

\*Metz, M.H. (April, 1988). Teachers' ultimate dependence on their students. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

*Teachers and schools: Working*

\*Lortie, D.C. (1975). Perspectives on purpose. Chapter 5 in Schoolteacher. Chicago, Ill.: University of Chicago Press.

\*Goodlad, J.I. (1984). Inside classrooms. Chapter 4 in A place called school. New York: McGraw-Hill.

\*Goodlad, J.I. (1984). Teachers and the circumstances of teaching. Chapter 6 in A place called school. New York: McGraw-Hill.

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## Evaluation of Student Achievement

Evaluation will be based on class presentations, special assignments including analyses of school practices, and a term paper. The allotment of marks will be discussed at the first session.

Class Presentations: each student will be asked to make 3 or more presentations in class. These will include reaction papers to readings, which consist of a two-page summary of the main content of reading, with a personal reaction to the points made by the original author. Each reaction paper should conclude with some questions for discussion by members of the class. The purpose of the paper is first to assist in full understanding of the reading, and second to stimulate some discussion of the relevance and utility of the material to schools and school people. Those readings considered suitable for reaction papers are starred\* In addition to these presentations each student will make an in-class presentation on a special topic of interest to the student but within the general parameters of the course. (If in doubt about a topic, please ask me.)

Term Paper: each student will be asked to write a term paper of about 8 or more typed pages which contains the following sections:

introduction - general purpose of the paper, approach taken  
 literature review - description of some previous work on the subject  
 recommendations for changes in practice which seem to be supported by the literature references - **Citation format must be that used in the course outline.**

## Course Readings (in approximate order of use)

*Schools as social institutions*: Purposes and organizational features

Weick, K.E. (1976). Educational organizations as loosely coupled systems. Administrative Science Quarterly, 21, 1-19.

Lawson, R.F., & Woock, R.R. (1987). Policy and policy actors in Canadian education. Chapter 9 in Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.

\*Lortie, D.C. (1975). Endemic uncertainties. Chapter 6 in Schoolteacher. Chicago, Ill.: University of Chicago Press.

\*Bruckerhoff, C. (April, 1988). Teachers at work: A case study of collegial behavior in a high school. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

*Teachers and schools: Professional considerations*

Gillis, G. (1987). The expectations of the teaching profession. Chapter 2 in Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.

Dickinson, G. (1987). The legal dimensions of teachers' duties and authority. Chapter 15 in Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.

\*Duke, D.L., Showers, B.K., and Imber, M. (1980). Teachers and shared decision-making: The costs and benefits of involvement. Educational Administration Quarterly, 16, 93-106.

\*Blase, J.J. (1987). Dimensions of effective school leadership. The teachers' perspective. Educational Administration Quarterly, 24(4), 589-610.

\*Trachtman, R., & Levine, M. (April, 1988). Towards a definition of teacher leadership. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

\*Little, J.W. (1982). Norms of collegiality and experimentation. American Educational Research Journal, 19, 325-340.

Coleman, P. (1986c). Finally, a change that makes a difference: An assessment of a pilot project in School-Based Decision-Making in a British Columbia school district. A paper presented at the World Congress on Education and Technology, Vancouver, May, 1986.

*Teachers and schools: Development*

\*McLaughlin, M.W., & Marsh, D.W. (1979). Staff development and school change. In A. Lieberman & L. Miller (Eds.), Staff development: New demands, new realities, new perspectives. New York: Teachers College, Columbia University.

\*Guskey, Thomas R. (1986). Staff development and the process of teacher change. Educational Researcher, 15(5), 5-12.

\*Griffin, G.A., & Barnes, S. (1986). Using research findings to change school and classroom practices: Results of an experimental study. American Educational Research Journal, 23(4), 572-586.

*Teachers and schools: Rewards, Incentives, Negotiations*

- \*Johnson, S.M. (1983). Performance-based staff layoffs in the public schools: Implementation and outcomes. In J.V. Baldrige and T. Deal (Eds.), The dynamics of organizational change in education. Berkeley, CA: McCutchan, 426-450.
- \*Hoogeveen, K., & Gutkin, T.B. (1986). Collegial ratings among school personnel: An empirical examination of the merit pay concept. American Educational Research Journal, 19(3), 375-381.
- \*Lortie, D.C. (1975). Career and work rewards. Chapter 4 in Schoolteacher. Chicago, Ill.: University of Chicago Press.
- Summary of Chapter 6, "School governance and collective bargaining", in Cresswell, A.M., & Murphy, M.J. Teachers, unions, and collective bargaining. Berkeley, CA: McCutchan.

*Parents and schools: The uneasy alliance*

- Livingstone, D.W., & D. Hart (1987). The people speak: Public attitudes toward schooling in Canada. Chapter 1 in Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.
- \*Louis, K.S. (April, 1988). Social and community values and the quality of teacher work life. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- \*Epstein, J.L. (1985). A question of merit: Principals' and parents' evaluations of teachers. Educational Researcher, 14(7), 3-10.
- \*Fullan, M. (1982). The parent and the community. Chapter 12 in The meaning of educational change. Toronto, Ont.: Ontario Institute for Studies in Education Press.
- \*Lightfoot, S.L. (1979). Families and schools. In Walberg, W. (Ed.) Educational environments and effects. Berkeley, CA: McCutchan.
- Magsino, R. (1987). The family: Parents' and childrens' rights. Chapter 16 in Ghosh, R. & Ray, D. (Eds.), Social change and education in Canada. Toronto: Harcourt, Brace, Jovanovich.
- \*Andrews, R.L. (1987). The school-community interface: Strategies of community involvement. In Goodlad, J. (ed.). The ecology of school renewal. Eighty-sixth Yearbook of the National Society for the Study of Education, Part 1. Chicago, Ill.: University of Chicago Press.
- Coleman, P. (1982). The closing of Howden School. McGill Journal of Education, 17(3), 263-284.
- Coleman, P. (1979). Parent opinion survey, 1979. Unpublished report.