

SIMON FRASER UNIVERSITY

EDUCATION 407-5

**THE THEORY AND PRACTICE OF IMPLEMENTATION:
MEETING THE CHALLENGE OF EDUCATIONAL CHANGE**

Spring Semester, 1991
(Jan 26; Feb 2, 16; Mar 2, 9, 23; Apr 20)
(dates tentative-to be confirmed with district)
Saturday, 9:00 - 4:00
Location: Kamloops School District
(specific location to be announced)

Instructor: Pat Holborn
3421 Bedwell Bay Road
Belcarra, B.C. V3H 4S2
Phone: 291-4770 (S.F.U.)
291-3395 (messages)
931-7282 (home)

PURPOSES

Education 407-5 is a five credit course that gives teachers, working with the Primary, Intermediate and Graduation Programs, the opportunity to use their own classrooms as laboratories for exploring, analyzing and evaluating the processes of implementation. Theory and practice are linked through workshops, seminars and classroom implementation projects. The course is operated on a pass/withdraw basis. No grades will be assigned.

This specific course focuses on the implementation of new program directions arising from the Sullivan Royal Commission in British Columbia. The purposes of the course are to help practising teachers and administrators:

- a. Understand the base of theory and research in curriculum, child development, language learning and other fields on which the recommendations of the Royal Commission are based;
- b. Examine the beliefs, values and intentions reflected in the Commission's recommendations, the Year 2000 document, and the Primary, Intermediate, and/or Graduate documents;
- c. Explore the practical implications of new program and curriculum directions by becoming familiar with a variety of instructional and evaluation strategies appropriate to the participants' instructional levels;
- d. Clarify personal beliefs about the teacher's role in the new programs;
- e. Be able to articulate a rationale for using a developmental approach in the classroom, supported with examples from current educational literature and classroom practices in such areas as whole language, cooperative learning and teaching for thinking.

COMPONENTS

Workshops

The workshop component of the course will model a student centered approach to instruction. Activities will include examination of:

- the Royal Commission recommendations, the Year 2000 document, the Program documents, and other materials which support their implementation;
- a developmental approach to teaching and learning based on current theory and research;
- learning as a constructive, generative and collaborative process;
- principles and criteria for educational decision-making based on a coherent educational philosophy;
- strategies for creating developmental learning environments;
- strategies for selecting, organizing and implementing appropriate instructional approaches;
- strategies for assessing and evaluating pupils, teachers and educational programs.

Seminars

The seminar component of the course will provide a forum in which participants can support and learn from one another as they compare their implementation experiences. 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 implementation.

Implementation Project

The classroom component of this course will involve the design, implementation and assessment of a focused project in participants' own classroom or school settings. Ongoing support, coaching and consultation will be provided jointly by the course instructor and district personnel. Participants will be asked to keep a reflective journal in which they document and assess changes in their understanding and teaching practices throughout the semester, and to create a portfolio which represents their learning.