

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION

in collaboration with

BURNABY AND COQUITLAM SCHOOL DISTRICTS

will be offering an exciting new course

The Theory and Practice of Implementation:
Towards a New Paradigm in Teaching and Learning

Education 407-5 Field Based In-Service: Theory and Practice
of Implementation
January to April 1989

Instructors: Susan Montabello, Program Co-ordinator SFU
Meguido Zola, Associate Professor, SFU

Education 407-5 is a five credit course that provides a structure for teachers to use their own classrooms as the setting for implementing new curriculum. The grading is done on a pass/withdraw basis. **This specific course will focus on the opportunities and challenges which are presented by the Sullivan Royal Commission on Education recommendations.**

The purposes of this course are to help practising teachers:

- a) examine the beliefs and intentions which lie at the core of the recommendations of the Royal Commission
- b) understand the theoretical arguments that have arisen from research in curriculum, child development, language learning and other fields of study on which these recommendations are based
- c) explore the practical implications of this theory by becoming familiar with a variety of instructional and evaluation strategies that support a developmental learning philosophy
- d) clarify personal beliefs about the teacher's role in a program that assumes a developmental philosophy
- e) be able to articulate a rationale for using a developmental approach in their own classrooms, supported with examples from current educational literature and classroom practice

The course includes the following components:

The **workshop** component of the course will focus on such issues as:

- *goals and objectives of the Royal Commission recommendations, specifically, the new Primary Program;
- *theory of educational change;
- *the constructive, generative and collaborative nature of learning;
- *selected aspects of child growth and development as they relate to, and hold implication for, school programs;
- *creating learning environments and selecting, organizing, and implementing instructional strategies, materials and content;
- *appraising pupil learning, assessing teacher performance, and evaluating educational programs.

This component will comprise a broad range of experiences organized in such a way as to model a student-centered approach and to maximize individualization of learning.

The **seminar** component of the course will provide a forum in which participants can learn from one another - to reflect on their personal knowledge of children, teaching and learning and how they apply as they implement new instructional approaches into their classroom.

The **classroom** component of the course will involve the design and implementation of developmental learning approaches in the classroom. Ongoing feedback, coaching and consultation on the implementation of these projects will be provided jointly by the instructional team and by school district personnel. Participants will also be asked to keep a journal to reflect on and assess their teaching practices and growth throughout the semester.

A meeting will be held to provide interested teachers with further information on both the design and the requirements of the course as well as specific registration procedures. **This information session will be held in Coquitlam at WINSLOW Centre on November 16th beginning at 4:00 p.m.** To register for this meeting please phone Winslow Centre (936-0491) on or before November 14th

COURSEBOOK REQUISITION

DATE: Oct. 23

INSTRUCTOR'S NAME: Montabello

COURSE NUMBER: Education 407

SEMESTER OR SESSION: Spring ESTIMATED ENROLLMENT: 45

AUTHOR/S: McCormick - Calkins, Lucy

TITLE: Lessons from a Child

PUBLISHER: Heinemann

ISBN NUMBER: _____

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S: Routman, R.

TITLE: Transitions: From Literature to Literacy

PUBLISHER: Heinemann.

ISBN NUMBER: _____

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S: Von Manen, Max

TITLE: The Tone of Teaching

PUBLISHER: Scholastic - Tab

ISBN NUMBER: _____

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S:

Wells, Gordon

TITLE:

The Meaning Makers

PUBLISHER:

Heinemann

ISBN NUMBER:

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S:

Waterland, Liz

TITLE:

Read with Me

PUBLISHER:

The Thimble Press

ISBN NUMBER:

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S:

Cambourne, Brian

TITLE:

The Whole Story

PUBLISHER:

Ashton-Scholastic

ISBN NUMBER:

0-908643-49-7

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S:

Paulley, V.

TITLE:

Wally's Stories

PUBLISHER:

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ISBN NUMBER:

REQUIRED TEXT:

RECOMMENDED TEXT:

COURSEBOOK REQUISITION

DATE: Oct 23

INSTRUCTOR'S NAME: Montaballo

COURSE NUMBER: Education 407

SEMESTER OR SESSION: Spring ESTIMATED ENROLLMENT: 45

AUTHOR/S: Ashton-Warner, Sylvia

TITLE: Teacher

PUBLISHER: Bantam / Touchstone Books

ISBN NUMBER: _____

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S: Donaldson, Margaret

TITLE: Children's Minds

PUBLISHER: Norton

ISBN NUMBER: _____

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S: Goodman, K., Goodman, Y. & Hood, W.

TITLE: The whole Language Evaluation Book

PUBLISHER: Erwin (Heinemann)

ISBN NUMBER: _____

REQUIRED TEXT:

RECOMMENDED TEXT:

AUTHOR/S: Harske, Jerome
TITLE: Language Stories & Literacy Lessons
PUBLISHER: Heinemann
ISBN NUMBER: _____
REQUIRED TEXT: RECOMMENDED TEXT:

AUTHOR/S: Holdaway, Donald
TITLE: The foundations of Literacy
PUBLISHER: Ashton Scholastic
ISBN NUMBER: 0 86896 0144
REQUIRED TEXT: RECOMMENDED TEXT:

AUTHOR/S: Holdaway, Donald
TITLE: Stability and change in Literacy
PUBLISHER: Heinemann
ISBN NUMBER: _____
REQUIRED TEXT: RECOMMENDED TEXT:

AUTHOR/S: Jaeger
TITLE: Observing the Language Learner
PUBLISHER: _____
ISBN NUMBER: _____
REQUIRED TEXT: RECOMMENDED TEXT: