

**SIMON FRASER UNIVERSITY**

**EDUCATION 407-5  
THEORY AND PRACTICE OF IMPLEMENTATION:  
MEETING THE CHALLENGE OF EDUCATIONAL CHANGE  
(E1.00)**

Intersession, 1992  
(Jan. 14, 21, 28, Feb. 4, 18, March 3, 24,  
April 7, 21, May 5, 19)  
Location: Cedardale Centre, West Vancouver

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**PREREQUISITE:** EDUC 405, teaching experience and permission of the department.

**COURSE DESCRIPTION**

Education 407-5 is a five-credit course that provides teachers with 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. University credit will be granted at the end of the Intersession period (June, 1992).

This specific course focuses on the implementation of the Year 2000 framework, with particular emphasis on the Intermediate Program. The purposes of the course are to help practising teachers:

- a. Understand the base of theory and research in curriculum, child development, language learning and other fields on which the Year 2000 and the Intermediate Program are based;
- b. Examine the beliefs, values and intentions reflected in the Year 2000 document, the Intermediate Program and other curricular documents;
- c. Explore the practical implications of these program and curriculum directions by becoming familiar with a variety of instructional and evaluation strategies that support a developmental approach to learning and teaching;
- d. Clarify personal beliefs about the teacher's role in a program that assumes a developmental approach;
- e. Implement the principles of the Year 2000 through appropriate strategies drawn from such areas as whole language, cooperative learning, teaching for thinking, student-centred evaluation, etc.

**COURSE COMPONENTS**

1. *Workshops*

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

- \* the Royal Commission recommendations, the Year 2000 document, the Intermediate Program 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.

## 2. *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.

## 3. *Classroom Implementation Projects*

The classroom component of this course will involve the design and implementation of developmental learning approaches in participants' own classroom or school settings. Participants will be asked to keep a reflective journal in which they document and assess changes in understanding and teaching practices throughout the semester, and to submit a portfolio at the end of the semester which represents their work and 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 the implementation projects. Time for support group discussion will be provided during class seminars. Suggestions for forming a support group will be provided by the instructor.

## 5. *Release Time*

As part of its contribution to this course, the West Vancouver School District will provide each participant with one-half day release time for learning activities directly associated with the student's implementation project. This will be explained further during the course sessions.

## Implementation Project Guidelines

Professional growth is an ongoing, developmental process. Like their students, teachers are always learning, developing their understanding through trying on new ideas, experimenting in the classroom, and discussing and evaluating their experiences.

The implementation project provides an opportunity for you to focus on one aspect of your professional growth, and to consciously and deliberately develop your educational practices in that area. The process of designing, implementing and evaluating the project is your major assignment for Education 407.

Each participant will develop an individualized project plan with support from colleagues and the instructor. The choice of focus area, goal and level of challenge is expected to vary from individual to individual depending on background, previous experiences and current teaching situation.

### *Choosing a focus area and a goal for the project*

Perhaps the most difficult part of this assignment will be selecting the particular aspect of your program that you would most like to develop during the course. Some questions to keep in mind when selecting your project focus are:

- a. Will I learn something new and worthwhile from this project?
- b. Will the project help me become a better facilitator of students' development in the focus area?
- c. Is my focus area worthy of a significant investment of time and energy?
- d. Is my goal clear enough that I can identify specific practices I want to try?
- e. Is my project manageable within the time frame of the inservice course?
- f. Have I tried to anticipate problems that might arise during implementation and how I might deal with them?

### *Developing a project plan*

The project plan should include a list of the activities you will undertake and, where appropriate, a timeline. Your plan may include background reading or research into instructional strategies as well as a classroom implementation overview. It should also indicate what signs you will look for to indicate that you have moved toward your goal.

### *Setting up a support system*

Although each individual will engage in an individualized project, colleagues can provide invaluable support in the form of encouragement, specific suggestions, empathy during times of challenge, problem-solving ideas, and constructive feedback. As part of your plan you will be asked to identify a small support group with whom you will regularly discuss the planning, implementation and evaluation process.

### *Implementing the project*

Your project plan provides a guide to direct your implementation efforts during the course. However, you may find that as you try new practices, you need to make modifications in the plan in response to unanticipated events along the way. It is expected that your plan may change during implementation. Your reflective journal should document what actually happens during the implementation phase, as well as

your analysis of what you are learning from the experiences. Your instructor will also be available during class sessions to discuss your experiences, and your support group will also help you deal with challenges you may encounter.

### *Evaluating the project*

At the end of the course you will be asked to summarize what you have learned from the implementation project. You should be prepared to discuss your observations of its effects on your educational practices and your students as well as on your own learning. A well-kept reflective journal should provide much of the data for your self-evaluation of the project.

### *Preparing the portfolio*

Your summary at the end of the course will take the form of a portfolio which represents what the course experiences have meant for you in terms of learning and growth. The portfolio may consist of a variety of carefully-selected items which represent your journey through the implementation project and which illustrate some important aspects of your learning. The portfolio should also include a letter to the instructor which explains what the portfolio items represent and why you have selected them. The letter should also summarize your overall learning and growth.

PROFESSIONAL REFERENCES FOR THE YEAR 2000

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