

SIMON FRASER UNIVERSITY

**EDUCATION 407-5
THEORY AND PRACTICE OF IMPLEMENTATION:
MEETING THE CHALLENGE OF EDUCATIONAL CHANGE
(E2.00)
(Cat #73299)**

Spring Semester, 1993
(January 5—April 2)
Tuesday, 4:15—7:15 p.m.
Location: Coquitlam and Maple Ridge
School Districts

Instructors: P. Holborn
Office: Project Office
Phone: 291-3808

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.

This specific course focuses on the implementation of the Year 2000 framework. 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 Programs are based;
- b. Examine the beliefs, values and intentions reflected in the Year 2000 document 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;
- f. Document learning and growth using a portfolio approach.

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;

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- * 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 Maple Ridge and Coquitlam School Districts 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.