

EDUCATION 461-4*

Advanced Seminar in Teacher Development

SPRING SEMESTER 1995

P. Grimmert

COURSE OUTLINE

This course is framed around issues in teacher development, a humanistic and critical way of looking at how innovation takes place in the work context of teaching. It will engage participants in an in-depth examination of the issues raised by authors and researchers working at the "cutting edge" in this emerging field of study. The course will involve participants in reading two recent texts and up-to-date articles on the interaction of teachers' lives and personal biographies with the rigorous development of practice through an "inquiring sensibility." The aim is to learn interactively and dynamically from well-known researchers who have specialized in the area of teacher development, and to do this in a manner in which participants take a critical and independent stance relative to the ideas presented. In addition, the course will cover topics, such as, professional cultures of teaching, teacher research, reflective practice, educational change, the nature of collegiality, the role of collegial consultation, collaborative planning and instruction, etc., as they relate to the development of teachers' classroom practice. Further aims in the course have then to do with

- 1) exposing participants to the burgeoning literature in this emerging field of study
- 2) providing opportunities for participants to grasp the substantive ideas with confidence, accuracy, and appropriate use of analytical language
- 3) engendering in participants the ability to make sense of competing theoretical claims, to evaluate conflicting evidence, and to understand the relationship between research findings and practical application.

EXPECTATIONS

Participants are expected to attend all classes. They are also expected vigorously to take part in small and large group discussions around topics and issues deriving from the extensive readings. Exercises and case studies will be used to frame these discussion activities and participants will be expected to have studied assiduously the relevant readings before the seminar.

ASSIGNMENTS

EITHER (a) Case Study, Case Analysis, and Critical Essay.

OR (b) Critical essay or Case Study and Analysis, and Reflective Journal.

OR (c) Major Project and Reflective Journal.

OR (d) Reflective Journal, Self-Analytical Statement, and Classroom Action Research Proposal.

OR (e) An Individual Contract with Assignments, Mark Allocation, and Due Dates Negotiated between Student and Instructor.

READINGS

- Grimmett, P.P., & Neufeld, J. (1994). *Teacher development and the struggle for authenticity: Professional growth and restructuring in the context of change*. New York: Teachers College Press.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. London, UK: Cassell
- Hargreaves, A., & Fullan, M. (1991). *Understanding teacher development*. London, UK: Cassell; New York: Teachers College Press.

Plus other selected readings provided by the instructor.

*Also offered as the graduate course Education 809-5.