

SIMON FRASER UNIVERSITY

EDUCATION 492-4

Directed Study

(D2.00)

Fall Semester, 1991
(September 3 - November 29)
Location: PRINCE GEORGE

Instructor: Judith McPhie

CONTEXT;

As a School Associate you take on a number of roles:

As a teacher educator in the role of model and mentor for, and collaborator with, a student teacher carrying out requirements for his/her professional year in your classroom.

As a curriculum developer working to shape the goals and procedures (meaning and activities) of the professional year for NEW CALTEC and NWTEC.

As a student committed to ongoing professional development.

TASK:

As a student in Education 492-4 you are expected:

- To attend all School Associate Orientation Meetings.
- To use a journal for ongoing reflection on the development of a beginning teacher
- To read professionally on the subject of teacher education and to respond in your journal to these positions, theories, opinions.
- To use the opportunity for critical analysis of your own practice and the values and beliefs which inform it.
- To dialogue with your student teacher from time to time to be aware of his/her perception of the guidance and development he/she is undergoing (what beliefs, values about teaching and teachers seem to guide his/her journey).
- To communicate with your instructor at least monthly on the above items by way of:
 - Journal pages copied and sent to the instructor
 - OR
 - Summaries made of your reflection and analysis of above.

Instructor will comment/inquire for the purpose of entering into the dialogue with you, not to direct your writing to any particular focus and will send your communications back to you.

- To have an on-site observation visit and interview with the instructor during the semester.

OUTCOMES

- (1) Journal or journal summaries submitted to the instructor at least monthly. (50%)
- (2) Student teacher reflections on his/her journey. Submission will be an analysis of student development/growth through the semester. It could be the result of a summative interview or of reflection on ongoing dialogues and documentation. It would, ideally, be read and commented on by the student. (20%)
- (3) Reflection and analysis of New Caltec or NWTEC as a teacher education program with reference to the literature on teacher education. (30%)
OR
Another topic upon which we mutually agree which is of most value to you as a developing professional with reference to the literature on your topic. (30%)

RECOMMENDED TEXTS:

- Schon, D.A. (1983). The reflective practitioners: How professionals think in action. New York: Basic Books.
- Schon, D.A. (1987). Educating the reflective practitioner. San Francisco: Jossey-Bass.
- Holborn, P., Wideen, M., & Andrews, I. (Eds.) (1988). Becoming a teacher. Toronto: Kagan & Woo Ltd.

READINGS

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| Holborn, P. | "Becoming a Reflective Practitioner" |
| Wideen, M. | "Collaboration: New Fad or New Possibility" |
| Lieberman, A. | "Collaborative Work" |
| Zeichner, K. | "Alternate Paradigms of Teacher Education" |
| Wiggins, G. | "The Futility of Trying to Teach Everything of Importance" |
| Cift, R., & Say, M. | "Teacher Education: Collaboration or Conflict?" |

Plus others supplied from time to time by participants— or the instructor.