

"1980" Gvp

<u>COURSE OUTLINE</u>	: EDUCATION 487/807 SUMMER SESSION
TITLE	: PLANNING IN-SERVICE FOR SCHOOL IMPROVEMENT
TIME	: TUESDAY & THURSDAY. 8:30 - 12:30 (July 8 - Aug. 14) (There will be an additional 12 contact hours for graduate students enrolled in 807)
LOCATION	: MPX 9641/9642
INSTRUCTORS	: Dr. Ray Bolam, University of Bristol, O.E.C.D. Consultant Ian Andrews, Simon Fraser University.

1. COURSE AIMS:

This course is intended primarily for people with responsibility for, or a particular interest in, professional development and the introduction of change in schools, school districts and in-service providing agencies.

It will aim to equip such participants with the theoretical and practical knowledge;

- (a) to analyse the effectiveness of contemporary innovation strategies in education;
- (b) to analyse the actual and potential contribution of in-service programmes to school improvement;
- (c) to plan, implement and evaluate such in-service programmes at school, district and providing agency levels;
- (d) to evaluate these ideas comparatively in the light of contemporary international practice and research.

2. CONTENT AND METHODS:

Two main theoretical perspectives will be adopted, both drawn from Dr. Bolam's work with the Organisation of Economic Co-operation and Development. First, the school will be analysed as a problem-solving, self-renewing or 'creative' social system and the characteristics of the internal and external roles, procedures and support structures needed to achieve this end will be considered. Second, in-service will be analysed as a complex, innovation process involving key agencies, tasks, methods and users, at province, district and school levels, each with their own distinctive features and values. Both theoretical perspectives will be illustrated and criticised through the use of a variety of practical examples; thus the actual and potential conflict between the in-service needs of individual teachers and those of the school system will be considered in the Canadian and British case studies of school-focused in-service.

Topics to be considered within these theoretical perspectives will include: the political, social and economic factors which influence in-service programmes; induction programmes for beginning teachers; school-initiated, school-focused and school-based programmes; the roles of teachers' centres, universities, supervisors and professional associations; training the trainers; evaluation techniques and problems; costing techniques and problems; and innovative methods (e.g. consultancy, clinical supervision and organisation development), roles (e.g. professional tutors, advisory teachers and community members) and perspectives (e.g. adult learning theory and recurrent education).

The core task will be based on a case study of an in-service program from a school district within British Columbia. This case study has been prepared from data collected this Spring as part of a research project at Simon Fraser. The case study was designed to identify how in-service was planned and implemented in the district and how its effectiveness is perceived by various aspects of the case study. For example, a course member with an interest in district co-ordination will focus his/her attention on that aspect of the case study and could carry out an assignment on it. Similarly, a participant with an interest in school-based in-service could carry out his/her assignment on that aspect of the case study and possibly develop a framework for planning in-service policy at the school level.

Use will also be made of examples drawn from ongoing research and development work in OECD member countries, including the United Kingdom, United States, Australia, Sweden and Holland, while reference will also be made to the contrasting experiences of the Third World, notably Pakistan and certain African countries.

3. ASSIGNMENTS:

Assignments will be negotiated individually within a framework which will encourage participants to produce work which is relevant, practical, and theoretically rigorous.

4. COURSE MATERIALS:

There will be no prescribed text but rather an extensive list of required readings of both a theoretical and practical nature will be presented. Hence a \$15.00 fee will be levied for printed materials.