

SIMON FRASER UNIVERSITY
EDUCATION 461-4
ADVANCED SEMINAR IN TEACHER DEVELOPMENT

Spring Semester, 1994
(January 4-March 31)
Mondays, 16:30-21:20
Location: 9511/12

Instructor: Dr. Peter Grimmett
Office: MPX 8543
Phone: 291-4937

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

Case study (20%): Participants will characterize a recent situation in which they attempted to develop their classroom practice. Particular attention will be paid to the context and culture (i.e., the pervading beliefs and values that constituted the normative basis for action) of the setting in which this exemplar of teacher development took place. This assignment is descriptive.

Case analysis (30%): Participants will analyze their case studies in light of the readings and discussion of the course.

Critical essay (50%): Participants will develop a 10-12 page position paper on one of the issues or topics raised in the course. The assignment will consist of two parts: first, oral presentation of a written draft to the class, and second, re-writing of the paper on the basis of the critique provided by participants and the instructor.

READINGS

- Fullan, M., & Hargreaves, A. (1992). *Teacher development and educational change*. Lewes, UK: Falmer Press.
- Hargreaves, A., & Fullan, M. (1991). *Understanding teacher development*. London, UK: Cassell; New York, Teachers College Press.

Plus other selected readings provided by the instructor.