

Education 461-4

Summer Session 1988  
July 4 - August 12  
Tuesdays & Thursdays 1:00-4:50  
Location: MPX 8620F

Dr. A. S. Tindill

TRENDS AND DEVELOPMENTS IN INSERVICE EDUCATION

Required Text: STAFF DEVELOPMENT FOR SCHOOL IMPROVEMENT: A FOCUS ON THE TEACHER, Wideen, Marvin F. and Andrews, I. editors. The Falmer Press, Philadelphia, P.A. 1987.

**COURSE DESCRIPTION**

There is very little chance for any significant improvements in education when teachers work independently. Learners go through the spectrum, over the years, of the entire staff. The adults in the building, the teachers, can make a significant difference when they work together, plan together, collaborate and interact collegially in professional development. They focus on an action plan, a theme, and devote their non-instructional days and other available time to longitudinal plans and conduct formative and summative evaluation.

This course is designed to examine the philosophical underpinnings of professional development perse, to look at what we now know about effective inservice, to examine and develop inservice sessions designed to make a difference and to increase the student's effectiveness in working with adults (the teachers) through a knowledge and understanding of adult learners and effective workshop organization and presentation.

## OBJECTIVES

1. to critically examine the issues inherent in professional development
2. to examine the context of professional development
3. to develop effective inservice programs based on recent developments and practices which seem to make a difference
4. to develop strategies designed to assist a school's staff in arriving at a readiness level for cooperation, collaboration and joint planning
5. to develop strategies designed to assist a school's staff in moving from a readiness level to a school-wide action plan
6. to become fully aware of the issues related to the adult learner
7. to become familiar with inservice action plans which seem to work well for schools
8. to be able to develop strategies designed to promote teacher collegiality vis-a-vis professional growth
9. to develop formative assessment strategies of inservice education
10. to develop summative assessment strategies of inservice education designed to facilitate proactive planning for the future.

## TOPICS OUTLINE

1. Professional development, staff development and inservice education
2. Strategic planning
3. Contemporary issues in professional development
4. Workshop development skills
5. Presentation skills
6. Adult learning
7. Political issues related to inservice education
8. Formative and summative assessment
9. The principal's role in school based professional development
10. School improvement focussing on the people most centrally involved in that process, teachers.

## ELIGIBILITY AND REQUIREMENTS

The course is open to all educators, preservice and practicing, classroom teachers and administrators - all who wish to develop skills, sharpen skills and/or enhance the quality of professional development.

- |                                                                                                    |      |
|----------------------------------------------------------------------------------------------------|------|
| 1. Active class participation                                                                      | 10 % |
| 2. Adhoc written assignments                                                                       | 15 % |
| 3. Development and submission of a workshop action plan incorporating the objectives of the course | 75 % |

PROFESSIONAL DEVELOPMENT PROGRAM

Revision approved  
4/10/76  
S.76-122

EDUC 461-4 - Trends and Developments in Educational Practice

Examination of general trends with application at different levels and in several subject areas.

Prerequisite: Not less than 60 hours of credit.

(Revision - prerequisite.)

*Calendar 1977/78*  
*78/79*  
*79/80*  
*80/81*

PROFESSIONAL DEVELOPMENT PROGRAM

Revision approved  
2/12/74  
S.74-154

EDUC 461-4 - Trends and Developments in Educational Practice

Examination of general trends with application at different levels and in several subject areas.

Prerequisites: EDUC 401/402 or equivalent.

(Revision in prerequisite statement)

*Calendar 1975-76.*

*Calendar 76/77*

PROFESSIONAL DEVELOPMENT PROGRAM

Revision approved 7/8/72  
Paper S.72-88

EDUC 461-4 - Trends and Developments in  
Educational Practice

Examination of general trends with application at  
different levels and in several subject areas.

Prerequisites: Recommended: Education 401 and 402.

(Revision in course description.)

*Calendar 1973-74*  
*1974-75*  
*1975-76*

PROFESSIONAL DEVELOPMENT PROGRAM

Revision published in  
1972-73 Calendar

EDUC 461-4 - Seminar: Trends and Developments  
in Educational Practice

1-3-0

Lectures deal with general trends. Students register for a specific section in which seminars deal with trends in one aspect of Education, e.g., Early Childhood, Language Arts, etc.

Students with credit for PDC 461-4 may not take this course for further credit.

(Revision - previously offered as 461-4 - Professional Development Centre.)

FACULTY OF EDUCATION

New Course Proposal

CALENDAR INFORMATION

Program: Education

Course Number: 461

Trends and Developments in  
Title: Educational Practice

Sub-title or Description: Examination of general trends with application at different levels and in several subject areas.

Credit Hours: 4

Vector Description:

Pre-Requisite(s): Recommended: Education 401 and 402.

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 25 in each of Fall and Spring.

Semester Offered (e.g. yearly, every Spring, twice yearly, Fall and Spring): Fall and Spring.

When will course first be offered? Fall, 1972 or 1973.

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

Continuation of a successful existing course on a more limited basis.

- B. What is the range of topics that may be dealt with in the course?

does this course fit the goals of the program?

Optional course for inclusion in Education minor or for elective credit.

D. How does this course affect degree requirements?

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E. What are the calendar changes necessary to reflect the addition of this course?

Revised description.

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

Currently high but should decline as specific sections become separate courses.

H. Other reasons for introducing the course.

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...RY AND SPACE FACTORS

Which faculty will be available to teach this course? ...

Wassermann  
Trivett  
Dawson

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

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Approval:

~~Dean of Division:~~

date

signature

~~Senate~~ Curriculum Committee

Faculty

SCUS

Senate

date	signature
4/17/77	[Signature]