

ED4610
Educational Foundations

SCHOOL AND COMMUNITY
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Grande Prairie
Regional College

Instructor

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Brief Description

An analysis of differences in school-community relations in the three settings most typical of Northwest Alberta - urban, rural, and remote - in the context of the evolution from the teacher to initiated 'community school' movement of the 1970s and the parent/politician/community initiated 'consumer choice' movement of the 1990s.

Note: Not available to first-year students.

Texts

Lewington and Orpwood, Overdue Assignment (1993)

Newton and Newton, Voices, Vision and Vitality (1992)

Overview

One of the challenges of becoming a teacher in the 1990s is coming to grips with a school environment that is expected to be more directed by and more responsive to the community.

The course begins with an overview of why the debate over schooling has moved so strongly in this direction. It will examine similarities and contrasts between the teacher initiated 'community school' movement of the 70s/80s and the parent/politician/community initiated 'consumer choice' movement of the 90s.

A second major focus of the course is to provide the means for a deciding of what discriminations should be made between the nature of school/community relations and interactions in three different contexts: urban, rural, and remote. Along with texts and readings, a key resource will be a series of interviews, audiotaped in Grande Prairie Public and Catholic, Peace Wapiti, and Northlands school systems. These recordings are also intended to provide an appropriate and equitable base for the student term paper in the course.

An additional feature of the course will be arranging for sessions of explicit classroom advice by teachers who are particularly effective in parent-teacher interviews, handling emergent concerns with parents, and getting the best out of parent volunteers in the classroom.

Class Schedule

Week 1-2	Introduction School and Community in the Progressive Education movement The 'Community School' movement - principles and practice in Alberta: the 70s/80s
Week 3-4	The 90s: 'Reinventing' government and 'redesigning' schools
Week 5-6	Voices from the schools: interviews with principals in urban, rural, and remote communities.
Week 7	Midterm exam
Week 8-9	The nature of rural communities and their relationship to schools/schoolteachers <u>Voices, Vision and Vitality</u> Chapters 1, 3, 4-6, 8
Week 10-11	The nature of remote native communities and their relationship to schools/schoolteachers Readings supplied. Term paper due.
Week 12-13	Developing a typology of school/community interactions in urban, rural, and remote locations. Lessons from the classroom on working with <u>the closest community</u> - parents.
Week 14-15	Review and Final Exam

Term Paper

2000-2500 words. An analysis of comparisons and contrasts in school/community relations in urban, rural, and remote settings. Basic data to come from a minimum of six (6) audio-cassette interviews. Evaluation will be /10 for extensiveness and quality of argument, /15 for use of evidence and relationship to argument, /5 for quality of expression = 30 total. Late papers will be penalized 5% per day.

<u>Evaluation</u>	<u>%</u>
Attendance/Participation	10
Midterm Exam	30
Term Paper	30
Final Exam	<u>30</u>
	100