

THE SCHOOL IN NORTHERN COMMUNITIES
3(0-0-3)

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 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

Course Readings

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

Voice of the Drum, ed. R. Neil (2000)

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 papers in the course.

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 urban schools: interviews with principals in Grande Prairie. Term paper #1: The school context in a small urban setting.
Week 7	Midterm Exam
Week 8-9	Voices from rural schools: interviews with principals in Peace-Wapiti. 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	Voices from remote schools: interviews with principals/teachers in Northland. The nature of remote native communities and their relationship to schools/schoolteachers. Term paper #2: The school context in rural and remote settings.
Week 12-13	Developing a typology of school/community interactions in urban, rural, and remote locations.
Week 14-15	Review and Final Exam

Term Papers

1000-1500 words. An analysis of comparisons and contrasts in school/community relations in urban, rural, and remote settings. Basic data to come from live and 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	25
Term Paper	40
Final Exam	<u>25</u>
	100