

Course ED 819

Educational Change
Fall 2003

Monday, 4:30 – 7:00 PM
Campion 300
Andy Hargreaves

PURPOSE OF THE COURSE

The course is concerned with configurations of educational change and their consequences for teachers and others. The objectives of the course are that students will:

1. Know and understand the part played by teachers in initiating, implementing or resisting educational change and reform.
2. Understand the impact of educational change processes and practices on teachers and their work.
3. Be aware of some of the key strategies and challenges of the change process in educational institutions and systems.
4. Know how to apply knowledge of educational change processes to their own work settings.

DESCRIPTION

The work and the world of teachers is one of rapid and intensifying change. Teachers face endless changes in policy, working conditions, community pressures and expectations, demographic compositions of the student body, turnover in school and district leadership, societal conditions, and, not least, their own lives, careers and aging bodies. Teachers are made acutely aware of change every year they start a new class: each time, they get incrementally a little older while their students remain the same.

Teaching is a profession dedicated to changing people's lives, to making a difference, to creating the generations of the future. Everyone has been taught by teachers and expects a great deal of them in terms of improvement and change, especially in times that cause them to be especially anxious about their own children. Teachers are a focus for change, a target of change, and often, many believe, one of the major impediments to improvement and change in our schools.

Understanding the role of teachers in educational change demands that we understand the nature of teaching, of the change process itself and of the interrelationships between the two. This is what Educational Change sets out to do.

In the first part of the course, the prime objective is to understand the nature of teachers' work, the culture of and relationship among teachers to which it gives rise, and the consequences for how teachers approach and respond to educational change. We will look at some of the classic texts on teachers' work and teachers' culture, examine the different ways in which teachers' relations with their colleagues affect their response to change, and explore the role that time, emotion and so-called resistance to change play in the work of teachers.

The second part of the course applies these understandings of the nature of teaching to various strategies for initiating, implementing and sustaining educational change – from governmental impositions of standards-based reform to networks of teacher-initiated innovation.

The course culminates in an application of students' knowledge and understanding of the change process and of human relations to portrayals of these phenomena in contemporary movies of human relationships and personal as well as organizational change.

THE ORGANIZATION OF THE CLASS

Teaching will predominantly be by seminar. For much of the time, seminar discussions will take place in small groups to allow rigorous exploration of the ideas and wide participation. Small group discussions will then be followed by plenary sessions where the findings of the different groups are compared and developed.

The basis of small group work will be approximately three set readings per week which will be studied beforehand. The readings will be selected for their theoretically or empirically contrasting character. Exercises will normally not be made available until the relevant sessions, so thorough and critical reading is important. It is advisable for students to bring relevant photocopies to each session, to refer to where appropriate.

The purpose of this teaching approach is therefore partly to advance understanding about the course content but also to foster a range of learning and thinking skills in relations to educational matters. These include confidence, accuracy and appropriateness in the use of analytical language; ability to take a critical and independent stance in relation to educational writing; ability to evaluate competing theoretical claims; ability to evaluate conflicting evidence; ability to assess the strength or weakness of fit between research findings and practical application.

SET TEXTS

Hargreaves, A. (2003) Teaching In The Knowledge Society: education in the age of insecurity, New York, Teachers' College Press.

Fullan, M. (2002) The New Meaning of Educational Change, New York, Teachers' College Press.

COURSE PROGRAM IN DETAIL

Week 1

Introduction

Week 2

Classics on the Culture of Teaching

Readings

Waller, W. (1932). *The Sociology of Teaching*. Wiley Press. 375-399.

Lortie, D. (1975). *Schoolteacher*. University of Chicago Press. 208-213.

Little, J.W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations'. *Teachers' College Record*, (91)4, 509-36.

Sarason, S. (1971). *The culture of the School and the Problem of Change*. Allyn & Bacon, 195-214.

Week 3

Resistance to Change

Readings

Gitlin, A. and Margonis, F. (1995). The political aspect of reform: teacher resistance as good sense, *American Journal of Education*, 103 (August), 377-405.

Bailey, B. (2000). "The impact of mandated change on teachers", in Bascia, N. and Hargreaves, A, *The Sharp Edge of Educational Change*, New York, Routledge/Falmer.

Datnow, A. (2000). "Gender politics in school reform", in Bascia and Hargreaves. op. cit.

Riseborough, G. (1984). "Teachers' careers and comprehensive schooling". In Hargreaves, A. & Woods, P. (Eds.). *Classrooms and Staffrooms*, Milton Keynes: Open University Press.

Huberman, M. (1992). "Teacher development and instructional mastery". In Hargreaves, A. and Fullan, M. (Eds.). *Understanding Teacher Development*. New York, Teachers' College Press.

Week 10

Change Across Space: Scaling Up Reform

Readings

Fullan, M. (2003). The return of large scale reform: *Journal of Educational Change*, (3) (1).

Stein, M.K., Hubbard, L. & Mehan, H. (forthcoming); "Reform Ideas that Travel Far Afield", *Journal of Educational Change*.

Elmore, R. (1995). Getting to scale with good educational practice. *Harvard Educational Review*, 66, 1, pp. 1-26.

Sergiovanni, T. (2000) *The Lifeworld of Leadership*, San Francisco, Jossey Bass, Chapter 4.

Week 11

Professional Learning Communities

Readings

Fullan, M. (1999). *Change Forces: The Sequel*. New York, Routledge/Falmer, Chapter 3.

McLaughlin, M. & Talbert, J. (2001) *Professional Communities and the Work of High School Teachers*, Chicago, University of Chicago Press. Chapter 3.

Hargreaves, A. (2003). *Teaching In The Knowledge Society*, Chapters 5&6, New York, Teachers' College Press.

Week 12

Diversity and Change

Oakes, J. & Lipton, M (2002). "Struggling for educational equity in diverse communities; school reform as social movement", *Journal of Educational Change*, Vols. 3.3-3.4, 383-406.

Nieto, S. (1998). Cultural Differences & Educational Change in a Sociopolitical Context in Hargreaves, A. (et al) *International Handbook of Educational Change*, Dordrecht, Kluwer.

Cummins, J. (1998). Language Issues and Educational Change in Hargreaves, A. (et al) *International Handbook of Educational Change*, Dordrecht, Kluwer.

Week 13

Review

This class will review the main themes and concepts of the course.

