

2009-1



**EDUCATION 830 (G031)**  
**Program Implementation**  
**Enroll # 10282**

Spring Semester 2009	Instructor: John Ormond
Meeting Dates: Jan 9/10; 20-LDP: Leadership Games (Optional year 2); 23/24, Feb 6/7; 20/21; Mar 3-LDP: Session 4; 7; 27/28	Office:
Times: Fridays, 4:30 – 7:30 pm Saturdays, 8:30 am – 4:00 pm & LDP Sessions	Telephone:
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**DESCRIPTION**

Program implementation is a complex and multi-staged process dependent for its success on the cultural conditions prevalent in the school. Failure to attend to these conditions may result in an abortive change initiative or lead to the bastardization of that change initiative. Careful and systematic attention to those conditions, conversely, significantly enhances the possibility that program implementation will result in long-term and sustainable change.

The course begins with an exploration of the culture of the school and how that culture can either support or impede the change process. It is in the ‘management’ of culture and the promotion of the necessary conditions for deep and sustainable change that leadership is demonstrated.

This inquiry, however, invites the question: What are the ideal conditions under which a school should operate so that change serves the larger purpose of enriching the lives of learners, what Fullan calls the ‘moral imperative’? Further, it directs us to a consideration of learning and how curriculum and instruction are structured to support learning. Issues related to implementation direct us to examine the core purposes of schooling and how learners are affected by the experience of schooling.

Students will learn to analyze change initiatives /program implementation systematically, apply that analysis to specific examples of program implementation with which they are familiar, and develop proactive strategies for effective implementation.

## **TEXTBOOKS AND READINGS**

1. Rosenholtz, Susan J (1991). *Teachers' Workplace: The Social Organization of Schools*. (ISBN 0-8077-3149-8) New York, NY: Teachers College Press
2. Tomlinson, Carol Ann and Jay McTighe (2006). *Integrating Differentiated Instruction and Understanding by Design*. (ISBN-13: 978-1-4166-0284-2) Alexandria, Virginia: ASCD. ASCD product #105004

## **COURSE REQUIREMENTS**

1. Teacher Interview: Examining Implementation Experience (10%)
2. Interview Analysis: Exploring Beliefs and Assumptions (10%)
3. Book Review and Implementation Plan: Changing School Culture (20%)
4. Program Implementation: The Interface of Curriculum and Instruction (20%)
5. The JED Plus: Interactive Presentation (40%)

## **ACADEMIC HONESTY STATEMENT**

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>