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Continuous Improvement in the Science Classroom, Second Edition

Jeffrey J. Burgard

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Schools were originally designed to provide opportunity to learn and used the bell-curve to gauge their success. The expectations have changed and schools are required to make sure all children learn, but the systems, core processes, and management styles that have always driven teaching and learning have not. New programs and curriculum cannot just be added onto these outdated classroom interrelationships and be expected to produce different results. Now, by managing with W. Edwards Deming s Theory of Profound Knowledge, science educators can improve their systems and achieve the needed results. Deming s management theories created Japan s Industrial Miracle in the 1970s by improving quality and employee morale, while decreasing costs. It is a philosophy that focuses on experimentation and allows the people who do the work to provide input into improving the work. This book shows science teachers how to apply that same philosophy to engage students in the improvement process to increase learning and enthusiasm, while decreasing failure. Combined with the latest brain and educational research, it will enlighten, empower, and engage teachers and students to continuously improve their classroom. In this second edition of Continuous Improvement in the Science Classroom, Jeffrey Burgard shares new learning and insights from the last 10 years of workshop facilitation and his own classroom experience. He delves deeper into the philosophy, clarifies each improvement process, and reveals new, highly effective applications. Each process transforms different aspects of the classroom and, when implemented concurrently, creates a dynamic, continuously improving learning system. It is time to have an educational miracle science classrooms with high standards, high achievement, and high enthusiasm.

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