



**University** **of** **British** **Columbia**

**2023** **International** **Teacher** **Education** **Program**

**Proposal**

**Feb** **2023**

**(3-week** **program)**

Faculty of Education

The University of British Columbia

Vancouver, Canada

**UBC** **International** **Teacher** **Education** **Program** **Schedule** **2023**

**Week** **1** **Theme:** **Introduction** **to** **Canadian** **Education**

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| **Monday** | **Program** **Schedule** |
| 10:00-12:00 | ***Welcome*** ***to*** ***UBC*** ***and*** ***Program*** ***Overview***Participants will receive an overview of the course structure and requirements, learning goals, readings, formative, and summative course assessments. We will also focus on building a classroom community and getting to know each other as learners. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Library*** ***Orientation*** ***and*** ***Campus*** ***Tour*** |

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| **Tuesday** | **Program** **Schedule** |
| 10:00-12:00 | ***Introduction*** ***to*** ***British*** ***Columbia’s*** ***Curriculum*** ***I***Participants will examine the foundations of British Columbia’s educational context and explore the curriculum both in a general sense as well as through their disciplinary lens. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Introduction*** ***to*** ***British*** ***Columbia’s*** ***Curriculum*** ***II***Participants will explore the Core and Curricular Competencies and examine their roles as the foundation of teaching and learning. |

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| **Wednesday** | **Program** **Schedule** |
| 10:00-12:00 | ***Curriculum/*** ***Unit*** ***Development*** ***I***Participants will explore the fundamentals of a well-designedunit/lesson in the context of the British Columbia Curriculum. Participants will explore unit/ lesson planning tools that support the incorporation of big ideas, concepts and essential questions. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Canadian*** ***Society,*** ***Culture*** ***and*** ***Heritage***Participants will be provided with an introduction to Canadian history, traditions, and culture that impact contemporary Canadian education. |

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| **Thursday** | **Program** **Schedule** |
| 10:00-12:00 | ***Curriculum/*** ***Unit*** ***Development*** ***II***Participants will continue to explore the fundamentals of a well- designed unit/lesson in the context of the British Columbia Curriculum. Participants will work on their summative unit using the planning tools that support the incorporation of big ideas, concepts, essential questions and inquiry. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Curriculum/*** ***Unit*** ***Development*** ***III***Participants will continue to explore the fundamentals of a well- designed unit/lesson in the context of the British Columbia Curriculum. Participants will work on their summative unit using the planning tools that support the incorporation of big ideas, concepts, essential questions, and inquiry. |

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| **Friday** | **Program** **Schedule** |
| Full Day | ***School*** ***visit*** |

**Week** **2** **Theme:** **Creating** **Thinking** **Classrooms:** **Moving** **from** **Theory** **to** **Practice**

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| **Monday** | **Program** **Schedule** |
| 10:00-12:00 | ***Debrief*** ***school*** ***visits******Examples*** ***of*** ***Best*** ***Practice*** ***in*** ***BC*** ***Education*** ***–*** ***Inquiry-based*** ***Learning*** ***I***Participants will examine the processes of creating and implementing inquiry teaching and learning in their classroom |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Examples*** ***of*** ***Best*** ***Practice*** ***in*** ***BC*** ***Education*** ***–*** ***Inquiry-based*** ***Learning*** ***II***Participants will examine the processes of creating and implementing inquiry teaching and learning in their classroom |

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| **Tuesday** | **Program** **Schedule** |
| 10:00-12:00 | ***Reimagining*** ***Student*** ***Assessment*** ***I-*** ***Summative*** ***Assessment***Participants will examine the key principles of quality assessment, and different types of **summative** **assessment** frameworks, and explore classroom assessments used in British Columbia’s classrooms. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Reimagining*** ***Student*** ***Assessment*** ***II-*** ***Formative*** ***Assessment***Participants will examine the key principles of quality assessment, and different types of **formative** **assessment** frameworks, and explore classroom assessments used in British Columbia’s classrooms. |

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|  **Wednesday** | **Program** **Schedule** |
| 10:00-12:00 | ***Innovative*** ***Teaching*** ***Strategies*** ***I***Participants will examine various innovative teaching strategies and their impact on student learning. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Innovative*** ***Teaching*** ***Strategies*** ***II***Participants will examine various innovative teaching strategies and their impact on student learning. |

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| **Thursday** | **Program** **Schedule** |
| Full day | ***Victoria*** ***Day*** ***Trip*** |

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| **Friday** | **Program** **Schedule** |
| Full Day | ***School*** ***visit*** |

**Week** **3** **Theme:** **Theory** **to** **Practice:** **Deepening** **and** **Sharing** **Our** **Learning**

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| **Monday** | **Program** **Schedule** |
| 10:00-12:00 | ***Debrief*** ***school*** ***visits******Reimagining*** ***Student*** ***Assessment*** ***III***Participants will explore the shifting practices in classroom assessments. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Reimagining*** ***Student*** ***Assessment*** ***IV*** ***Project*** ***work/*** ***tuning***Participants will explore the shifting practices in classroom assessments. |

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| **Tuesday** | **Program** **Schedule** |
| 10:00-12:00 | ***Examples*** ***of*** ***Best*** ***Practice*** ***in*** ***BC*** ***Education******–*** ***Social*** ***Emotional*** ***Learning*** ***I***Participants will examine the research and requirements on teaching Social and Emotional Learning. Participants will review school and classroom-based strategies to further students’ growth in these areas. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Examples*** ***of*** ***Best*** ***Practice*** ***in*** ***BC*** ***Education******–*** ***Social*** ***Emotional*** ***Learning*** ***II***Participants will examine the research and requirements on teaching Social and Emotional Learning. Participants will review school and classroom-based strategies to further students’ growth in these areas. |

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| **Wednesday** | **Program** **Schedule** |
| 10:00-12:00 | ***Examples*** ***of*** ***Best*** ***Practice*** ***in*** ***BC*** ***Education*** ***–*** ***STEM*** ***Education***Participants will learn about research and practice of 21st century STEM education. Participants will consider innovative STEM curricula and how they can be implemented in both formal and informal contexts. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | Project work |

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| **Thursday** | **Program** **Schedule** |
| 10:00-12:00 | ***Group*** ***Summative*** ***Unit*** ***Presentations*** |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Group*** ***Summative*** ***Unit*** ***Presentations*** |

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| **Friday** | **Program** **Schedule** |
| 10:00-12:00 | ***Reflecting*** ***on*** ***our*** ***learning***Participants will explore ways to establish a sense of belonging for their students and explore strategies to engage students in their learning. |
| 12:00-1:00 | Lunch |
| 1:00-3:00 | ***Graduation*** ***Ceremony*** |

\*\* Independent learning activities include open lectures, seminars, and library search, etc. Participants will be provided with a schedule of activities available on campus to choose from.

\*Details of the program are subject to change.