



## Summary of Goals and Key Expectations for international partners, teacher candidates and faculty advisors engaged in a UBC International Community Field Experience

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This document summarizes the goals and key expectations the UBC Faculty of Education has set for international partners agreeing to host a UBC teacher candidate during their 3 week international community field experience (CFE). This summary has been distilled from the detailed [UBC Faculty Advisor \(FA\) CFE Guide](#), the [UBC Teacher Candidate \(TC\) CFE Guide](#) and the [UBC Bachelor of Education Policy Handbook](#)

### 1. Goals of an international CFE:

There are two main goals of the international CFE. The first is to enrich and expand a UBC teacher candidate's (TC) understanding of the diverse cultural and physical contexts in which education occurs. The second is to provide all participants with intercultural experiences that encourages the folding of global awareness into their philosophies of teaching and learning.

### 2. UBC's Expectations for International Partners.

Although the UBC TC arrives at a community partner's organization as a fairly accomplished and independent beginning teacher, UBC expects the community partner to provide the TC with the following ongoing support:

*Prior to the CFE international partners are expected to:*

- **read, understand, and meet expectations for international partners as outlined in the *Community Candidate Guide*** (see: <http://cfe.educ.ubc.ca/community-partners/guide/>)
- respond to the TC's communications and questions (the TC will make first contact sometime between October and January) and discuss the partner's, UBC's, and the TC's expectations for the practicum,
- clarify, and provide UBC TCs with further orientation and direction to the partner's site and programs,

*During the CFE international partners are expected to:*

- meet the TC at the school on the first day of the CFE and introduce the TC to the partner's academic and administrative community (and, if possible, orient them to the larger community).
- provide the TC with opportunities to observe and engage in teaching in the partner's context, and/or for the TC be involved with helping the partner's staff reach the organization's educational objectives.
- hold regular check-ins with the TC (UBC recommends once every two or three days) so as to provide feedback to the TC about their performance, review activities and preview next steps.
- encourage TCs to note down their questions or observations and bring them to check-ins,
- be available to answer questions,
- keep track of the TC's progress towards the final goal of the field experience (Note: sometimes the actual work might take a different course from what the partner and TC originally planned. If this happens, the partner is encouraged to discuss the situation with the TC and consider revising the goal),
- enable and encourage the TC's independence while pursuing the community organization's objectives/activities,
- note the TC's contributions to the community organization, as well as the TC's learning and demonstration of new ideas, information and skills.
- contact the TC's FA (or the CFE coordinator) with any questions, concern, or comments,
- provide enough work and activities to engage the TCs for at least 5 hours a day, 5 days a week, for 3 weeks (75 hours), and
- enable the TC's independence, as much as possible, while they participate in the community organization's objectives/activities.

*During the last two days of the CFE international partners are expected to:*

- complete a CFE online comment form (<http://cfe.educ.ubc.ca/community-partners/feedback-form/>).

### **3. UBC does not expect, or require, an international partner to:**

- pay for any of the UBC TC's accommodation, travel or food costs,
- pay for the TC's medical or dental (UBC TCs come with their own medical and dental plan. (However, TCs attending to an international CFE must purchase their own flight cancellation insurance and travel medical),
- ensure that the TC has acquired and carries the required vaccinations and official documents (such as medical coverage, working with children documents, visas, etc.),
- pay TCs for their time in their school, and
- assess or report on the TC's teaching abilities.

#### 4. UBC's Expectations for the UBC international CFE Faculty Advisor (FA).

*UBC FAs are expected to:*

- introduce themselves to, and communicate with, their TC's community partners via email, phone or Skype prior to the CFE start,
- celebrate accomplishments with the partner and the TC,
- troubleshoot issues that the community partner might have with a TC (i.e., punctuality, lack of initiative, lack of participation or enthusiasm),
- monitor (generally) the partner's satisfaction during the CFE,
- provide suggestions (if/when necessary) about maximizing the experience,
- mentor TCs if communication falters between TC and partner (e.g., suggesting conflict-resolution strategies),
- be one of the TC's source of reference and guidance,
- monitor the TC's satisfaction during the CFE,
- read/view/listen and respond to the TC's weekly observations, questions and reflections,
- provide interim reports for struggling TCs,
- recommend a pass/fail grade for each TC, and
- remind TC's to complete a feedback form (<http://cfe.educ.ubc.ca/teacher-candidates/feedback-form/>) at the end of their CFE.

#### 3. UBC's Expectations for the TC.

*UBC TCs are expected to:*

- contact their community partner well before the CFE start date and discuss opportunities for the TC to teach, and learn more about teaching/learning while volunteering at the community partner's organization,
- **read, understand, and meet expectations for TCs outlined in the *Teacher Candidate Guide*** (see: <http://cfe.educ.ubc.ca/teacher-candidates/guide/>),
- read and understand expectations outlined in the *EDUC 430 Course outline* (see: <http://teach.educ.ubc.ca/students/courses/>),
- complete any tasks related to the placement,
- obey all rules, guides, policies, regulations and laws laid out by the community organization, the local community, the district, the province/state, and country in which the community partner functions,
- provide their community partner with their FA's and Program Coordinator's contact information (email addresses and phone numbers),
- communicate with their FA on a weekly basis,
- provide their FA with their community partner's contact information (TCs on an international CFE must also enter both their partner's and their accommodation's contact information in UBC's Safety Abroad website <http://safetyabroad.ubc.ca/>),

- ensure they are meeting the minimum number of CFE hours (approximately 5 hours a day or 25 hours a week. **A minimum of 75 hours must be logged**),
- **dress and act in a professional manner** as outlined in the UBC *BEd Policies and Guidelines* (see: <http://teach.educ.ubc.ca/students/policies-and-guides/>),
- **complete weekly reflections** that demonstrate the TC's changing and growing understanding of learning and teaching (as outlined in the EDUC 430 CFE course outline <http://teach.educ.ubc.ca/students/courses/>). Format to be determined by the CFE Faculty Advisor,
- **complete a CFE feedback form:** <http://cfe.educ.ubc.ca/teacher-candidates/feedback-form/> at the end of their CFE,
- remind their community partner to complete and submit an online *CFE Partner Comment Form*, and
- take initiative, be flexible, and be actively involved in all aspects in their CFE placement.

Please note that this is just a summary of expectations and readers are encouraged to read the more detailed CFE documents located on the CFE website, <http://cfe.educ.ubc.ca/> .

Sincerely,



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