



## International Partner's Summary of Goals and Key Expectations for the UBC Community Field Experience

October 4, 2019

This document summarizes the goals and key expectations for international partners engaged in a UBC Community Field Experience (CFE). This summary has been drawn from the detailed set of [International CFE expectations](#).

### A) Goals of the CFE:

There are three main goals of the international CFE. First, for the UBC teacher candidate (TC) to assist their international partner in reaching their organization's educational objectives/goals. Second, to assist TCs develop an enriched and expanded understanding of the diverse cultural and physical contexts in which education occur. And third, to provide opportunities for shared teaching and learning in an international context.

### B) Expectations for International Community Partners

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

**Prior** to the CFE the international partner is expected to:

- Read, understand and clarify (with international CFE coordinator) information presented in the [Community Partner Guide to the CFE](#)
- respond to the TC's communications and questions (the TC will make first contact in January) and discuss the partner's, UBC's, and the TC's expectations for the practicum,
- clarify, and provide further orientation and direction to the partner's site and programs,

**During** the CFE the international partner is expected to:

- meet the TC at the school/organization 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 2-3 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 TC's 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, concerns, or comments, and
- provide enough work and activities to engage the TC for at least 5 hours a day, 5 days a week, for 3 weeks).

**During** the last two days of the CFE, it is expected that the international partner will:

- complete and submit an online [Partner CFE Feedback Form](#)**, (due no later than 1 week after the CFE ends).

**C) Important: UBC does NOT expect, or require, a community 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.),
- write a letter of recommendation (unless the partner feels they have gathered enough observations/information/data to be able to provide the teacher candidate with an informed letter of recommendation),
- pay TCs for their time in their school, and
- assess or report on the TC's teaching abilities.

Do not hesitate to email me if you require more information about these expectations.

Sincerely,



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

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