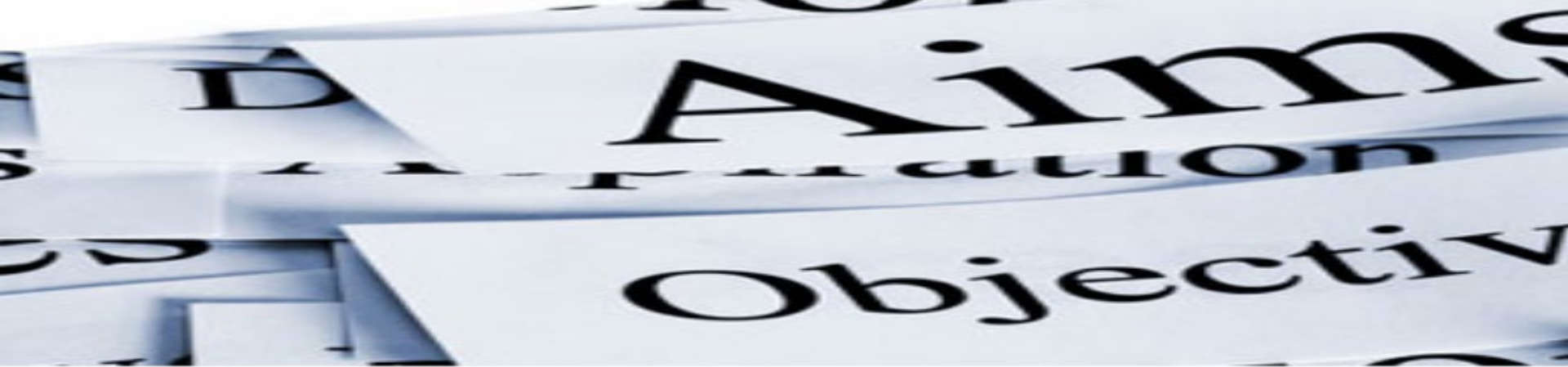


CFE Predeparture Crossing 'Glocal' Borders



Agenda

Why CFE?
CFE Q & A
Questions
Glocal Borders



The two key purposes of the CFE is:

1. for teacher **candidates to experience teaching and learning in a new context.** One that provides a more holistic view of teaching and enhances the teacher candidate's formal teaching experience.
2. also to assist partners design, implement and meet educational objectives.





What is the International CFE Resource Blog
and where do I find it?

<http://www.blogs.ubc.ca/ubcfe>



What do I need to do to get a 'P'
for EDUC 430 (CFE)?

- ✓ Complete **15 days** working with/for partner (5-8 hours a day)
- ✓ Dress and act in professional manner
- ✓ Complete reflections and other tasks related to the placement
- ✓ Complete a CFE [Feedback Form for TCs](#)
- ✓ Have your partner complete a CFE [Feedback Form for Partners](#)

- ✓ Read, understand and meet expectations presented in *the CFE Teacher Candidate Guide and EDUC 430 Course Outline*.
- ✓ Contact partner **January 16, 2020** (except international CFE'rs)
- ✓ Complete *Worksafe Checklist* (in BC) or *Safety Abroad Registry* (outside of Canada) or nothing (national).



When I contact my partner on Jan 16, 2020
what do I talk about?



Questions Teacher Candidates May Pose to International CFE Partners

November 21, 2019

Keith McPherson

Teacher candidates are welcome use the following questions to guide their conversation with international partners during conversations prior to the CFE. TCs may also wish to consider emailing these questions to the partner prior to an email, Skype, or phone conversation (e.g., prior to the January contact day) as it may make for a more informative and rewarding phone or face-2-face conversation.

- What are the mission/s, goal/s and philosophy/ies of the school/organization?
- How long has the school/organization been functioning?
- What services does the school/ organization provide and whom does it serve?
- How many volunteers does your organization support?
- What expectations do you have of me? What are some ways I can help your school/organization?
- Have you ever hosted UBC teacher candidates before, or hosted other university students? What did they do last year?
- Will I be working with any other volunteers or students?
- When I arrive, who will be my contact and what is there contact information?
- What will my accommodations be like? Do they include food? What will my costs be?
- Will someone be meeting me at the Airport? Or, any tips on how to get from the airport to my accommodations and/or the school/organization?
- What do you suggest I bring and how do you suggest I dress? How would you suggest I prepare for my time with you?
- What is the contact information for the school/principal and/or organization/contact?
- What time should I arrive the first day?
- Is there any orientation or training that I will receive?
- Who will be supervising me? Who will I be working during my time with you?
- What kind of feedback or evaluation will I be receiving?
- Am I expected to cover any costs other than accommodation, flights, and food?
- Are meals provided?
- Is there access to public transportation?
- I am expected to work 5 hours a day (a minimum of 75 hours total over the three weeks). How do you see me meeting these time expectations? Is my time working with your organization flexible or fixed?
- Am I be able to choose the projects I can engage with?
- I wondering if you would describe some of the potential projects you wish me to help with, or create, or teach, or engage with?



What are the expectations for myself, my community partner and CFE FA?

<http://blogs.ubc.ca/ubcfe/expectations/>



What are the expectations for teacher candidates?

- Meet requirements listed in syllabus (EDUC 430)
- continue to meet all UBC *Teacher Education Program Policies and Guidelines* (<http://teach.educ.ubc.ca/students/policies-and-guides/>)
- represent UBC
- be flexible and 'go with the flow'
- listen





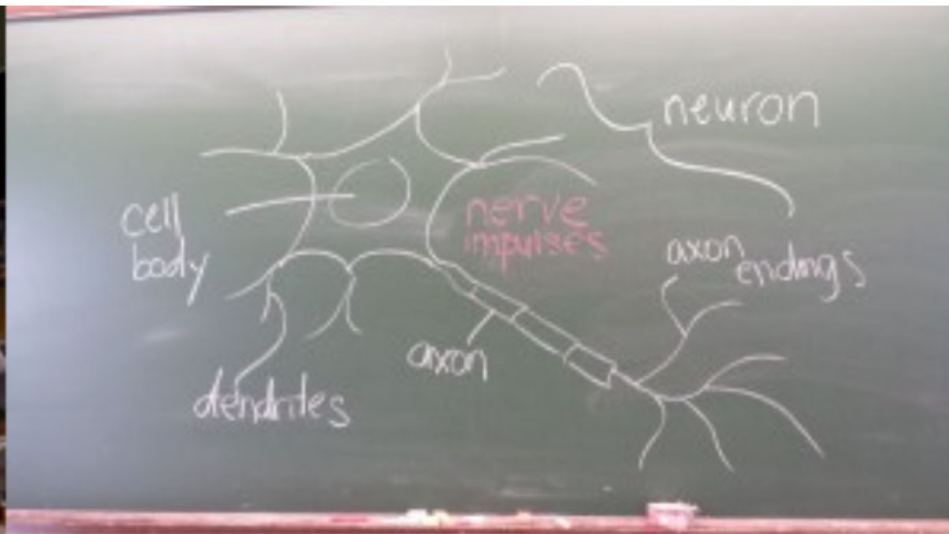
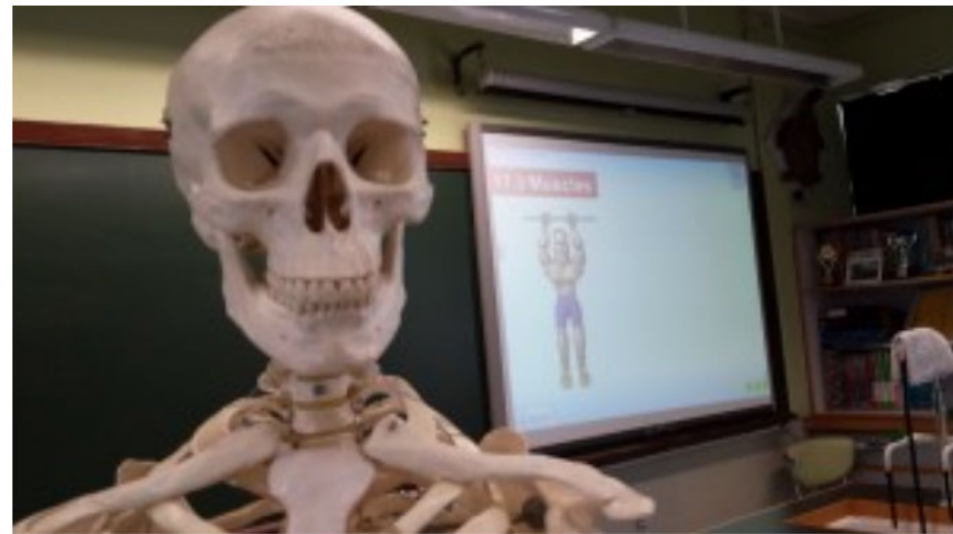
Do I need permission to share or post CFE images on the internet?

Yes and No.

Yes!



YES!



no



unless...



a place of mind
 THE UNIVERSITY OF BRITISH COLUMBIA

Consent to Use of Image

I hereby give The University of British Columbia ("UBC") permission to use images of me (including any motion picture or still photographs made by UBC of my likeness, poses, acts and appearances or the sound records made by UBC of my voice) ("Images") for any purposes in connection with promoting UBC and its activities (the "Purposes"), which may include advertising, promotion and marketing. UBC may crop, alter or modify Images of me and combine such Images with other images, text, audio recordings and graphics without notifying me.

I understand that my personal information, including Images of me, is being collected pursuant to section 26 of the *Freedom of Information and Protection of Privacy Act*, R.S.B.C. 1996, c. 165, for the Purposes. I consent to my name and any other information provided by me to UBC being displayed in connection with the appearance of my Image. I consent to any of my personal information, including Images of me, being stored, accessed or disclosed outside of Canada.

Any questions about the videotaping, photographing and audiotaping should be directed to:
 Name of coordinating UBC unit: (please print) _____

I am 19 years of age or older and am competent to sign this contract in my own name. I have read and understood this form prior to signing it, and am aware that by signing this consent I am giving permission to UBC to use my Image for the Purposes.

Shoot date _____

Name (please print) _____

Email address (please print) _____

Parent or guardian (please print)
 (years of age) _____

Shoot location _____

Signature _____

Name of photographer (please print) _____

Signature of parent or guardian _____

Consent is not to be altered in any way.
USED FOR RECORDING FOR CURRICULUM OR TEACHING PURPOSES



Where can I find this PowerPoint Presentation?

<http://blogs.ubc.ca/ubcfe/presentations/>



Questions?



Disposition Framework for Crossing '*Glocal*' Borders



Dr. Vanessa Andreotti
Dr. Keith McPherson

Being comfortable with being uncomfortable



Research from MIT's Project Management Department

If a project manager cultivates an awareness in the team that acknowledges **mistakes and uncomfortable situations** are normal and expected parts of the project's process, the amount of stress employees experience is vastly reduced, the frequency they take risks is greatly increased, and their overall resilience to change is improved.

MIT Sloan Management Review, Spring 2015,
<https://sloanreview.mit.edu/article/reducing-unwelcome-surprises-in-project-management/Spring>

Four Cognitive/Emotional dispositions

**protecting
yourself**

“I don’t want to go” or
“I want to go home”



**travel with
comforts**

“glamping”



**open, but only
to what feels
good**

“no dirt, no
mosquitos inside!”



**open to
discomfort**

“what can this
teach me?”



I arrived and the poverty in some parts of the city was overwhelming. I couldn't understand the teachers accents and I had no privacy in my accommodation. The second day I wanted to leave!



Swaziland, South Africa

Four Cognitive/Emotional dispositions

**protecting
yourself**

“I don’t want to go” or
“I want to go home”



**travel with
comforts**

“glamping”

**open, but only
to what feels
good**

“no dirt, no
mosquitos inside!”



**open to
discomfort**

“what can this
teach me?”



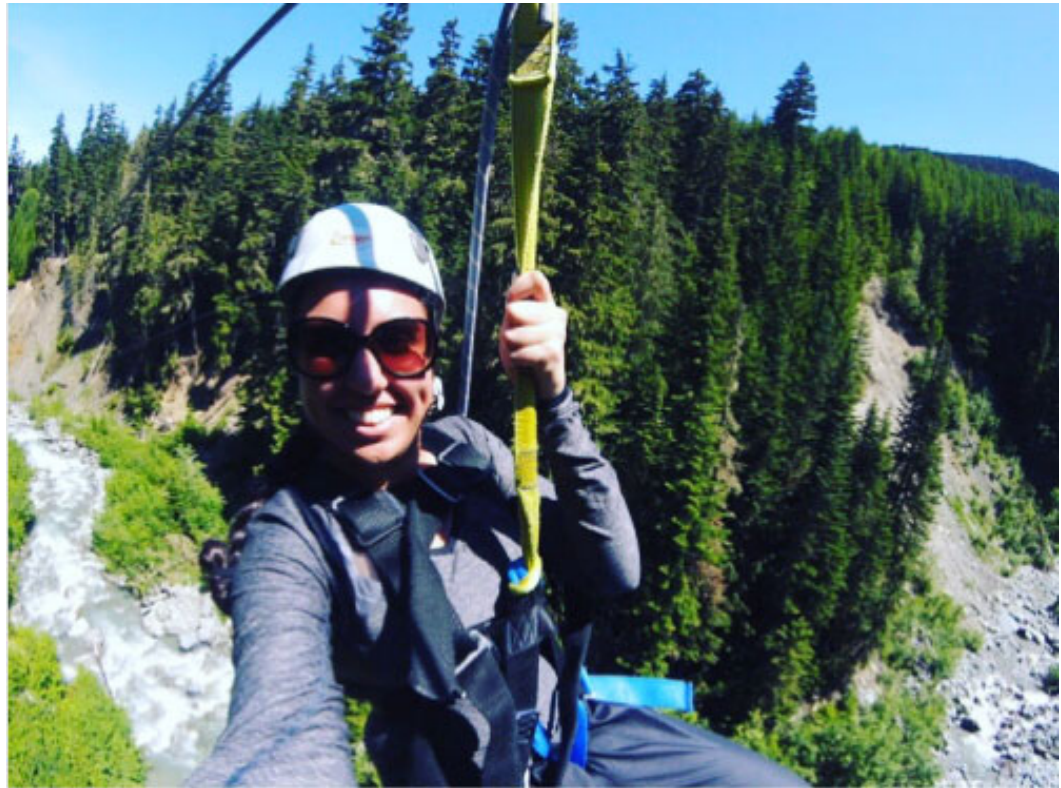
**protecting
yourself**

“I don’t want to
go” or
“I want to go
home”



Swaziland, South Africa

Although I knew it was safe, it was really hard to step off the zip-line platform the first time. However I did it and then I was able to help some children take their first leap. But I wouldn't risk the rock wall.



Outdoor Camp, British Columbia

Four Cognitive/Emotional dispositions

**protecting
yourself**

“I don’t want to go” or
“I want to go home”



**travel with
comforts**

“glamping”

**open, but only
to what feels
good**

“no dirt, no
mosquitos inside!”



**open to
discomfort**

“what can this
teach me?”

**open, but only
to what feels
good**

“no dirt, no
mosquitos inside!”



Outdoor Camp, British Columbia

Burns Bog Conservation Society Delta, BC

I was super aware
of the safety issues
around taking
children to a bog...
however I was
really eager to
learn how to
manage and
prepare students to
visit and explore
this cool
environment.



Burns Bog Conservation Society Delta, BC



**open to
discomfort**

“what can this
teach me?”



“I feel so much more confident and enthusiastic about starting to build community with local and national Indigenous cultures. This is something I struggled with dearly in my practicum”.

Noemi MacGarvie



**open to
discomfort**

“what can
this teach
me?”

CFE placements involve many different dispositions

“Unfortunately, after our first day at the centre, I did not feel much like returning”.



Children need
a consistency of care,
to give a deeper
understanding of
the world “now”.



Refuge Infantil Santa Esperanza,
Puerto Vallarta, Mexico

Findings

When TCs actively reflect upon their Cognitive/Emotional dispositions while on a CFE:

- (85%) The CFE has helped improve/increase my communication skills and to push myself beyond my comfort zone
- (95%) The CFE has influenced the way I see myself as a teacher
- (70%) THE CFE has helped me develop my ability to think critically, solve problems, and awareness of privilege
- (76%) The CFE has made me more convinced of the value of learning to see things from a different perspective, and my willingness to be taught by people with different backgrounds

“Teaching UBC teacher candidates self reflective practices to use on their CFE helps many move beyond the perceived need for *comfort, certainty* and *control* that often prevents them from connecting to other people/places *beyond* knowledge, identity and/or understanding”

- Vanessa Anddreotti

What do reflections into your own dispositions provide?

- ability to view your own vulnerabilities as your greatest strength to (re)connect to the world, recognizing that collective vulnerabilities create the humility necessary for facing the world with trust
- The knowledge that the discomfort you will experience is essential for deep learning
- increased love of the journey and the package of joys and pains that comes with it

Our wishes for your well-being on your CFE

- Be more comfortable making mistakes
- Be more comfortable relinquishing control
- Be physically safe – trust instincts
- Be flexible
- Be giving
- Be aware you will likely learn much more than you teach
- Be aware of your assumptions
- Be forgiving of hosts and yourself

Best wishes
for a rejuvenating winter break!

