

# Western Education

Transforming Education. Transforming Lives.

## **EDUC 5472Q**

### Teaching Abroad: Opportunities & Challenges

#### **Instructors:**

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(Section 001-002)  
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**Office Hours: by email**

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Course Coordinator  
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#### **Schedule:**

**Section 001:** Thursday  
9:30AM-12:30PM  
Room: 2040

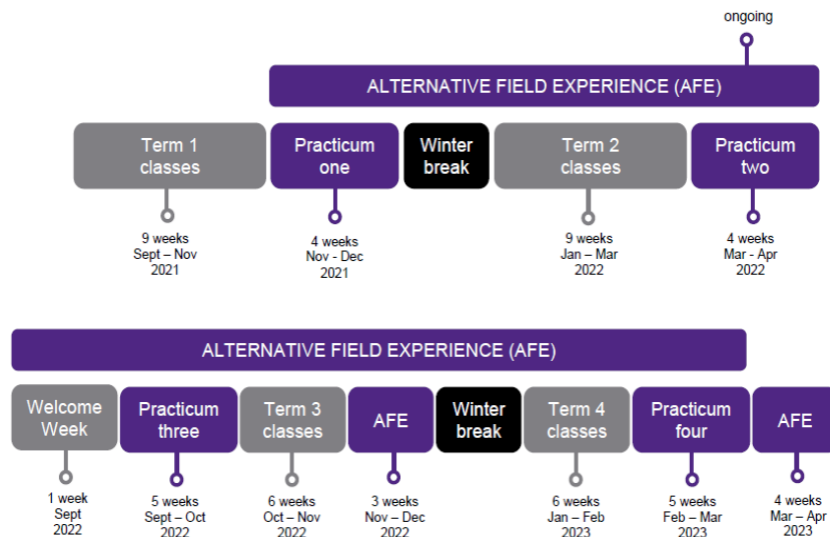
**Section 2:** Thursday  
1:30PM-4:30PM  
Room: 2040

#### **Program Context:**

This is a **Specialty** course taken by Teacher Candidates during **Year 2, Term 1** of the Bachelor of Education.

# Bachelor of Education

Program Overview – Class of 2023



## Syllabus Report

### Teaching Abroad: Opportunities & Challenges (EDUC 5472Q)

**Course Description:** An exploration of opportunities for working in educational contexts internationally in private, public and NGO sectors, with a focus on the international school sector. Student teachers examine the benefits and risks as well as the practical, personal, and ethical challenges of living and teaching in a foreign country/culture. Year 2, one term, 0.25 credit.

This is an on-site class with all classes meeting in person unless conditions require a class to be held virtually. All course materials will be made available on the OWL site. Ask your general questions during or after classes. For individual concerns, it is best to email the professor.

**Course Credit: 0.25**

**Number of Weeks: 6**

## **Planned Curriculum:**

**Week 1:** Becoming a teacher in a global context - Introductions and Expectations

### **Guiding Questions –**

- What is the course about? (Becoming an International Teacher)
- What are the course expectations? (Purpose, structure, assignments)
- What does being an international school teacher mean?

### **Reading –**

Budrow, J. (2021). Being and becoming internationally minded: Snapshot of novice Canadian teachers in international schools.

### **Summative Assignments –**

- Introduce and discuss all assignments for the course
- Groupings for Reading Assessment and presentation
- IE Case Study and presentation
- Class Participation and expectations

**Week 2:** Assessing 'fit' for teaching internationally

### **Guiding Questions –**

- What are international schools looking for in their teachers?
- Taking inventory of capacities, strategies, and conditions for teaching internationally?

### **Reading –**

Badrow, J., Tarc, P. (2018) What Teacher Capacities do International School Recruiters Look For?

### **Additional Resources –**

The International Educator - <https://www.tieonline.com/default.cfm>  
Principals Training Centre - <https://www.theptc.org/current-conversations>

### **Summative Assignments –**

- Weeks 2-4 – Lead a Reading discussion & Discussion Reflection
- Class participation, discussion and activities

## **Week 3: Teacher Perceptions of Living and Teaching Abroad**

### **Guiding Questions –**

- What can I learn from teachers who have lived overseas?
- Why work overseas? Benefits and Limitations (financial, travel, culture etc.)

### **Reading –**

Roskell, D. (2013). Cross-cultural transition: International teachers' experience of 'culture shock'.

### **Additional Resources –**

International Schools Services - <https://www.iss.edu/publications/blog/teacher-features>

Internations - <https://www.internations.org/>

Government of Canada – Culture Shock - <https://travel.gc.ca/travelling/living-abroad/culture-shock>

### **Summative Assignments –**

- Weeks 2-4 – Lead a Reading discussion & Discussion Reflection
- Class participation, discussion and activities

**Week 4:** Working with culturally and linguistically diverse communities (learners, colleagues, parents, stakeholders)

### **Guiding Questions –**

What are the vital intercultural capacities for teachers in local and unfamiliar contexts? How to prepare?

How can culturally relevant pedagogy mitigate the challenges of teaching abroad?

### **Reading –**

Savva, M. (2017) The personal struggles of 'national' educators working in 'international' schools: an intercultural perspective.

### **Additional Resources –**

What is Culturally Responsive Teaching? - <https://www.understood.org/en/articles/what-is-culturally-responsive-teaching>

Institute for Social & Emotional Learning - <https://www.instituteforsel.net/blog>

Edutopia – Culturally Responsive Teaching - <https://www.edutopia.org/article/getting-started-culturally-responsive-teaching>

Ontario Curriculum – Human Rights, Equity and Inclusion - <https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/human-rights-equity-and-inclusive-education>

Capacity Building Series – Culturally Responsive Pedagogy - [https://www2.yrdsb.ca/sites/default/files/migrate/files/cbs\\_responsivepedagogy.pdf](https://www2.yrdsb.ca/sites/default/files/migrate/files/cbs_responsivepedagogy.pdf)

## **Summative Assignments –**

- Weeks 2-4 – Lead a Reading discussion & Discussion Reflection
- Class participation, discussion and activities

## **Week 5: Out of the Bubble - Teaching beyond the local**

### **Guiding Questions –**

How do we prepare to teach outside our local?

Getting outside of the school bubble; Tips and Tricks for moving abroad.

Sharing Cases on International Education for the times

### **Reading –**

Palmer, P.J. (1997) The heart of a teacher: Identity and integrity in teaching.

### **Additional Resources –**

International Schools Service - <https://www.iss.edu/>

The International Educator (TIE) - <https://www.tieonline.com/>

US Department Office of Oversea Schools - <https://www.state.gov/assisted-schools/>

Teaching in International Schools - <https://www.state.gov/key-topics-office-of-overseas-schools/teaching-in-international-schools-overseas/>

Regional Education Associations - <https://www.state.gov/key-topics-office-of-overseas-schools/regional-education-associations/>

Teaching and Learning Abroad for Ontario Educators - <https://www.oasdi.ca/learn-abroad/ontario-educators/>

## **Summative Assignments –**

- A Case of International Education – project/video due
- Class participation, discussion and activities

## **Week 6: Cases in International Education**

### **Guiding Questions –**

- Critically interpret and evaluate ideas and information presented through various media and technologies
- Key lessons from the class
- Responsibilities of teacher candidates and teachers abroad
- Remember - It's a small world, and you can't burn bridges!

### **Summative Assignments –**

- A Case of International Education – living museum/presentation
- Class participation, discussion and activities

**\*The instructor reserves the right to modify or change the syllabus\***

## **This Course meets the following Course Outcomes:**

Articulate what it means to be a teacher

Knowledgeable about international schools

Culturally relevant pedagogy

## **Assessment Activities**

<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Assignment 40%</b>	Lead a Reading Discussion & Reading Reflection Weeks 2-4	Students will facilitate a reading discussion in their small group in class. Students will be assigned one reading to lead a small group discussion. During this discussion, student leaders will sustain the discussion by prompting questions, and

		<p>optionally leading a short activity to highlight key elements of the reading.</p> <p>Following the discussion, students will share their insights about the readings and the discussion that they led by submitting a 2-page response that will include an outline of the key aspects of the author's argument and their relation to B.Ed. competencies.</p>
<b>Assignment 35%</b>	Submit Case Report (Week 5) and facilitate a presentation/discussion (Week 6)	<p>Each group (3-4 students) will first upload their inquiry results in a multimedia presentation by Week 5 and then lead a presentation/discussion on Week 6.</p> <p>Students will choose from a list of cases or propose and receive approval for a topic pertaining to international education. Students may work with a group of 3-4. Throughout the course, students will carry on a self-directed inquiry in this topic that will culminate in the creation of a resource (e.g., slide show, report, video, detailed infographic etc.) that will be shared with the class in Week 5. Students will review all the shared resources and in Week 6, each group will facilitate a discussion of their inquiry with the class.</p>
<b>Assignment 25%</b>	Weekly Classroom participation in activities and discussions	<p>Students are expected to share their insights about the readings and respond to insights shared in class on a regular basis. Students should actively engage in classroom activities, bring their own questions and musings, and generally demonstrate rigorous reflection about the issues covered in class. All assigned readings must be read for the class.</p>

## How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional

integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## **Faculty of Education Pass/Fail Policy:**

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## **Participation**

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;



- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Ontario Curriculum & Supplementary Resources:



**Curriculum &  
Resources**

[dcp.edu.gov.on.ca/en](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and  
Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous  
Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility  
Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial  
Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)