

# PATHWAYS TO INTERCULTURAL TEACHING & LEARNING

BC's Global Intercultural Pro-D for Teachers

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# PILOT INITIATED

- B.C. Ministry of Education reaches out to the K-12 sector
- Working group formed consisting of school districts and independent schools
- Three-year pilot Global & Intercultural Skills (GIS) program formulated
- GIS continues as a pilot and evolving

# GIS FRAMEWORK

- Two required courses:
  - Global and Intercultural Studies (4 credits)
  - Global and Intercultural Experience (4 credits)
- Required language courses (8 credits)
- Related courses (16 credits)
- Final project or presentation (optional)

# POST-SECONDARY PARTNERSHIPS

- Post-secondary institutions included in working group
- Initial meetings held with Ministry of Advanced Education and various BC post-secondary institutions
- Explored post-secondary recognition

# REQUIRED GIS COURSE

- Two BAA courses developed:
  - Global & Intercultural Studies course (4 credits) - theoretical and skills-based foundation
  - Global & Intercultural Experience course – experiential/service learning through self-reflection

# DISCUSSION

What types of challenges might you anticipate in implementing this?

# THE NEED FOR TEACHER PROFESSIONAL DEVELOPMENT

- Post-secondary support
- Objective of professional development was to prepare teachers
- Added benefits included enhancing the Global & Intercultural Studies courses

# TEACHER PREPAREDNESS

## Angela's Research

- Need for common language and understanding
- Lack of resources
  - Subject materials
  - Intercultural training
  - Collaboration time

## Kyra's Research

- Unpreparedness (hesitant when not well grounded)
- Selective – less complex issues
- Unaware of bias

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- Increased awareness & sensitivity
  - Shifts in pedagogy
  - Focus on design & delivery
  - Increased confidence
  - Advocacy



# WHAT DO TEACHERS NEED?

- Big picture –trends, issues, definitions
- Theoretical foundations
- Reflection – cultural self-awareness
- Learning outcomes, assessments, learning activities
- Sustained programing
- Time and space to reflect and collaborate
- Community of practice

# GLOBAL INTERCUTLURAL TEACHER PRO-D

Aims to provide teachers with the necessary tools to plan and pilot the Global Intercultural Focus Program.

The training will consist of face to face workshops, pre-readings, online discussion and reflection, and online sessions.

Participants should be prepared to participate in the face to face and online sessions, as well as approximately three to five hours per month (September to March) in self-study and online learning

# COURSE CONTENT

## F2F SESSIONS

### SEPTEMBER - NELSON

#### *Building Intercultural Capacities for Ourselves and our Students*

- Increasing cultural self-awareness
- Foundational theoretical concepts
- Intercultural Development models
- Inclusive, multi-perspective pedagogies

### OCTOBER -BURNABY

#### *Focus on Intercultural and Global Learning Outcomes*

- Intersections of identity
- Equity and equality
- Learning styles
- Backwards curriculum design

### FEBRUARY- KELOWNA

#### *Linking Outcomes, Assessments and Activities*

- Holistic Development
- Formative & Summative Assessment
- Rubric Development
- Pedagogies that support intercultural learning
- Experiential learning activities

## ONLINE

Intercultural Development Inventory (IDI)

Moodle Course

- pre-readings
- discussions
- resource sharing

November: Webinar

- Reconciliation with Christopher Horsethief

Curricula groups collaboration

Skype sessions with groups and individuals

# Which of the following approaches were effective for your learning?

Response	Rate
Readings and Resources	100%
Facilitated f2f workshops	100%
F2F collaboration	75%
Moodle course	66.7%
Online collaboration	33.3%
Webinar format	50.00%

# TEACHERS' PERSPECTIVES ON THE VALUE

- This material would be challenging without support
- Excellent theory and practical resources
- This course cannot be properly taught without having a solid groundwork to build off of. It helped me articulate my views and understand the ideas behind intercultural studies far beyond what I was capable of before.
- Great information on something that I would argue that when we try to 'self teach,' we may miss the mark
- I definitely would recommend this PD for teachers wanting to teach the GIP, in fact, I think it would be a must.



# Which content areas were valuable to your intercultural professional development?

Response	Rate
IDI Profile	91.7%
Intercultural Theories	100%
Experiential Activities	100%
Learning Outcomes	91.7%
Assessment Strategies & Rubrics	75%

What aspects of the program are most important to your intercultural development?



# TEACHERS' PERSPECTIVES ON THE PROCESS

- I felt that we accomplished several excellent concrete goals that will help build solid intercultural skills
- It is very easy to get lost in the weeds when you're navigating a new course, and every time I came away from these meetings I felt a renewed sense of vigor and direction. The more we talk and the clearer the goals of the course get, the more ideas I have on how to create content for it.
- Going over the outcomes was difficult but necessary. Gained a much better understanding of the course and what it could be if done correctly and why it is important.

# ADMINISTRATORS' PERSPECTIVES

- Our teachers were given the guidance and space to become leaders for their District in regards to intercultural learning. They also developed a support network they can continue to tap into. Without initially realizing this, bringing together teachers from diverse regions in the Province enriched the program, as it encouraged collegiality, instilled a sense of their being leaders for their District, and provided for a wide range of perspectives.
- From a District perspective, the course exceeded my expectations in preparing and engaging our teachers, as well as enhancing the GIP itself. Before this course our teachers were not even aware of the term "intercultural".

# MOVING FORWARD

- Supporting materials currently being developed
- Pilot being expanded to include additional members
- Continued discussions with post-secondary institutions
- Continued evaluation of GIS pilot
- Continued intercultural professional development for teachers

QUESTIONS OR COMMENTS?

# Your feedback is important to us!

Please take a moment to submit the evaluation for this session.

Evaluations are found on CBIE's Conference app.

**Thank you!**