

Intercultural Training & Capacity Building Initiatives in BC's Public K-12 System

Sandy Prentice, Kootenay Lake School District
Kyra Garson, Thompson Rivers University
Angela Ferraro, Burnaby School District



SUMMER CONFERENCE 2018:

Things we should be talking about in International Education

JUNE 17–20, 2018 | VANCOUVER, BC

Hello



I am Sandy Prentice

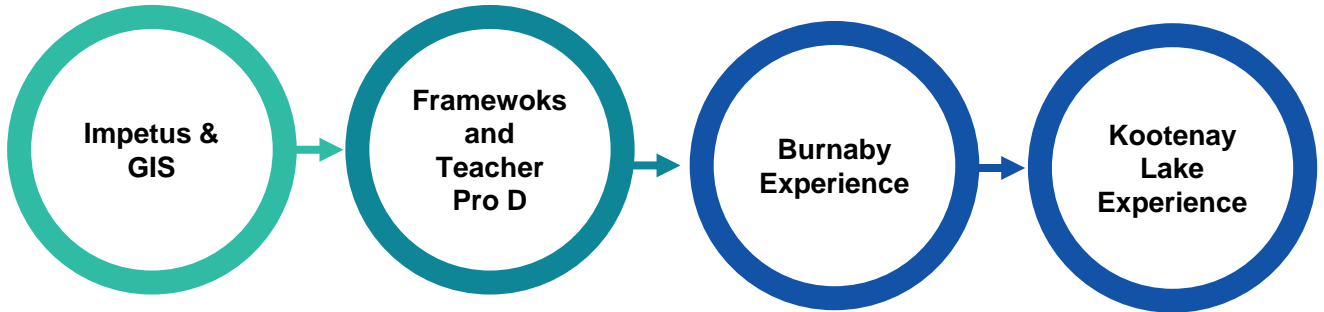


I am Kyra Garson



I am Angela Ferraro

Agenda



Why build intercultural capacity in your school, district, college, or university.K-12? (Sandy)



Program Review - By examining gaps that exist between what we say we believe and our realized actions, we surface some new realities.



Initial stages – to get support for the review from my superintendent and then create a plan to ask the hard questions

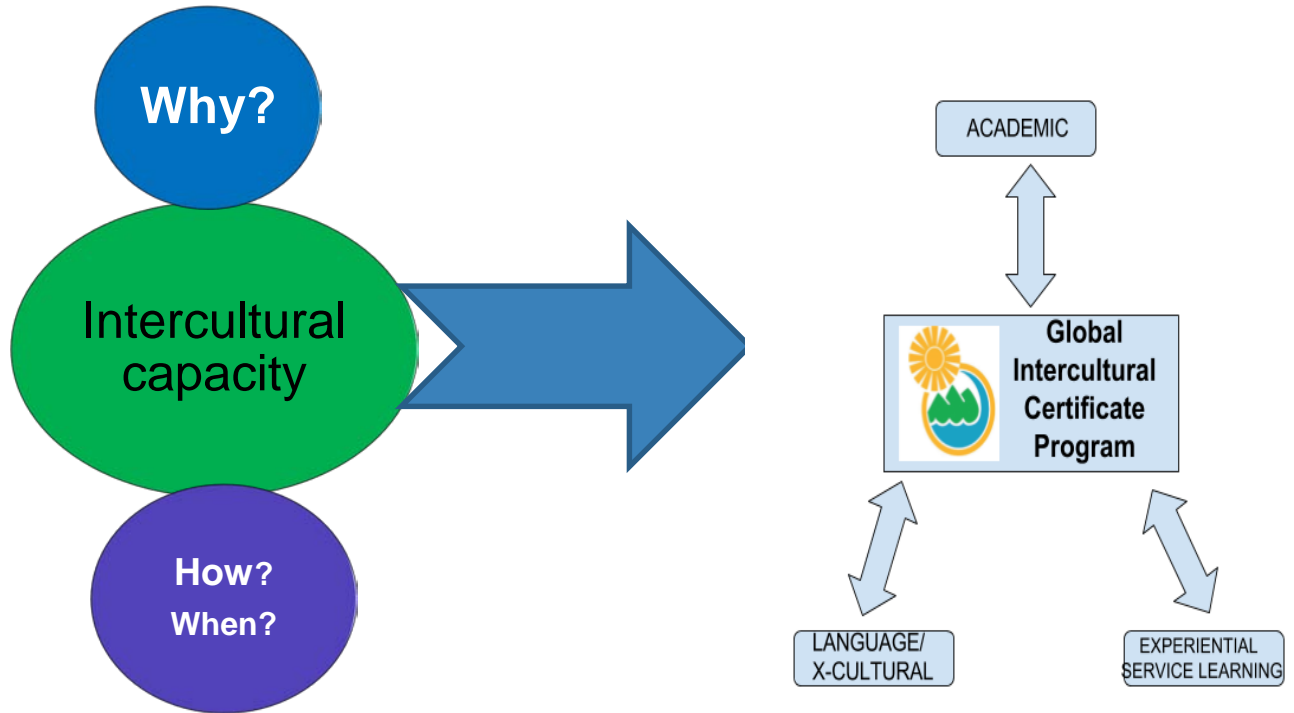
- ⦿ Are our schools equipped to support international students?
- ⦿ Are international students in rigorous, purposeful and relevant learning experiences?
- ⦿ Do our schools reflect the global world in which our Canadian students and youth are expected to participate successfully in a global society?
- ⦿ What role do homestay families and community play in ensuring that our program can successfully address the needs of all of our students?

Who is in most need of intercultural learning?



- International students
- Domestic students
- Teachers
- Senior Administration
- Principals and vice principals
- Homestay families
- Program staff
- Review Focus Group
- Trustees

Building intercultural capacity through professional development for teachers and course work for students



Adding yet another thing to your plate - Utilization Focused Evaluation shares the load

1. The very word “evaluation” makes most people feel uncomfortable and stressed.
2. A UFE is created from the grassroots – up, and ensures equal voice for everyone in the group through consensus. This builds significant ownership.
3. 17 step process but we tailored it down to 9 steps
4. Involve every stakeholder group in your district or institution unions, administration, parents, and students.
5. . Situational Evaluation: Being Active-Reactive-Interactive-Adaptive

Utilization-Focused Evaluation



Michael Quinn Patton

UFE ensures transfer of knowledge and implementation.

Creates the opportunity to learn about the program and how to best work with all of the stakeholder groups and what to do with the recommendations.

Don't be in a rush = give yourself time.



The Work of the Focus Group – 9 steps

- Intercultural component to heighten the intercultural intelligence of each Focus Group Member
- Work on stereotyping, discrimination, Canadian Culture, and globalization
- Examined the components of a Utilization Focused Evaluation – 17 steps
- Created a process (the evaluative tools, method, timeline and who did what) for each stakeholder
- Analysis of the data as a group and as individual stakeholder pairs
- Each stake holder group used their data to create the powerpoint to present to the group and then the district
- To understand that the data would drive a strategic plan for the district
- Creation of the strategic plan
- Taking the Plan to Action – checks and balances



And the survey said – 97.8% of students like having international students in their schools

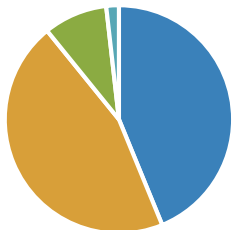
- ◎ Overwhelming support from Canadian students to have international students in their schools.



93.38% of Canadian students believe that international students make their school better.....

Domestic students at my school treat international students with respect?

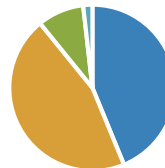
Respect from Canadian Students



■ very strongly agree ■ strongly agree
■ Sort of agree ■ Do not agree

The teachers at my school treat international students with respect?

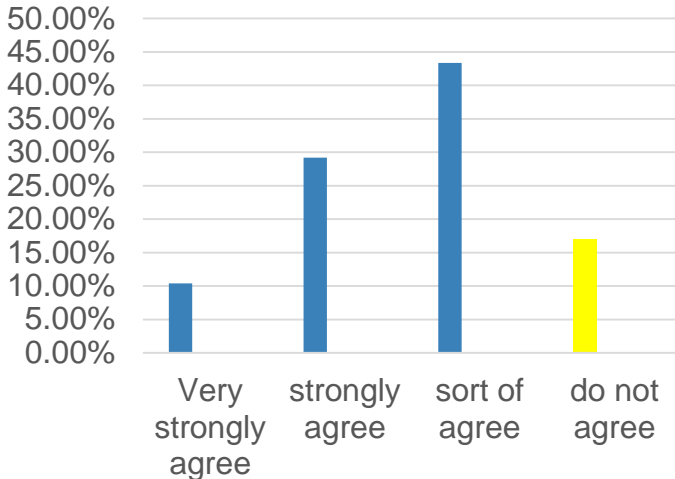
Respect from Teachers



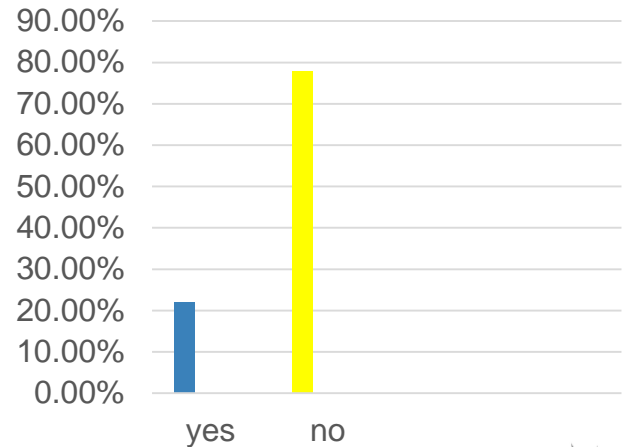
■ very strongly agree
■ strongly agree
■ Sort of agree
■ do not agree

Do Canadian students make connections with International students?

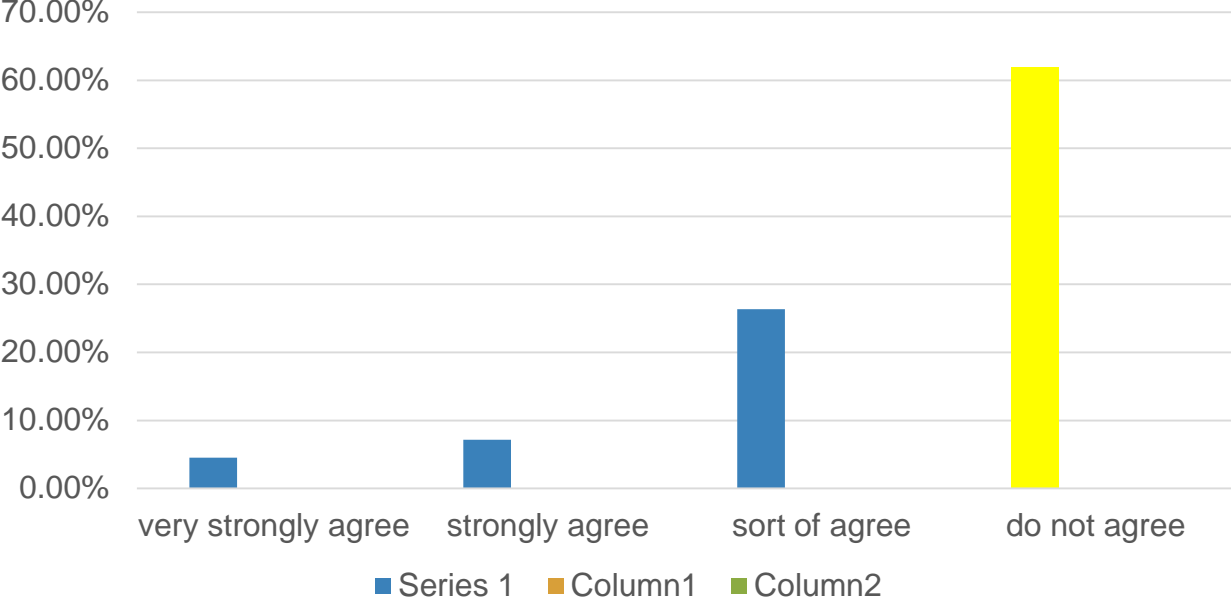
I have noticed that international students participate in extracurricular activities:



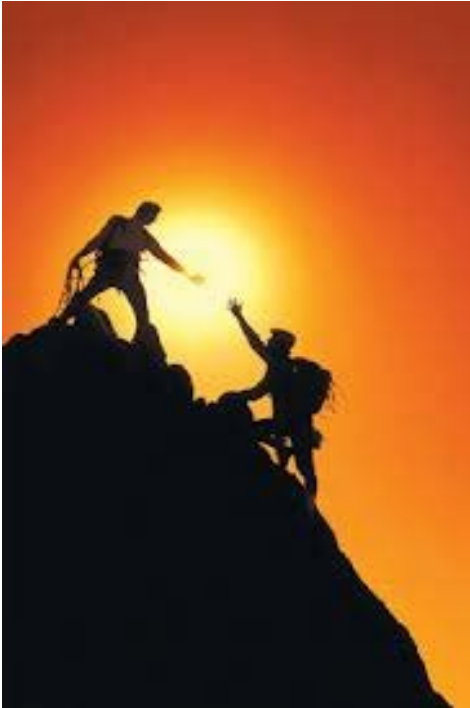
I hang out with international students outside of school:



It is difficult to get courses I need because international students occupy those spaces.....



Recommendations from all participant groups informed the strategic plan.....



RECOMMENDATIONS:

- To create opportunities for dialogue between Canadian students and international students, teachers, and support staff to meaningfully engage students across cultures.
- To support Canadian students to be more outgoing in regards to exchanges, service learning, and Educational Leadership travel tours such as the one offered by BCCIE.
- To communicate to Canadian students and parents the facts on blocks that the International Program purchases for all students to enjoy more choice and flexibility in scheduling.
- To provide more ELL and intercultural training and resources for teachers and support staff and to make sure teachers know how to access already available resources in their schools and at the program office.
- To hire ESL trained EA support whenever possible
- To build up already existing school-based teams for international student support (to share information, strategies, and concerns) and create new teams in schools where the teams have not been created.

Development of the Profession

Kootenay Lake District Certificate
Program and BAA GIS, GIE courses

**BAA GIS and GIE
course**



**Incoming
International
Students**



Outgoing trips



Development
of the
profession

The BAA Global and Intercultural Skills course and Experiential course are rigorous courses that build the intercultural skills of the student. It became apparent that many of the educators in the province would not have the skillset to teach the course, so the provincial pro-d was born. Now it is time to fan this professional development out to all educators within a district

BC's new curriculum – pilot program



BCCIE
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PVP Professional Development – Aug 22, 2017

AH-Ha moments after PVP session with Dr. Kyra Garson:

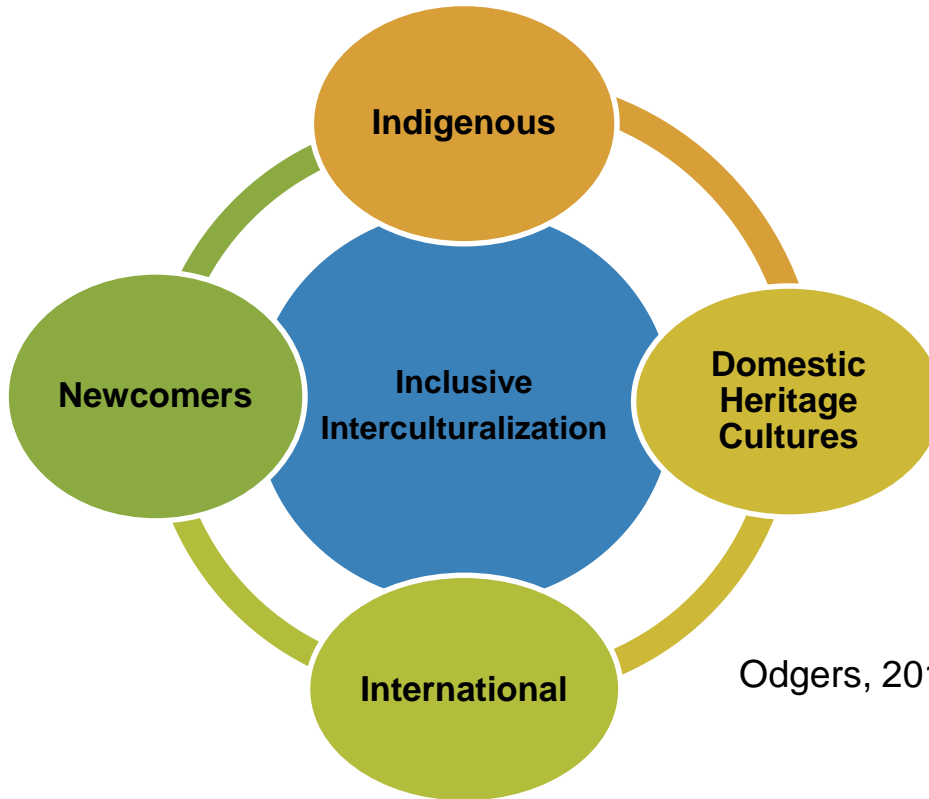
- ⦿ Keeping the various spectra in mind in all interactions. Humans are fascinating.
- ⦿ My lack of awareness of the stages of intercultural comfort. I can make some better effort to move along the continuum.
- ⦿ Interculturalization applies to culture groups, schools, individuals, all interactions where there could potentially be a perceived lack of power.
- ⦿ How many PVP chose not to come and who did choose to come to the workshop
- ⦿ Communication styles and pauses and my hunch on where I am on the continuum.
- ⦿ Before and after understanding of interculturalization and its importance
- ⦿ The continuum
- ⦿ How much more work we need to do
- ⦿ Importance of processing/conversation. The value of understanding the wide array of influences and factors in this field.
- ⦿ Lots of thought provoking discussion. My brain is full....
- ⦿ Opening up of perspectives, mindsets and cultural understandings
- ⦿ Developmental stages
- ⦿ I WANT TO DO THE IDI





Multicultural or Intercultural?

Interculturalization's Stakeholders



Odgers, 2015

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



What do teacher's 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

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- NELSON/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



Teacher's 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.

Kathi Knapik – GIE teacher (Nelson) and intercultural pro-d participant



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%

Survey questions for teachers post GIS intercultural professional development

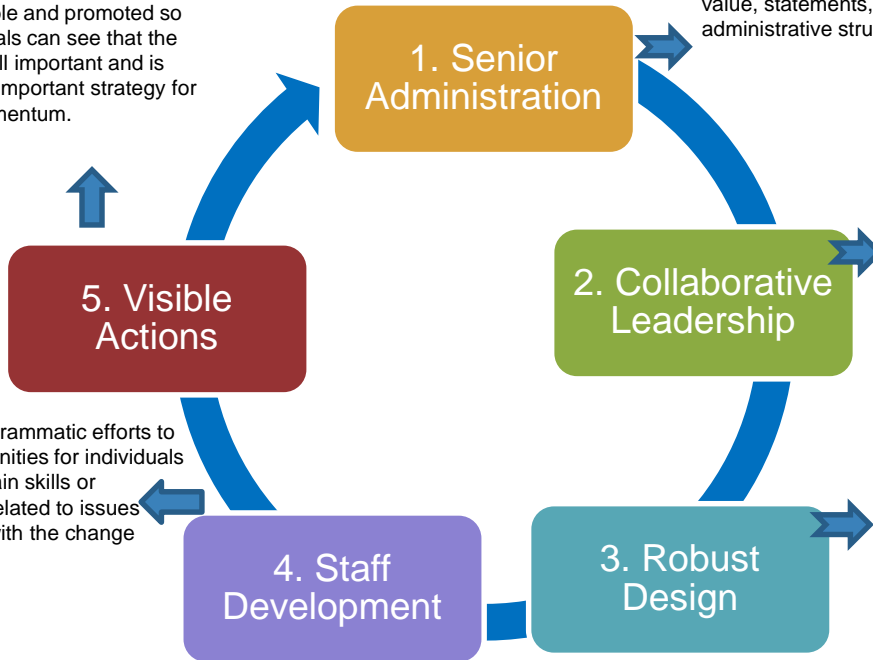


**Burnaby School District
(Angela)**



Interculturalization Change Strategy Model

Advances in the change process that are visible and promoted so that individuals can see that the change is still important and is continuing. Important strategy for building momentum.



Refers to individuals in positional leadership providing support in terms of value, statements, resources or new administrative structures.

Defined as a process where the positional and non-positional individuals throughout the district or institution are involved in the change initiative from conception to implementation.

Leaders develop a desirable and flexible picture of the future that is clear and includes set goals and objectives related to the implementation.

A set of programmatic efforts to offer opportunities for individuals to learn certain skills or knowledge related to issues associated with the change effort.



Burnaby School District

- Fourth largest public school district in British Columbia located in Metro Vancouver
- Houses one of the largest International Student Programs in Canada, with students from over 40 countries
- One of the most culturally diverse public school districts in British Columbia with over 100 languages spoken in the home other than English

Mission Statement



To prepare and support an inclusive, caring community of learners for the challenges of a changing tomorrow.

Global & Intercultural Skills (GIS) Pilot



- B.C. Ministry of Education reaches out to K-12 sector.
- Working group formed consisting of school districts, independent schools, and post-secondary institutions.
- Three-year Global & Intercultural Skills Pilot formulated.
- Consists of language studies (8 credit), related courses (16 credits) and two required courses:

Global and Intercultural Studies (4 credits)

Global and Intercultural Experience (4 credits)





Senior Administrative Support

- Senior management champion - Assistant Superintendent
- Staffing for GIS courses
- Part-time counsellor to support initiative
- Presentation to Superintendents on how interculturization supports mission statement and strategic priorities



Collaborative Leadership

- Expanded reach through a select group of teachers and counsellors
- Kyra presented to secondary administration team
- Invited secondary administration team to BCCIE



Intercultural Training Initiatives

- GIS course offered to students
- Teacher professional development
- Administration workshop
- International Education Office training
- IDI administered
- IDI Qualifying Workshop
- Proposed session for counsellors in Fall





Visible Actions

- ⦿ Implementation and expansion of GIS and GIE courses
- ⦿ Intercultural Student Leaders Program
- ⦿ Intercultural cultural resources for Principals
- ⦿ Current review of activities, e.g. revamping orientation, with an intercultural lense
- ⦿ Cognizant of language: International Student Rep to Intercultural Rep

Robust Design

- ⦿ GISP acted as a hub for interculturization
- ⦿ Currently formulating a vision, intercultural team and plan.





Discussion

What can we learn from these Districts' experiences?

What could you apply from today's presentation to your own context?



Thank you

Any questions??????

You can find us at:

- kgarson@tru.ca
- Angela.Ferraro@burnabyschools.ca
- sprentice@sd8.bc.ca