

**Director's Note
Global Ambassadors**

Welcome to *Field Notes*! For several years now we have used the spring issue of this newsletter to highlight our Overseas Student Teaching program. It seems fitting to do so since spring is a generative season, and the program focuses on generating ways to enhance teaching by helping our teacher candidates abroad place a global lens on their practice. Our goal is to help candidates acquire resources and strategies to prepare their students for successful life in our interconnected world.

This year we focus on the reflections of three program participants, each of whom offers a different perspective. Chloe Talbott, an Elementary Education program completer, chronicles her journey student teaching at a small rural school on the South Island of New Zealand. Her supervisor Lynda Boyd, a professor at Christchurch College of Education, shares her view about supervisory responsibilities in this bicultural setting. Finally, STEM Education student Beatrix Randolph, who was recently admitted to the Teacher Education Program, explains what drew her to go overseas and how her experience fit with her goal to add a global dimension to teaching mathematics.

In addition to these reflections, we have included photos related to overseas experiences, as well as a snapshot of two students--Beatrix Randolph and Edith Koutone--"showing off" a world map which is displayed in the College of Education. The map has attracted a great deal of attention with more than 1000 visitors representing all parts of the globe marking their hometowns as well as places they have visited. What a nice emblem of interconnectedness!

We hope the participant reflections and photos we have presented will help you think about how you place a global lens on your teaching. Please email me your thoughts about this or any other topic regarding how we might better prepare our candidates for the teaching profession. Your partnership is an essential element in our efforts to prepare high-quality candidates to effectively lead 21st century classrooms.

With much appreciation for your contributions to our program,

Sharon
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Just Give It a Go Down in Kahu

Chloe Talbott, Elementary Education
Christchurch, New Zealand

Curiosity drives me to shift my perspective and step foot into new territory. Courage gives me the power to let go of the familiar in my daily routine. Spontaneity inspires me to take a chance on a new adventure. Great things never came from comfort zones, and that is exactly why I spent ten weeks 8500 miles away from my home in Kentucky.

As I dove into my overseas student teaching experience, my overriding thought was how interesting it would be to learn from a different education system than one with which I am familiar. Education happens in our everyday lives, but differently depending on where you are. Countries all over the world share the common goal of educating their people, but with different beliefs on the best way to do it. How can anyone say that one education system is better than another without experiencing both teaching environments? This curiosity inspired me to teach in an open classroom with seventy students--halfway around the world.

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Elementary Education student teacher Chloe Talbott leads a class of 4th and 5th grade students at Kirwee Model School in Christchurch, New Zealand.

“Just Give It a Go...” cont’d

What led me there? During the summer of 2010, my dad took me on a two-week trip to France and Italy. I remember gazing at beautiful paintings in the Louvre, eating too many crêpes to count, climbing to the top of beautiful islands in the south of France, touring the Coliseum, and whizzing through the small cobblestone streets in an old taxicab. I realized that traveling was the one thing I loved more than anything. I became insatiably curious about visiting new places and learning about cultures that are different from my own. The desire to travel and learn was overwhelming.

Why student teaching abroad? I wanted to step outside of the familiar teaching environment I had come to know during the semesters leading up to my student teaching. I had a desire to learn from an education system that challenged me to be flexible, to use new teaching strategies, and to teach to a diverse group of learners. To fulfill this desire, I applied to the Consortium of Overseas Student Teaching (COST) program for my spring 2018 student teaching semester. My coordinator mentioned that New Zealand is one of the most popular choices, and securing placements there is extremely competitive. So I took a chance and bet against the odds, applying for New Zealand as my number one choice. I remember the day my UK coordinator told me I had landed the placement in New Zealand, and I would be leaving in just a few weeks. As it sunk in, I suddenly wondered, “Exactly how far away IS New Zealand?”

After 27 hours of traveling, I was standing in line at customs thinking, “I have made it all this way, but I do not actually know who will be standing at the airport to greet me.” I collected my bags from the last security check, and as I walked out into the baggage claim area, I heard someone from the crowd yell my name. She stuck her hand out to me and greeted me with a big smile, introducing herself as my New Zealand supervisor Lynda Boyd. From that moment all of the doubt and shyness of flying 8500 miles from my comfort zone left my body.

On day three in New Zealand, I started my placement at Kirwee Model School. No research or words of advice could have prepared me to enter a learning community comprised of seventy learners ranging across three different grade levels, three teachers, and zero walls to divide the large, open classroom known as the Kahu community. During the first morning meeting, I had seventy-three pairs of eyes looking at me while I introduced myself in what would be my new school

home. By the end of the day, I felt welcomed by each and every student and teacher at the school. Little did I know the next eight weeks would be the most challenging, rewarding, and amazing time of my life.

On the first day I was thrown right into teaching. My cooperating teacher Ms. Hunt asked if I had ever taught swimming. I looked at her a little puzzled and said I had been on the swim team as a student, but I was not familiar with any type of swimming curriculum. She told me I would be teaching swimming at the pool each morning, because at Kirwee Model School everyone “gives it a go” if they haven’t done it before. That phrase stuck with me.



Chloe Talbott and her students enjoying a field trip.

The weeks flew by. I learned how to become a global teacher by incorporating worldwide concepts and news into my daily lessons. I challenged the students to become responsible for their own learning by setting weekly goals and requiring a weekly student planner. The differences between my overseas placement and my Kentucky placement were vast, but the students showed me how similar the culture really is through a pen pal correspondence. Māori language was a challenging part of the curriculum for me to teach because it was so vastly different than what I know. I learned side by side with my students that mistakes are proof of learning.

One of the greatest impacts on me from my time spent in New Zealand was the formation of lifelong friendships. The people I met in New Zealand were among the most kind-hearted I have ever met throughout my travels around the world. While I was there, I stayed with the

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Shepard family, who went out of their way to make my stay comfortable and enjoyable every single day. I could talk and laugh with my host parents Karen and Nick about anything all day long. The children were very curious about my life back in the States. They made a lasting impression on me. On my last evening with the Shepard family, they gave me a key to their house and said I always have a home in New Zealand. I miss them all dearly and will consider them lifelong friends.

Everyday life in New Zealand was beautiful and simplistic. I lived on a small two-acre plot of land with chickens, a llama, sheep, a beehive, and a garden with anything I could ever want. After school I picked berries with the children and played cricket in the back yard until the sun set. My host mom cooked unbelievable dinners each night capped with the occasional pavlova. Their daily routines centered on environmental conservation inspired me.

When not in the classroom, I was able to travel to some of the most beautiful places I have ever seen. Many weekends were spent driving--on the other side of the road--through Arthur's Pass, along the west coast, by beautiful glacier lakes, and all the way up to Mount Cook! I took a leap of faith and went bungee jumping off the Kawarau Bridge, zipped in and out of canyons on a jet boat, hiked out to stunning beaches along the Coromandel Peninsula, kayaked with seals in the Pacific Ocean, sailed through fiords, climbed to glaciers, and sought out whales using echolocation.

On weekends I went out of my way to really learn about the culture surrounding me. I witnessed cricket and rugby games, hiked to see silver ferns, saw a few kiwi birds, and ate probably a few too many meat pies!

To commemorate my time spent in New Zealand, I wear my pounamu necklace just about every day. These necklaces are very special and symbolic to the New Zealand culture. They are made from jade, which is only found in the Pacific Rim and only mined on the west coast. One weekend spent in Hokitika, I bought my very own pounamu symbolizing the unity of cultures.



My experience in New Zealand will have a lasting impact on my life. I came back a changed person, professionally and personally. My ten weeks spent in New Zealand, one of the happiest times of my life, will be held as a very special memory in my heart. I enjoyed every day, every person I met, and every adventure along the way. My best advice to others is to get out of your comfort zone and see the world. Experience places from the perspective of natives, and give everything a go. Life begins at the end of your comfort zone. Become an explorer of life!

Student Teaching in New Zealand: Reflections of a Dedicated Host Supervisor and Program Coordinator

By Lynda Boyd
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New Zealand is a bicultural nation, and Māori is an official language of this country. Therefore, as the university supervisor of student teachers coming here, I feel a need to frame the experience from a bicultural perspective. To do that, I borrow from the New Zealand Early Childhood curriculum guidelines using the Whāriki, a Māori word meaning “woven mat”. I do this because the mat represents a strong base from which student teachers here can grow. It also illustrates the interconnections between all of us and how what we do affects others.

By drawing from the Whāriki principles as applied to Early Childhood Education - Empowerment, Holistic Development, Family/Community, and Relationships - I hope the student teachers experience an environment where they know they have a place.

To accomplish that goal, I personally welcome them at the airport. But even before they arrive, I find schools and mentor teachers who I am confident will welcome a student from another country in their school. I also try to ensure that the mentor teacher will allow them to have an array of experiences, carefully guiding them along the way. In addition, I help them hone their practice as they learn about the Māori culture and language and their place in New Zealand. Finally, I find host families who I know will share the Kiwi culture with them and, for a short time, have them as part of their family. I want to make sure they have people they can turn to with questions and wonderings.



Photos from the Field

Faculty members Pam Seales and Ellie Holliday led a study abroad group to Belize over the summer.



Elementary Education major Brooklyn Evans leads a small group during student teaching in New Zealand.



Hannah Meredith (above and right) collaborated with cooperating teacher Marcus Eck during her student teaching placement in a 5th grade classroom at American School of Barcelona in Spain.



Bringing a Global Perspective to My Mathematics Classroom

By Beatrix Randolph, UK Honors Student

Throughout my educational journey I have aspired to become a global citizen, taking every opportunity available to learn about cultures different from my own. Since identifying secondary mathematics education as my career goal, I have begun to investigate how to connect teaching math with addressing global concerns. I began this process through my participation in an Education Abroad program during the summer of 2018. Through this month-long language immersion in Segovia, Spain, I developed my independence, diversified my communication skills, and deepened my sense of community.

At the end of my whirlwind month, I was unsure how to share my personal growth with others, including family and friends, prospective employers, and professors. With only a few weeks left until the beginning of fall semester, I enrolled in EDC 454G: *Culture, Education and Teaching Abroad*, a preparatory course for preservice teachers interested in overseas student teaching. This course engrossed me just as I was feeling unfinished and a little unsure of how to move forward following my study abroad experience. Under the guidance of Dr. Sharon Brennan and Ms. Ellie Holliday, I was able to sort through the value of my experiences by exploring my own cultural identity, interacting with international students, discussing why a global perspective matters in a classroom, and finally, creating my own globally-focused unit plan for a high school statistics class. This unit provided me a concrete way to synthesize my learning and walk away with a tangible application of global citizenship in a math classroom.

Utilizing vocabulary and concepts covered in class aided me in verbalizing what my experience actually meant to me and how it will continue to benefit me--and my students--in my future career. I feel infinitely more prepared as a future educator to bring a global perspective into my classroom due to my foundations in global citizenship, my international experience, and this process of translating those feelings into meaningful takeaways. Being a global citizen is not something that today's students have the privilege to reject; instead they must embrace it in order to fully participate in, and benefit from, our globalized society. It is my deep-rooted hope that educators, specifically STEM teachers, are able to see global-mindedness as an integral part of their subjects and that they will make conscious efforts to incorporate global citizenship into their teaching.



Chellgren Student Fellow Edith Koutone and Patterson Scholarship recipient Beatrix Randolph pose in front of the world map in the College of Education where passersby can indicate where they are from and where they have traveled. Edith's family is from Benin and Togo and Beatrix has studied abroad in Spain.



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SPOTLIGHT ON COLLABORATION: FRIENDSHIP PARTNERS
Students from the UK College of Education overseas student teaching preparatory course partnered with international students.

Collaborative Connection: Sharing Ideas

We want to feature your ideas about teaching and learning, and stories about collaborative projects taking place between and among university and school-based partners.

- How do you foster student learning and promote quality teaching?
- What challenges have you faced, and what changes did you make to overcome them?
- What collaborative projects have you observed or implemented?

Send stories or ideas to:
mary.henderson@uky.edu

Mark Your Calendar!

January 2 2:00 pm	University Supervisors' meeting in 122 TEB
January 3 2:00 pm	ST Orientation in Taylor Ed. Auditorium
January 3/4	First day of student teaching placements
March 4	Dual placement student teachers begin 2nd half placements
March 26 3:30-6:00 pm	Education Career Fair Kroger Field @ UK 1540 University Dr. 118
May 4	Last day of UK's Spring 2019 semester

Tuition Waiver Program for Cooperating and Resource Teachers

State universities provide cooperating teachers a tuition waiver for 3-6 credits depending on duration of student teaching supervision.

Resource teachers were also eligible for tuition waivers, but the KTIP program is currently on an indefinite hold due to state budget cuts.

To redeem your waiver at UK, you must:

- use your credits within one calendar year of completing the assignment,
- gain admission to the university and be a student in good standing,
- complete a tuition waiver form prior to each semester enrolled,
- submit the waiver form to the associate dean's office prior to the first day of classes for each semester of enrollment.
- visit <https://education.uky.edu/ADeanARGS/tuitionwaiver> for contact info and an application to redeem your waiver at UK.

To claim your tuition waiver at other Kentucky universities, visit:
<http://www.epsb.ky.gov/mod/page/view.php?id=142>