

### Director's Note

How are we preparing teachers to work effectively with children who come to their classrooms from various corners of the world? How are we preparing them to help their students learn to understand and value cultural perspectives that are different from their own? How do we equip our candidates to prepare their students for a world that is becoming increasingly interdependent? These are the kinds of questions curriculum committees at the University of Kentucky are currently addressing in an effort to help candidates develop *global competence*. One way we try to foster this sort of worldview is by providing carefully structured opportunities for them to live and learn in countries outside the United States.

On that note, we designed this *Field Notes* issue to provide readers a glimpse of our international programming. Professor Sadia Zoubir-Shaw leads by describing a rich cultural immersion program she has organized for students in Aix-en-Provence, France. Then, Frankie Daniel shares a university-based perspective of our international student teaching program. To complement Frankie's discussion, one of her *mentees*, Julie Gagnon, offers a view of teaching "down under" in New Zealand. The issue also contains snapshots of candidates teaching abroad as well as references for your library.

We hope the articles will inspire reflection about how the programs we have featured here, and others like them, might support your work as teachers and teacher educators. Let us know if they spawn ideas or if they remind you of international experiences you would like us to highlight. We will gladly include interesting stories in future newsletter issues. In the meantime, we send warm wishes for a productive spring, one that generates new ideas about how to help teachers and students to expand their cultural horizons.

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### Study Abroad: A Bridge to the Future

by Dr. Sadia Zoubir-Shaw  
Associate Professor of French and Linguistics

Unfortunate historical events such as World War II, the Cold War, and closer to home, September 11<sup>th</sup>, are all reminders of the pressing need to hear and understand the world around us. The world at large is shrinking, and as many American children learn to put countries on the map through the news of falling troops, the US government has not yet addressed the call for the International Education Policy advocated by NAFSA<sup>1</sup>: Association of International Educators and the Alliance for International Education and Cultural Exchange.

Twenty states in the US have no International Education Resolution, 17 are actively seeking a resolution, and 13 have adopted one, thus committing to provide an international education to their current and future citizens.

Kentucky is one of the 13 states with a resolution and more and more Kentuckians have been ahead of their legislators in making Study Abroad an integral component of their education. Many Study Abroad opportunities are available at the University of Kentucky, among them the Summer Program in Aix-en-Provence (France), where some 250 students have studied since 1997. Even beyond the expected gains in language proficiency and international and cross-cultural knowledge and skills, the benefits of Study abroad are no longer questionable. Students returning from Aix-en-Provence have become our best and strongest promoters of this "life-changing experience". While in France, immersing themselves in the language and the culture, their amazing journey in the unforgettable begins as challenges of all kinds – linguistic, personal, and logistical – shape them into a new class of citizens often easily recognizable on campus. In France, these same students are the ambassadors of America, and in recent years many of them have played a remarkable role in restoring America's image and status. On campus they are known as the "Aixois". They share their memories, tell their stories, and provide advice to others on Facebook.

<sup>1</sup> National Association of Foreign Study Advisors



# Student Teaching Overseas: Perceptions of a University-Based Supervisor

by Frankie Daniel  
University-Based Supervisor

“G’day from Down Under!” My 6 a.m. email check brings this cheery greeting from UK education major Julie Gagnon who is winding up her elementary student teaching halfway around the world. She is part of the exciting COST program (Consortium for Overseas Student Teaching) which offers education majors the opportunity to live and student teach abroad. From my perspective as a College of Education supervisor for COST, the program offers rewards that continue far beyond a semester in another culture. I have followed some participants through KTIP and worked with them as leaders on their faculties.

Candidates who participate in COST are well prepared for the experience and supervised closely throughout the placement. All participants must complete a local practicum placement and a special overseas teaching preparation course (EDC/EPE 554.) From start to finish, the experience is carefully monitored by supervisors in the host country as well as supervisors at UK. On-site university supervisors promote growth through their personal interactions and university supervisors provide guidance electronically with interactive reflections.

Through weekly email correspondence I see the incredible growth and contributions of these students. In the past several years I have worked with students placed in elementary

schools in England, Ireland, Australia, New Zealand, and Greece. What fun it is to read such reports as a September Log from Callie Kovacs in New Zealand:

“School so far is absolutely amazing. My favorite aspect about them (year 3 class) is that most of them don’t wear any shoes at school! They simply run around barefoot everyday which my teacher tells me is very typical of Kiwi children. There are 33 students in my class...their impeccable behavior makes it seem like no more than 20...” Two months into her stay in New Zealand, Callie wrote that Auckland had become wonderfully familiar and homelike. When she responded to my report of the posting of “Outcomes” in Fayette schools, she replied that the schools there did something similar. “In every single classroom there needs to be Learning Intentions written on display for every subject including ‘Challenge Activities’.”

Like their stateside student teaching peers, COST participants deal with classroom management, lesson plans, solo weeks, and curriculum demands but school field trips take on different dimensions. For example, Julie Gagnon’s trips included a New Zealand sheep farm and the Antarctic Center where she questioned her decision to enter the Chill Room and its “Antarctic Storm.”

From West Sussex, England Alexandra Russell reported that she enjoyed the overseas experience, travel, and new friends from around the world...and her trials with English language differences. Her diary of travel during fall break tells of insights gained in Venice, Paris, and Munich. Back at school she shared via power point her home in the States and kids were “amazed that we had a dining room and a kitchen we could eat in.” That led Alexandra to compare statistics of average living space in England versus America.

Sarah Foltz sums-up the value of the experience very well in her final Log from Perth, Australia: “From morning tea to the obsessive application of sunscreen I have learned how my Australian school operates. But one thing I have seen that runs true here and at home is that a school is a community...schedules and methods may be different, facilities may be different, but the underlying goal is the same...to help students reach their full potential as learners.”

As COST candidates work to become proficient teachers, they also grow in their abilities to be flexible and to adapt to other cultures and situations. Principals in Kentucky schools recognize these traits as important when hiring new faculty, and graduates of the program are applying these skills in numerous schools in Kentucky and beyond.



Samuel Ian Storm  
Fall 2006  
Pinewood School  
Thessaloniki, Greece

“To me, teaching is an art form. I am becoming more confident in my teaching style. I am convinced that my first experiences teaching abroad will form the foundation of a much larger teaching in other cultures ...”

Tabitha Dillinger  
Fall 2006  
Whytemead First School  
West Sussex, England

“I have definitely grown as a result of this experience. I am more aware of the world and know how to adapt to different situations and cultures. This experience has taught me to be flexible and adaptable.”



Gillian Sawtell  
Fall 2006  
Paparoa Street School  
Christchurch, New Zealand

“This experience will definitely impact my teaching because I have experienced different ideas, different ways of doing. My children will 'fly' around the world and discover how big the world is and how different things can be and also that we are the same in special ways.”

Carissa Pohl  
Spring 2007  
Baverstock Oaks Primary School  
Auckland, New Zealand

“I have learned that instead of just one culture, there are so many different cultures ... Because I have been immersed in many different cultures and have taught about different cultures, I will continue to do so in my own classroom.”



# My New Zealand Experience: Learning to Live like a Kiwi

by Julie Gagnon  
Elementary Education

Sitting now in my last few weeks in New Zealand, it is hard to believe my international student teaching experience is almost over. When I first arrived here four months ago, I would never have guessed that in the end it would be so difficult to leave the new life I have created for myself in a land so far from home. Although I was a stranger to the country and the culture in the beginning, I now feel that I have become a Kiwi (a New Zealander) with an American accent. I have built relationships with people who are different from me and learned to appreciate new cultures. I have celebrated holidays I never knew existed and I have been introduced to foods I had never thought of trying. And, with the addition of Kiwi terms and slang, I have been able to further extend my vocabulary! As a result of this experience, I have developed and changed to become more comfortable and confident in my skin.

By leaving my comfort zone in the United States, which occurred the moment I got off the plane, I have learned to become a more flexible, adaptable, and independent person. Although there were times of struggle and self-doubt, student teaching in a New Zealand classroom has been a life-changing experience. I have had to prepare for the unfamiliar and become comfortable not always knowing. Even though I was the teacher, I have learned as much if not more than my students by watching and listening. I enjoyed the thrill of discovering things that were different; even the tiny things like the students calling an eraser a 'rubber' or white-out, 'twink' were beginning experiences that made each day so enjoyable and entertaining. Now, I look forward to bringing the Kiwi culture into my own classroom to help my future students learn about the world outside the United States.

Taken as a whole, my semester abroad has enabled me to better understand myself and my beliefs. My understanding of the world outside my home country has developed in a way where accepting differences between people comes with little thought. I have learned to become more accepting of my faults and more respectful of the qualities that make me unique; I have learned to love difference!

## **Editorial Staff:**

Sharon Brennan  
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## **RESOURCES TO PROMOTE CULTURAL UNDERSTANDING**

Care package from the Crosswalks Project which focuses on diversity and difference:

<http://www.fpg.unc.edu/~scpp/crosswalks/pages/carepackages.cfm>

The Responsive Classroom: [www.responsiveclassroom.org](http://www.responsiveclassroom.org)

Educators for Social Responsibility: [www.esrnational.org](http://www.esrnational.org)

Institute for Global Ethics: [www.globalethics.org](http://www.globalethics.org)

Education and Model UN: [www.unausa.org](http://www.unausa.org)

Peace Games: [www.peacegames.org](http://www.peacegames.org)

Rethinking Schools: [www.rethinkingschools.org](http://www.rethinkingschools.org)

The Center for Culturally Responsive Teaching and Learning: [www.culturallyresponsive.org](http://www.culturallyresponsive.org)

Boston Research Center for the 21<sup>st</sup> Century. Curriculum Resources for Global Citizenship Education. [www.brc21.org](http://www.brc21.org)

Kushner, K., & Brennan, S. (2007). *Intercultural student teaching: A bridge to global competence*. Lanham, MD: Rowman & Littleton Education.

Liston, D. P., & Zeichner, K. M. (1996). *Culture and teaching: Reflective teaching and the social conditions of schooling, A series for prospective and practicing teachers*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Lynch, E. W., & Hanson, M. J. (1992). *Developing cross-cultural competence: A guide for working with young children and their families*. Baltimore, MD: Paul H. Brooks Publishing Co.

## Kentucky Teacher Internship Program

University of Kentucky Service Region  
2007-08 KTIP Training Schedule

**February 16, 2008**

The **KTIP Teacher Performance Assessment Training** is scheduled to begin at **9:00 a.m.** and end at **5:00 p.m.** in **Room 109 Dickey Hall** on UK's campus. A **Workshop Preparation Assignment** must be completed for entrance to the training.

Please register online at [www.uky.edu/Education/OFE/ofektip.html](http://www.uky.edu/Education/OFE/ofektip.html). For more information, email Julie Cleary at [julie.cleary@uky.edu](mailto:julie.cleary@uky.edu) or call (859) 257-1857.

### Collaborative Connection: Sharing Ideas

One way to sustain the collaborative connection between university and school-based partners is to share ideas about teaching and learning. What works and doesn't work in your experience to promote quality teaching and foster student learning? What changes or challenges have you experienced that colleagues might find interesting or helpful. Please send your thoughts, ideas, suggestions, concerns, etc., to Patricia David at [patricia.david@uky.edu](mailto:patricia.david@uky.edu). We welcome your contributions!

### UPCOMING EVENTS

<b>January 8</b> 9:00a.m.- 12:00 Noon	Student Teacher Orientation Meetings Taylor Ed. Auditorium
<b>January 9</b>	First Day of Student Teaching
<b>February 7</b>	Last day to apply for a May degree - 166 TEB
<b>February 14</b>	Registration Deadline for March 15 PRAXIS
<b>February 16</b>	KTIP TPA Training Session
<b>March 3</b>	Dual placement students begin 2nd half placement
<b>March 10-15</b>	UK Spring Break
<b>March 31 - April 4</b>	Spring vacations - School Districts
<b>April 8</b>	Kentucky Teachers' Network Career Fair UK Student Center Ballroom 3:30 - 6:00 p.m.
<b>May 2</b>	Last day of student teaching. <b>Final evaluation must be turned into the Student Teaching Office 107A TEB</b>

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