



INTERNATIONAL EDUCATION TRAINING CENTER



2019-2020

Program Overview

China Context

IETC

Certificate of International Pedagogy

Participants who successfully complete 3 required foundational courses and 1 pre-selected elective course will receive the 'Certificate of International Teaching Pedagogy' issued by ISS-ULink.

The certificate will be recognition of engagement in training designed particularly for teachers working or intending to work in international education contexts.

Purpose

Provide professional development training to support teachers in China, and other countries, to internationalize instructional practices by:

- Scaffolding research theories to best practice, in context
- Adopting more student-centered inquiry and problem-solving activities
- Applying innovative and flexible strategies for curriculum delivery to better meet the needs of students
- Preparing students for 21st Century study skills

Audience

Educators from public, independent and international schools seeking research-based best practice professional development

IETC Facilitators & Trainers

- Recognized area experts
- International educators
- Consultants, practitioners, researchers
- University visiting scholars.

IETC

is committed to continuously refine and improve our training model by adhering to the guiding design

process of:

Research – Practice – Application

Content of The Courses

- Creating and sustaining an environment that is conducive to learning
- Studying and understanding students
- Clarifying goals and organizing learning content
- Providing varied learning opportunities
- Helping teachers/students learn how to learn
- Continuous reflection and innovation on instruction

ESSENTIAL QUESTIONS TO OUR COURSE DESIGN

- How effectively do we respond to the results of ongoing assessments of our teaching?
- How aware are we of our students, the content of our teaching, and the pedagogy of learning?
- How do we know whether our actions affect student learning?
- How intentionally do we plan and deliver all aspects of our teaching?



Required Foundational Courses for IETC Certificate

- ECLT: Effective Instructional Strategies for Communicative Language Teaching
- CECL: Creating and Sustaining an Engaged Culture of Learning
- AFLT: Assessment that Facilitates Learning and Teaching

Cohort Elective Options

- Balanced Literacy Development – Reading & Writing Essentials I
- Data Analysis that Inform Instructions
- Balanced Literacy Development – Reading & Writing Essentials II

Foundational Course - ECLT Synopsis

ECLT: Effective Instructional Strategies for Communicative Language Teaching

Content and Outcome

This course is designed to improve student learning by increasing the students' ability to comprehend and communicate in English, or other target language. Through implementing innovative and flexible instructional strategies, teachers will be able to decrease the density of the curriculum effectively. The course will focus on effective strategies for the 'Communicative Approach' to language learning, which incorporates student-centered inquiry and problem-solving approaches. Research-based language acquisition theories will be integrated and applied so teachers are able to implement effective strategies for the content of the national or pre-existing curriculum. The course also applies to subject teachers, as language is the conduit to the content.

During the course of the workshop series, participants will be able to:

- Plan lessons that incorporate key components of the psychological and emotional development behind language learning and focus on the progressive development of listening, speaking, reading and writing in English / target language
- Participate in and apply a number of practical hands-on strategies that can be used immediately in the classrooms to increase students' English/ target- language communication skills
- Identify and integrate key elements to motivate students in daily lesson planning
- Develop methods for tracking student progress and assessing the effectiveness of instruction
- Study and analyze with colleagues during workshop sessions so the collaborative, interactive instructional strategies can be modified and applied to the national curriculum appropriately
- Develop a system for self reflection and analysis of efficacy of instructional methods in increasing communication and comprehension amongst the students



“The biggest effect on student learning occurs when teachers become learners of their own teaching, and when students become their own teachers.”

-John Hattie Education Researcher

Foundational Course - CECL Synopsis

CECL: Creating and Sustaining an Engaged Culture of Learning

Content and Outcome

This course examines various ways to create an effective learning culture that engages students in the learning content and process. The basis of effective classroom management lies in the definition of class culture and climate through building relationships. Research concludes that teachers can create a culture conducive to learning by:

- *Providing clarity of expectations about what students are to do*
- *Offering a relevant context*
- *Creating a supportive classroom culture*
- *Providing appropriate challenges*

Teachers will analyze current research-based approaches for creating engaged learners and developing an effective culture for learning in the classroom. They will integrate and apply appropriate approaches into their weekly lesson plans.

During the course of the workshop series, participants will be able to:

- Identify and assess available resources effectively (data analysis)

- Plan their lessons with the goal of establishing desired behavior in the classroom (based on formative assessment & formal assessment) as well as developing content skills in language acquisition
- Use backward design to establish classroom procedures, accompanied by a system for gathering continuous feedback in order to assess and modify instruction to improve student learning
- Compare and contrast theory related to rewards and punishment and their effect on learning
- Apply elements to maintain high level of student engagement in their lesson plans
- Engage in positive discipline and develop respectful relationships among students and teachers
- Anticipate confusion, identify warning signs, and implement interventions to improve comprehension and to manage conflict resolution
- Collaborate with colleagues and practice protocols for continued collaboration in schools
- Develop a system for self reflection and analysis of efficacy of instructional methods in increasing student engagement during the lessons
- Develop strategies and systems for students who learn at different paces

Foundational Course - AFLT Synopsis

AFLT: Assessment that Facilitates Learning and Teaching

Content and Outcome

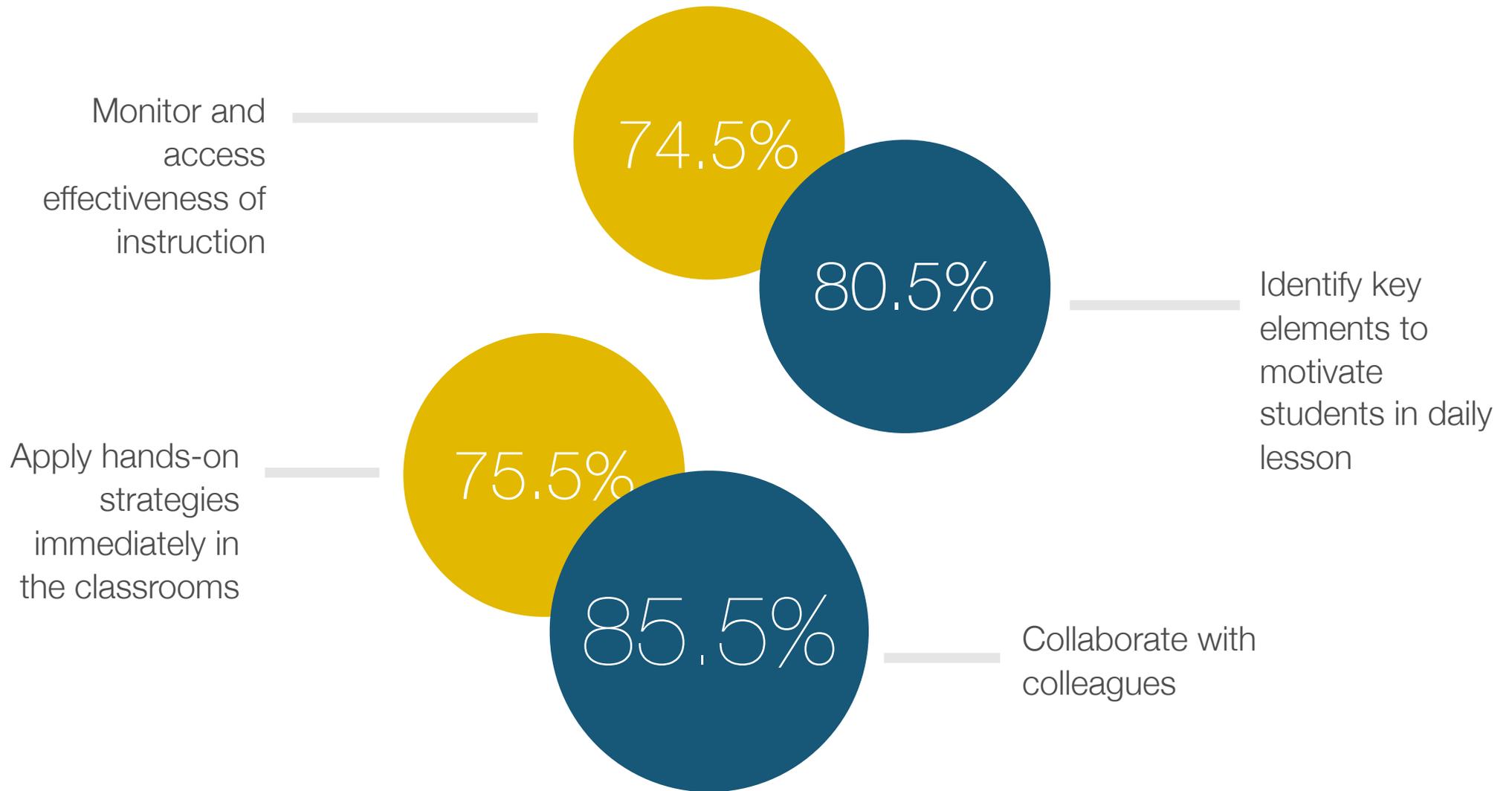
This course will focus on developing a deliberate feedback analysis approach that aligns curriculum, instruction and assessment through planning in order to improve student learning. Participants will develop ways for evaluating student achievement as well as ways for using assessment to support student learning and success. Participants will apply assessment strategies **for** learning as well as assessment **of** learning. Teachers will apply research-based findings when planning assessments for curriculum goals so they can facilitate learning and instruction. Planning quality assessment can facilitate instruction and learning in many ways, such as

- *providing diagnostic information regarding students' mental readiness for learning new content*
- *providing formative and summative information needed to monitor student progress and adjust instruction*
- *keeping students motivated*
- *holding students accountable for their own learning*
- *providing opportunities to re-expose students to content*
- *helping students retain and transfer what they have learned*

During the course of the workshop series, participants will be able to:

- Develop and explain assessment plans to their colleagues, including how the assessment is connected with the curriculum goals, how the instructional strategies are aligned to support student success, and how the teacher will monitor and evaluate student learning
- Collaborate to analyze student learning results and, based upon the results, determine students' needs for additional or different forms of instruction and/or whether to modify instructional strategies to maximize students' ability to comprehend and communicate learning in English/target language.
- Develop formative assessment (assessment **for** learning) methods as well as summative assessment approaches (assessment **of** learning) for listening, speaking, reading and writing
- Explain to colleagues how the lesson plans have attended to the balance required when integrating curriculum requirements with students' needs; the balance between fidelity to the curriculum and application of flexible instructional methods to address students' needs
- Analyze student learning results and explain to what degree students have actually learned the intended outcomes and what instructional goals might be appropriate to set next -- based on the data analysis
- Develop a system for tracking and monitoring student learning

Courses' Feedback Survey Results*



**Data collected from teachers' feedback from courses during 2015-2016*



Sarah Xie, High School Humanities

“...avoid using initiate-response-evaluate model of questioning, because it won’t help students’ interdependent thinking.”

David Peng, High School Math

“What I learned here is transformational. It changes the way that I see teaching.”

Learning Reflection

Kayang Huang, Middle School English

“It’s difficult to change. When I tried, I saw how my students reacted. They told me the lesson was so different and fun that they would never forget what they learned.”

Mavis Zhang, Elementary Chinese Language Arts

“...it always tells me that teachers should make lesson plans from students’ side; all activities should be student-centered and in student-friendly language.”



Language Requirement

Course taught in English. CET-6 or above (China), IELTS 6.5 or above for non-native English participants.



Class Size

Participants per course
Maximum: 40
Minimum: 20



Facilitators & Trainers

Courses taught by 1 Lead-Trainer and 1 Co-Trainer, unless otherwise specified.



Class Hour

5 days per course
8:30 a.m. - 3:30 p.m.
Lunch and tea break



Teaching Location

2019-20 China-based courses will be held in NCIC-Immersion School in Shenzhen. Address to be provided later.



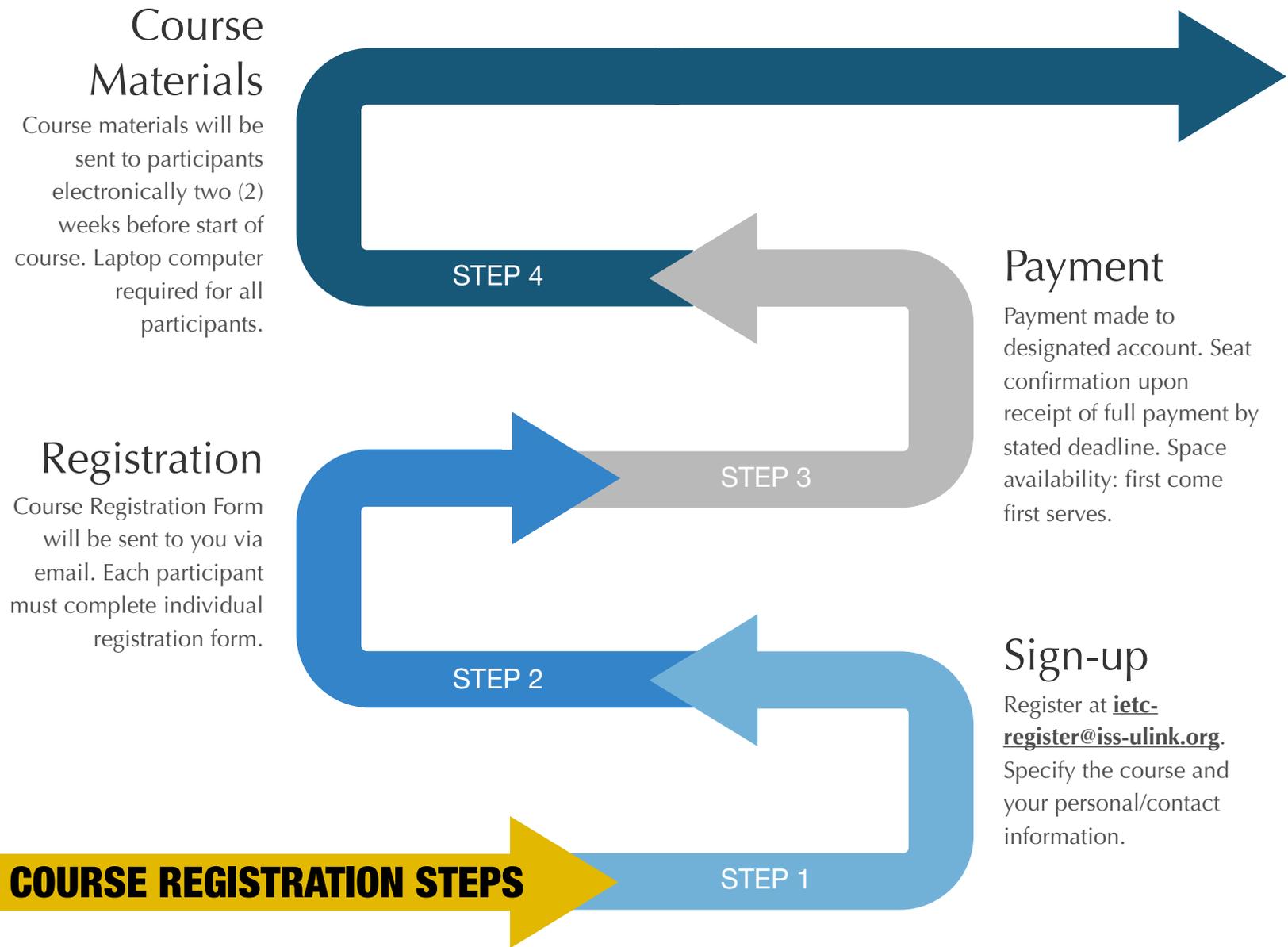
Course Fee

RMB5,500 per participant for each course*. Course material, lunch and snack included.

About the Course

**ACAMIS members, RMB5,350 per participant for each course.*

***We welcome request for school site-based training: group rate will apply. School interested in hosting the course in its city may contact us for additional information at: ietc-register@iss-ulink.org*



Cancellation Policy

If notice of cancellation for the registered individual/group or site-based is received:

- * 30+days prior to start date: 80% of registration fee is refunded.
- * 16-29 days prior to start date: 40% of registration fee is refunded.
- * Less than 15 days prior to start date: reschedule allowed, no refund.



Course Date:
 Sep 6-8;
 Sep 28-29 (2019)

Course Date:
 Nov 8-10;
 Nov 23-24 (2019)

Course Date:
 Feb 7-9;
 Feb 22-23 (2020)

Course Date:
 Mar 20-22;
 Apr 18-19 (2020)

Registration Deadline:
 Aug 16, 2019

Registration Deadline:
 Oct 18, 2019

Registration Deadline:
 Jan 10, 2020

Registration Deadline:
 Feb 28, 2020

Course Schedule 2019-2020

All the above listed courses are approved by the State University of New York (SUNY) for graduate credit at additional cost paid to the university (Optional). Course transferability to SUNY Buffalo State degree and certificate programs may also be available. Further information provided during the course.

* Required foundational courses. **Cohort elective. Courses to be held in Shenzhen, tentatively. Recommend taking CECL &/o ECLT prior to AFLT.

Contact Us

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*We are committed to building capacity, knowledge and skills of educational practitioners
through research-based professional learning activities
that lead to holistic teaching practices, supportive leadership, and improved student learning*

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