

## THE GRADUATE DIPLOMA

The Graduate Diploma in Advanced Professional Studies in Education is a 2-year 30-credit program of study for experienced teachers whose primary focus is school-based educational practice. It provides the opportunity to engage in focused, sustained reflective inquiry. Completion of the diploma allows teachers to move from TQS category 4 to TQS category 5 or from 5 to 5+. Persons without a Bachelor's degree should review the College of Teachers' requirements for professional upgrading before considering this program.

## ADMISSION REQUIREMENTS ~

- a Bachelor's degree from a recognized university;
- a teaching certificate based on a recognized teacher preparation program;
- evidence of ability to undertake advanced work in education.

*Under exceptional circumstances, applicants without a teaching certificate but who have a Bachelor's degree and significant teaching or leadership experience in education may be accepted into the program. Teachers without a Bachelor's degree may be allowed to use the credits from this program towards an undergraduate degree but must contact the Field Programs office regarding this possibility.*

## For more information about this program, contact:

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## FACULTY OF EDUCATION FIELD PROGRAMS

## ENGAGING ADOLESCENT LEARNERS



A Graduate Diploma in Advanced Professional Studies for grade 7 and secondary teachers, developed by Field Programs in partnership with School District No. 39 (Vancouver).

**BEGINNING IN VANCOUVER JANUARY 2009**

## ~ ENGAGING ADOLESCENT LEARNERS PROGRAM SCHEDULE ~

	2009			2010		
	SPRING January-April	SUMMER May-August	FALL Sept-Dec	SPRING January-April	SUMMER May-August	FALL Sept-Dec
SPECIAL TOPICS COURSES	Foundations of Inquiry <b>AND</b> Understanding the Adolescent Learner	Examining Critical Issues in Adolescent Learning		Integrating Planning, Instruction and Assessment	Social Justice and the Ethic of Care	Examining Critical Issues: Leadership and Educational Change <b>AND</b> Reflections on Teaching & Learning
FIELD STUDIES		Field Study I	Field Study II	Field Study III		
ASSESSMENT AND EVALUATION	← Baseline Portfolio →		← Working Portfolio →			← Comprehensive Portfolio →

### PROGRAM DESIGN ~

The Diploma interweaves different types of learning experiences, including:

**Special Topics Courses** which explore current issues, practices and research related to adolescent learning and teaching.

**Field Studies** in which participants develop an inquiry plan around a question or issue of particular importance to them. Participants implement the plan in their educational settings and critically reflect on growth and changes in their practice. These field studies are supported by an experienced mentor, and participants meet regularly in small study groups.

**Assessment and Evaluation** is the means whereby participants synthesize and self-evaluate their learning. All participants develop and maintain an ongoing portfolio throughout the program; the portfolio is shared with mentors and evaluated on a satisfactory / non-satisfactory basis.

### TOPICS OF INQUIRY ~

- Understanding the adolescent's perspective in a changing society
- Exploring different strategies for teaching across the content area
- Learning how to work within the diverse nature of today's classroom
- Develop an understanding of how to integrate planning, instruction and assessment
- Exploring the issues of social justice and an ethic of care within secondary classrooms
- Understanding and exploring the power of multiliteracies
- Investigating teacher leadership

### PROGRAM CAPACITIES & SELF-ASSESSMENT ~

Program capacities articulate learning goals and provide criteria for self-assessed learning. Throughout the program, participants and their mentors refer to the capacities to evaluate progress and to set new goals and create direction for further learning in field studies. At the end of the program, each participant's comprehensive portfolio includes a synthesis of learning and self-assessment of growth in these capacities. In this Graduate Diploma, participants are expected to demonstrate growth in their capacity to:

- Reflect:** Explore and analyze personal beliefs regarding teaching and learning. Give evidence of questioning personal assumptions regarding adolescent learning.
- Inquire:** Maintain an investigative stance toward your teaching practice. Investigate current theories and research in adolescent learning.
- Collaborate:** Explore ways to interact and engage others in dialogue about transforming educational practice.
- Advocate:** Define a leadership role for yourself in promoting adolescent education and community development.
- Develop:** Understand and apply new teaching strategies that are effective in engaging adolescent learners.

### ON-LINE APPLICATION ~

Website: <http://www.sfu.ca/gradstudents/applicants/index.html>  
 Program: Adolescent Learners, Vancouver  
 Start Date/Term: January 2009 (Spring)  
 On-line application begins June 2, 2008

### Deadline for applications: November 7th, 2008

Applications may be closed before the deadline if cohort capacity is reached before this date. Applications and ALL supporting documents must be received by the deadline in order to be considered.