

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.

My Practice.
My Purpose.
My Path.

For more information about this program, contact:

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FACULTY OF EDUCATION FIELD PROGRAMS

SUPPORTING EARLY LEARNERS



A Graduate Diploma in Advanced Professional Studies for teachers interested in working with learners aged 4–8, developed by Field Programs in partnership with School District No. 36 (Surrey).

BEGINNING IN SURREY MAY 2009

~ PROGRAM SCHEDULE ~

	2009		2010			2011
	May–August 4 credits	Sept–Dec 5 credits	January–April 6 credits	May–August 5 credits	Sept–Dec 5 credits	January–April 5 credits
SPECIAL TOPICS COURSES	The Learning Needs of the Child: Informed Perspectives for Assessment and Foundations of Inquiry	Teaching the Whole Child	Language and Literacy	Cultural Perspectives on Diversity	Integrating Assessment, Planning and Practice	Reflections on Teaching and Learning
FIELD STUDIES		Field Study I	Field Study II	Field Study III	← Field Study IV →	
ASSESSMENT AND EVALUATION	← Baseline Portfolio →		Working Portfolio			← Comprehensive Portfolio →

LEARNING OPPORTUNITIES ~

The Diploma interweaves different types of learning experiences, including:

Special Topics Courses which examine issues related to early learners. These courses explore the research, theories and pedagogical principles on which effective educational practices are based.

Field Studies where 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 a mentor from School District No. 36 (Surrey) and participants meet regularly in small study groups.

Assessment and Evaluation where program participants will develop and maintain an ongoing portfolio throughout the program to synthesize and self-evaluate their learning. Portfolio work is also shared with mentors and other participants, and evaluated on a satisfactory / non-satisfactory basis.

PROGRAM CAPACITIES & SELF-ASSESSMENT ~

Program capacities provide criteria for documenting and self-assessing learning. At frequent intervals 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, supported by evidence of learning. This program will provide opportunity to develop these capacities:

1. **Inquiry:** Investigate and critically evaluate current educational theories and research regarding early learning pedagogy. Identify and inquire into areas of practice teachers find personally or professionally significant.
2. **Agency:** Confidently design and implement a responsive and developmentally appropriate early childhood learning program, based on thoroughly researched pedagogy.
3. **Responding to diversity:** Understand the diversity of today's classrooms

including aboriginal education, ESL and learning differences. Demonstrate respect, flexibility and responsiveness in working with students and families from a diverse community.

4. **Understanding of language development:** Understand early language development for both first and second language learners.
5. **Understanding of developmentally appropriate assessment and instruction:** Investigate and implement developmentally appropriate assessment including ability to identify children who may require intervention. Explore differentiated instruction within a play-based environment.
6. **Collaboration:** Participate in a professional learning community. Explore educational dilemmas with colleagues. Develop understanding of the relational nature of all learning communities.
7. **Critical reflection:** Monitor, reflect on and critically evaluate changes in personal understandings and practices throughout the program.

TOPICS OF EXPLORATION IN THIS DIPLOMA ~

- Developmentally appropriate assessment and instruction for early learners
- Play-based learning
- ESL in early childhood
- English language development (phonemic awareness, etc.)
- Foundations of numeracy
- Early identification of learning difficulties
- Early intervention strategies
- Understanding assessment for early learners
- Diversity and multicultural issues
- Family literacy

ON-LINE APPLICATION ~

Website: <http://www.sfu.ca/gradstudents/applicants/index.html>
 Program: Early Learning, Surrey
 Start Date/Term: May 2009 (Summer)
 On-line applications open January 2, 2009.

Deadline for applications: March 27, 2009

Applications may be closed before the deadline if cohort capacity is reached before this date. Applications must be complete in order to be processed.