

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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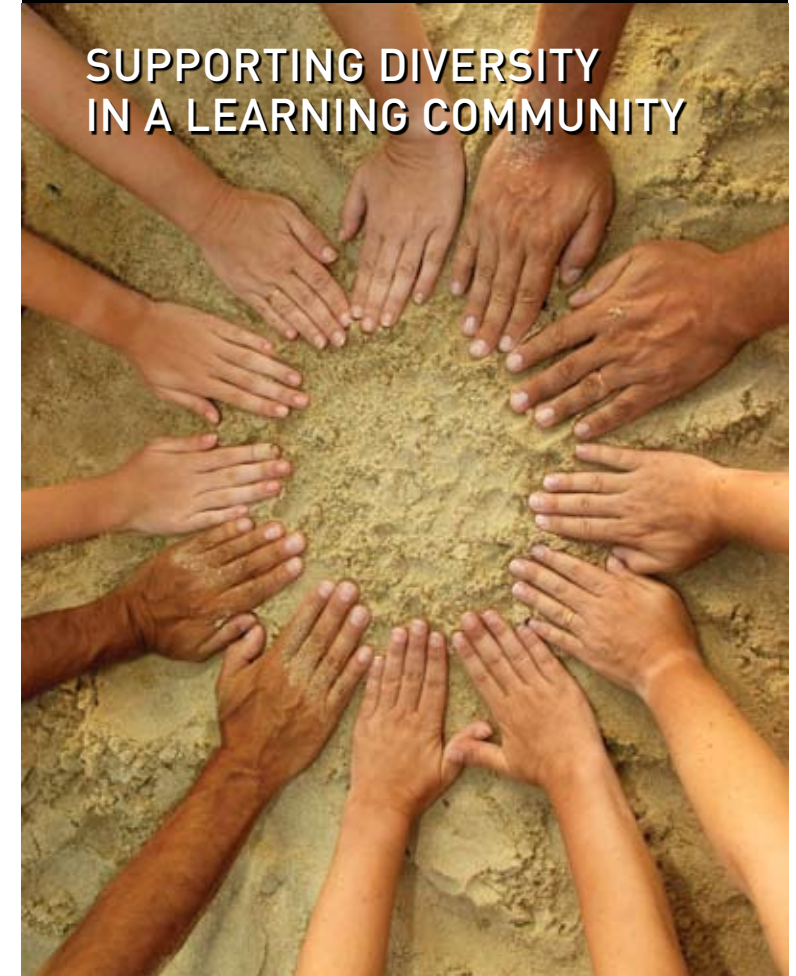
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www.educ.sfu.ca/fp

FACULTY OF EDUCATION FIELD PROGRAMS

SUPPORTING DIVERSITY IN A LEARNING COMMUNITY



A Graduate Diploma in Advanced Professional Studies for elementary and secondary teachers, developed by Field Programs in partnership with School District No. 48 (Howe Sound).

BEGINNING IN HOWE SOUND LATE AUGUST 2008

~ PROGRAM SCHEDULE ~

	2008	2009		2010			
	Sept-Dec 5 credits	January-April 3 credits	May-August 6 credits	Sept-Dec 5 credits	January-April 0 credits	May-August 7 credits	Sept-Dec 4 credits
SPECIAL TOPICS COURSES	Foundations of Inquiry AND Understanding Learner-Focused Relationships	Frameworks for Supporting Diversity I	Developing Learning Communities	Frameworks for Supporting Diversity II	2010 OLYMPICS	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 →		

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 about issues of diversity and inclusion.
- Investigate:** Become an active inquirer of your teaching practice. Inquire into current research to more fully integrate theory and practice.
- Develop:** Understand and apply new teaching strategies that are effective in meeting the needs of diverse learners.
- Collaborate:** Explore ways to interact and engage others in dialogue about transforming educational practice.
- Advocate:** Define a leadership role for yourself in promoting sound educational practice.

ON-LINE APPLICATION ~

Website: <http://www.sfu.ca/gradstudents/applicants/index.html>
 Program: Learning Communities, Howe Sound
 Start Date/Term: September 2008 (Fall)

Deadline for applications: July 18, 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.

LEARNING OPPORTUNITIES ~

The Diploma interweaves different types of learning experiences, including:

Special Topics Courses which explore issues related to diversity and learning communities. 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. 48 (Howe Sound) 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 evaluated on a satisfactory / non-satisfactory basis.

TOPICS OF INQUIRY ~

- Learning how to work within the diverse nature of today's classrooms
- Understanding assessment practices which nurture student growth and inform instruction
- Researching the theory which supports sound educational practice
- Developing an understanding of how to integrate planning, instruction and assessment
- Exploring different strategies for teaching across the content area
- Creating respectful, caring learning communities