



Teaching Teachers to Teach

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Learning & Teaching,
Academic Excellence

Centennial College

- Ontario's first community college, **1966**
- Four main campuses and eight schools across eastern Toronto (Scarborough), Canada's largest new immigrant catchment area
- Students from **100** ethno-cultural groups and **80** first languages
- Faculty also diverse, many internationally educated
- Many contract/part-time teachers
- Total 2011-12 enrolment, full-time equivalents including domestic, international, second career and joint programs: **33,182 students**
- Enrolment, esp. international, increased over recent years



Centennial College

- Programs range from one-year certificate to three-year diploma, post-graduate certificate, and joint degrees
- 23% of students on International Student visas – largest proportion from South Asia and China
- 23% of students have university degrees, often international
- 50% of students First Generation
- Only 51% English as first language
- Most students lower-income, work part-time; 42% have dependents
- Fewer direct-from-high-school students, more 26 and older, compared with Toronto-area colleges



The Teaching Future?

- **Technology/social media/Internet** integrated into all courses
- **“Flipped classes”** become the standard
- Increasing need for **high-level generic skills** in grads for rapidly changing and increasing student diversity
- * Students expect **technology/media competency, varied teaching strategies, frequent check-in** with them re questions, reactions, alternatives
- **Creative teaching approaches** to engage students, give regular formative feedback, games/simulations of workplace situations



New full-time Faculty

Bring much industry experience and enthusiasm to the table...may lack formal training in pedagogy & curriculum.

Once past probation, little requirement for teaching certification/upgrading

Full-time and partial-load teachers unionized



Program Outcome

New faculty develop cohort “belonging” in order to...



Cohort Approach

Emphasize that they are now professional teachers; new faculty from all schools move together through the two-year orientation process and observe each other's classes.



Other Program Outcomes

2. Apply knowledge of differing learning styles to planning lessons
3. Apply principles of good classroom management
4. Recognize and accommodate student diversity
5. Explain role and function of student support services
6. Explain role and function of faculty support services
7. Value role of reflective practice in professional development
8. Navigate and use eCentennial to enhance learning and teaching



First year: 4 Elements

1. Foundations of Teaching and Learning in Higher Education Course



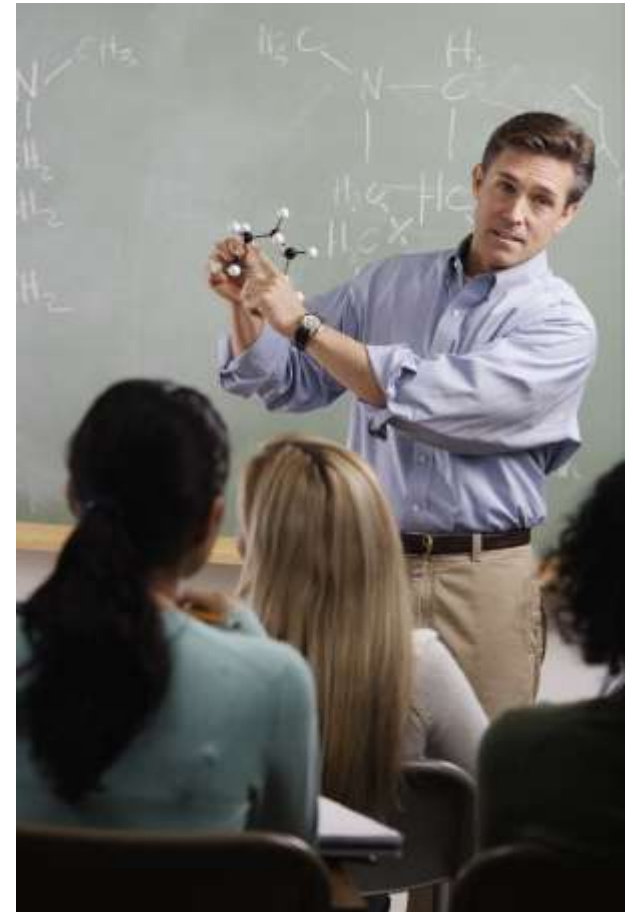
Four Elements

2. Hands-on training in eCentennial
3. Practical, informal workshops on common topics
4. Visit all main campuses



Terms 3 & 4

- Term 3: Teaching Diamonds
- Term 4: Complete Probationary Requirements



Reflective Practice

Reflective practice is “a dialogue of thinking and doing through which I become more skillful.”

Donald A. Schön, *The Reflective Practitioner: How Professionals Think in Action*

RP is our primary form for full-time faculty PD and an integral part of new teachers' probation.

