Handbook for Student Teachers and Host Teachers

Ensuring that the best in the world experience the best in England
Practicum UK is made up of three forward thinking teaching school alliances at the forefront of educational change.

These alliances have come together to offer teacher placements and career advancement opportunities for Canadian teachers.

Bradford Birth to 19, Ebor, and the George Spencer Teaching School Alliances are committed to looking for entrepreneurial individuals interested in cutting edge pedagogy, to become highly effective school teachers and school leaders of the future.

With excellent support, great schools and university links, in York, Nottingham and Bradford we’re giving teachers the chance to be the best they can be.

Ensuring that the best in the world experience the best in England.
Our goal is to provide a wraparound experience to support young people in developing the confidence, knowledge and understanding of the English education system in preparation for potential longer term placements or employment.

**Practicum UK will:**
- Provide opportunities for the best student teachers to experience the best in England
- Encourage those experiencing a practicum in England to consider a long term teaching position here
- Strengthen links between Teaching School Alliances with schools and educational establishments worldwide.

**What do we mean by a wraparound experience?**
- Support with accommodation and transport
- Support from the host teacher and placement school
- Pairing with a current student teacher established in the school
- Access to school and university facilities
- Guidance on accessing services in England (e.g. medical services)

**What do we expect?**
Our expectations are that all who are involved in the programme will be:
- Highly motivated and committed professionals
- Entrepreneurial and creative
- Resilient
- Reflective practitioners
- Positive ambassadors for the programme

**We will also expect you to:**
- Demonstrate a passion for your subject area
- Demonstrate competent subject knowledge
- Demonstrate the ability to make your subject relevant, interesting and challenging to all pupils

**In the classroom this will mean that you will:**
- Set high standards for all pupils
- Develop good relationships with both pupils and colleagues
- Have presence and control in the classroom
- Plan for the needs of all pupils
- Demonstrate good understanding of wider professional and whole school issues
- Reflect on practice to support continuing improvements in teaching and learning.
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<thead>
<tr>
<th>Date</th>
<th>Key activities</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>November 2015</td>
<td>Practicum UK delegation to University of Windsor to visit universities – discussions with Faculty staff, presentation on Practicum UK to student teachers and initial conversations with student teachers</td>
<td>Practicum UK team</td>
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<tr>
<td></td>
<td>Database developed of student teachers who have expressed interest the practicum or full time teaching position</td>
<td>Ebor Teaching School Alliance (ETSA) Administration</td>
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<td>December</td>
<td>First round applications received</td>
<td>ETSA Administration to forward to Practicum UK team</td>
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<td>Follow up visits to universities</td>
<td>Recruitment agency staff based in Canada</td>
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<tr>
<td>January 2016</td>
<td>First round applications close end of month</td>
<td>Practicum UK team</td>
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<td>Applications reviewed and letters of acceptance sent</td>
<td>Practicum UK team</td>
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<td>Letters of Acceptance followed up with Frequently Asked Questions</td>
<td>Recruitment agency staff based in Canada</td>
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<td>February</td>
<td>Practicum UK staff to return to Canada to interview candidates</td>
<td>Members of Practicum UK team</td>
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<td>Matching of student teachers to schools/ liaison with schools and student teachers</td>
<td>Practicum UK team</td>
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<td>Second round of applications open</td>
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<tr>
<td>March</td>
<td>Planning meetings during spring term to develop programme</td>
<td>Member of Practicum team from each TSA</td>
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<tr>
<td>April</td>
<td>Second round applications close end of month</td>
<td>Practicum UK team</td>
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<td>Applications reviewed and letters of acceptance sent</td>
<td>Practicum UK team</td>
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<td>Letters of Acceptance followed up with Frequently Asked Questions</td>
<td>Recruitment agency staff based in Canada</td>
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<td>Practicum UK staff to interview candidates (Skype)</td>
<td>Practicum UK team</td>
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<td></td>
<td>Matching of student teachers to schools/ liaison with schools and student teachers</td>
<td>Practicum UK team</td>
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<tr>
<td>May</td>
<td>Student teachers arrive in UK for a four week practicum</td>
<td>Practicum UK team</td>
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<td>June</td>
<td>Review/evaluation of the practicum</td>
<td>Practicum UK team</td>
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<td>July</td>
<td>Adapt programme for following year based on evaluation</td>
<td>Practicum UK team</td>
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Welcome to the Practicum Programme! You are about to embark on a stimulating and fascinating few weeks which may feel intense but will be hugely rewarding.

The programme endeavours to support student teachers in further developing the skills, knowledge and experience they have gained in Canadian schools within one of our partnership schools in England. We recognise that student teachers will all have different levels of skills and experience. The practicum programme will be adapted to meet individual needs and during the induction week each student teacher will develop an individual action plan to support their development during the four week programme.

Teacher Education is most successful when it occurs within a framework of partnership and trust. The Practicum UK team and host staff in schools work together to ensure our visiting student teachers are well supported and that they receive appropriate feedback to ensure their continued development.

Below are some ideas that student teachers may like to consider to get the most out of their placement:

- Do your own research about the school and your subject – for example read the material the school publishes about itself on their website
- Make the most out of observing other staff. Observations are vital in supporting your own development and will help you pick up much in the way of teaching styles.
- Be organised and clear about what you need to do each day/week.
- Reflect/evaluate the lessons you teach to support your progress
- Be open minded. Be positive.
- Don’t feel you are alone – use the contact information you are given if you need to talk to someone or need some support. We want you to enjoy the experience!
- Be professional at all times. Remember all interactions leave an impression.
- Remember at the heart of what you are doing is supporting pupils to make progress which could improve their life chances!
### SUMMARY OF PROGRAMME ACTIVITIES

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<th>Week</th>
<th>Key activities covered in the programme</th>
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| 1    | Induction week  
  Examples of activities include:  
  • Acclimatisation to the school and local area  
  • Meeting key staff/contacts  
  • Health and safety information  
  • Expectations of the practicum  
  • Overview of the development of the English education system  
  • Overview of how the Standards of Practice for the Teaching Profession in Ontario match against the Teachers’ Standards in England  
  • Guidance on collection of evidence that student teachers will use to inform the Practicum UK portfolio*  
  • Observation of lessons  
  • Visit to the university  
  • Evaluation of individual student teacher needs and development of an individual action plan. |
| 2 and 3 | Continued lesson observations – focussed observations in line with individual action plan and targets for development (for example these might focus on support SEND, behaviour management, subject knowledge development etc)  
  • Teaching timetable in place  
  • Team teaching/independent teaching with support from host teacher  
  • Training opportunities – focussed sessions on key areas such as teaching, learning and assessment.  
  • End of week evaluation meeting with Practicum UK staff and amendment to individual action plans as appropriate. |
| 4    | Continued teaching  
  • Evaluation/summary of progress and development of Practicum UK portfolio*  
  • Careers input to support progression to full time teaching post in England  
  • End of programme evaluation and celebration event |

*the Practicum UK portfolio will include a summary of their progress/achievement against the standards which student teachers will take back to Canada to support their teacher education programme.

**In addition to the formal activities there will be opportunities for social and cultural experiences during the 4 week programme.**
### WEEKLY LEARNING ACTIVITIES TO SUPPORT INDEPENDENT LEARNING

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<th>Week</th>
<th>Examples of independent learning activities</th>
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| 1    | • Look at how the Standards of Practice for the Teaching Profession in Ontario match against the Teachers’ Standards in England – consider what evidence you might try and collect to support your development in these areas  
     • Review your individual action plan and consider how you will achieve your targets for development over the coming weeks.  
     • Take notes during your observations to support your own lesson planning |
| 2    | • Read the department documentation and consider how lessons are planned short, medium and long term.  
     • Ensure you are familiar with key policies for your school (e.g. assessment policy, inclusion/behaviour management policy)  
     • During observations of other staff look at the approaches to differentiation in lessons and assessment for/of learning  
     • Continue to take notes during your focused observations to support lesson planning and professional development  
     • Look at the ways the department uses data to personalise teaching.  
     • Discuss your lesson plans with host teacher prior to teaching with a view to ensuring pupil progress. |
| 3    | • Consider how technology is used to support teaching and learning (through observations/discussions with staff)  
     • Review the range of teaching, learning and assessment opportunities you are providing and consider what might be adapted to engage pupils more and support them making further progress |
| 4    | • Investigate links between the pastoral and academic curriculum.  
     • Consider how your subject area might support other curriculum areas (e.g numeracy, literacy, pastoral)  
     • Consider the pieces of evidence you have collected that could contribute to your final portfolio  
     • Update your individual action plan with new targets for development in light of your practicum experience to include in your portfolio |
York and Bradford are cities in Yorkshire, England's biggest county and within easy reach of the rest of the UK. The city of Nottingham is close by.

Journey time to London via train is approximately two hours, as is Edinburgh, Scotland.

International airports are close to all teaching school alliances.

https://getintoteaching.education.gov.uk/explore-my-options/overseas-applicants