

Working with International Students

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Working with International Students

before the start of the PGCE course

Preparing to move

Clear dates and deadlines

- Compulsory international induction
- Compulsory academic induction
- Start of the PGCE Course
- DBS

✓ **Optional online meetings in June and July**
(accommodation, transport)

Pre-course tasks

Compulsory pre-course induction tasks

International induction
Academic Induction

Compulsory attendance (VISA)

Academic induction tasks

✓ **Key Stages of Education** in England (age, year group, curriculum stage, schools) and a few **acronyms**

A day in the life of a student teacher (newspaper articles)

✓ **What is a form tutor?**

Watch Science / Art and Design / Geography ... lessons

Setting the scene What do PGCE student teachers say about the PGCE course?

<https://vimeo.com/915477280/52cda3f726?share=copy>

Filmed sessions (group work, teacher-led session, students agreeing / disagreeing with each other).

* More **acronyms**

- **Communication the “English” way** (emails, addressing staff at University and at school. Dress code).

similarities and differences, advantages and drawbacks

Be ready to share your answers / your thoughts.

Academic Induction

✓ **Belonging**

IMAGE
REDACTED

IMAGE
REDACTED

IMAGE
REDACTED

IMAGE
REDACTED

IMAGE
REDACTED

✓ **Knowledge** KS1CCFSENDGCSEPSHEINSET & feedback on pre-course tasks, research

✓ **Individual reflections work (& class discussion)** ✓ **National Curriculum subjects and** ✓ **types of schools**

Group work

IMAGE
REDACTED

✓ **Library services**

✓ **Being professional: greetings / first PGCE session / attendance/ punctuality / phones / DBS GP**

The role of the **Personal Academic Tutor**

Input from **current students / future ECTs**

Structuring **emails**

University services (**Skills Audit and Student Union Societies**)

Working with International Students

during the PGCE course

University sessions

Check-ins

International engagement event

Subject knowledge / former studies

Richness of discussions

✓ Feeling valued

- Students contact school mentors before the start of the placement to introduce themselves.

- Translation: "You might want to try this strategy..."

"Why not try..."

* Greeting and communicating with staff and pupils at school

* Acronyms

- Roles in school

- Reminders before the placement (attendance, phones, meetings and punctuality)

- Academic Integrity?

* ✓ Harvard Referencing / Cite Them Right?

* ✓ Reading critically?

What is having an impact?

Action	Impact
Communication before arrival <ul style="list-style-type: none"> - dates, deadlines and rationale - online meetings 	Timely arrivals Reassurance / Clarification
Pre-course tasks <ul style="list-style-type: none"> - Education system - The role of the form tutor - Acronyms 	Knowledge
Academic induction <ul style="list-style-type: none"> - Getting to know each other and group work - Discussions: comparison of the Education system, the National Curriculum and types of schools in England and abroad - Expectations 	Belonging Knowledge/ Understanding aspects of the English Education system. Knowledge/ Understanding and confidence
During the course <ul style="list-style-type: none"> - Contacting school mentors before the start of the placement. - Unpicking tentative language “You might want to ...” - Offering check ins - Being asked to share different perspectives 	Building bridges Awareness of unspoken social conventions. Understanding, reassurance and belonging Empowerment