Modern Practical Teacher:
Intensive

Training Programme Overview

WHAT IS MPT:INT ?

Docetis International brings together teacher training professionals and UK state primary and secondary schools to provide a unique learning experience combining the latest teaching theory with practical input in state schools.

This course allows participants the unique opportunity to experience teacher training methodology input in a practical context. The course is delivered at the Institute of Education, London with accompanying visits to local state schools.

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COURSE LENGTH AND HOURS

This is a two week course.

It runs Monday to Friday

NEXT COURSE START DATE

9th May 2016 ends 20th May 2016

WHO IS THE COURSE FOR?

- For non-native post graduate level students studying a Master's degree in the field of education. Participants will have an English level equivalent to IELTS 5.0 or B1 and above on the Common European Framework (CEF)

- The course will also be of value to teachers with a wide range of primary and secondary level experience, who have had very little in-service training in their careers

LOCATION:

Kings College University of,

London

AT A GLANCE

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May 2016

Next course start date

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15

Maximum input
class size

....

2

Weeks Intensive course

....

15

UK State School
Portfolio

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COURSE OBJECTIVES

PARTICIPANTS WILL:

- Have developed and raised awareness of methodology related to the teaching of primary and secondary school children across a range of subjects (CLIL)

- Have observed practical teaching in London based state primary and secondary schools

- Have learned how to compare and contrast the UK state educational system with their own state systems

- Have been introduced to a variety of practical teaching activities and materials

- Have improved their classroom management skills

- Have focussed on issues relating to discipline and motivation

- Have improved their language skills in relation to teaching primary and secondary school children

- Have experienced a variety of media for teaching primary and secondary school children

- Have learned how to develop and adapt relevant teaching materials

▲   Learning by doing is a core principle of this programme which exposes participants to a diverse range of teaching approaches and cultures.

EXAMPLES OF SYLLABUS CONTENT ARE:

- Effective use of classroom language

- Effective classroom management techniques

- Exploiting materials and activities (storytelling; games; songs)

- Ways of introducing and practising new language

- Encouraging learner independence

- Motivating primary and secondary school children

- Maintaining discipline, developing students' speaking,
  listening, reading and writing skills

- Using a task-based learning approach to develop the learner

- Teaching the functional and core language necessary for the subject matter

- Exploring ways to allow learners more contact with the target language

- Introducing and practising new language (grammar/vocabulary/function)

- Exploring techniques for correcting oral and written learner errors

- Developing awareness of and responding to different learning styles

- Using technology to enhance learning

- Using project work in the classroom

- Exploring different approaches to testing and assessment

- Evaluating, selecting and adapting published and
  authentic materials for a CLIL curriculum

- Developing awareness and understanding of syllabus and course design

▲ Participants will learn techniques to support a student-centred teaching approach

COURSE TIMETABLE

	Week 1	Week 2
Monday	• Introduction to the course and the British state school system. • Meeting a new class; winning over younger learners and understanding different learner styles. • Classroom issues: discipline, motivation and management.	• Introduction to the key principles of CLIL • Learner styles and learner training • Maximising L2 and Limiting L1 in the classroom • Ways of allowing learners more contact with the target language
Tuesday	• Introducing new language: involving students in guided discovery approaches. • Issues in developing the speaking skill. • Engaging students in project work: types of project and project development	• Developing oral communication skills • Exploring techniques for correcting oral errors • Using task-based learning to develop speaking skills • Developing students' reading and writing skills • Exploring ways of exploiting written texts for cross-curricular language
Wednesday	• Holistic and atomistic approaches to language. • Developing listening skills: phonological issues. • Using songs and activities. • Reading skills and the use of readers.	• Developing subject specific materials • Evaluating, selecting and adapting published and authentic materials for a CLIL curriculum • Using technology to enhance learning: computers and the language laboratory
Thursday	• Selecting and evaluating materials • Developing writing skills: coherence and cohesion • Speaking skills: accuracy to fluency, errors and correction.	• Syllabus and course design • Integrating pronunciation: activities to help with sounds, stress and intonation
Friday	• State school visit to Primary and Secondary school: classroom observations and Q&A sessions. • Review of week 1: introduction to week 2	• Using project work in the classroom • Exploring different approaches to testing and assessment • Course review • Developing autonomous learning

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