

TEACHERS IN THE UK



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Teaching in the UK

The education system in London and the United Kingdom provides a lot of flexibility in terms of where teachers can work. The majority of jobs offered through Teach Away are in England, specifically in the greater London area. Many teachers choose to supply teach when they arrive in order to gain experience, and get a feel for the different types of teaching assignments. The British curriculum is very straightforward and easy to pick up, allowing foreign teachers (Canadians, Australians, Kiwis) to pick it up quickly.



Qualifications for teaching in the UK

Teachers interested in working in the UK must be licensed to teach in their state/province. Please note that teachers who have an undergraduate degree but no teaching credentials will not be considered for teaching jobs in the UK. All applicants will be required to provide a criminal background check in order to teach in the UK.

Academic School Year

The school year runs from September to July, with most schools operating a three-term system (Fall, Spring, Summer). Every term has a break in the middle (a week off called "half-term".) Schools break for two weeks at Christmas and two weeks at Easter.



United Kingdom Teaching Qualifications

In the United Kingdom, QTS (Qualified Teacher Status) is the certification for teachers. To achieve this status, teachers must complete specific training and pass standardized exams. Teachers from outside of the UK are able to teach in the UK for a maximum of four years before they must obtain QTS. If a teacher plans to work in the UK for longer than 4 years, then they must complete an NQT (Newly Qualified Teacher) year under the supervision of a teacher/principal from their school. Upon successful completion of an NQT year, a foreign teacher will be granted their Qualified Teacher Status (QTS).

Visa Requirements for Teaching in the UK

In order to live and work in the UK, all teachers must have a valid work visa. The most common visa for teachers applying from Canada, Australia, and New Zealand is the Youth Mobility Visa (Tier 5).

The time it takes to process your visa will depend upon a number of factors, so teachers are encouraged to apply as soon as possible. Please visit <http://www.ukba.homeoffice.gov.uk/workingintheuk/tier5/youthmobilityscheme> for more information on the visa.



Typical school day

Generally, the school day begins at 9:00 am and ends at 3:30 pm with a lunch break at midday. As a teacher, your school day will also include meetings, supervision of student activities, and other duties as assigned. The exact school hours may differ from school to school.



Game types

Game types and associated vocabulary

Battleships

Battleships is a guessing game for two players. Each player has a map of an area of sea with a grid of coordinates formed by, for example, letters across the top of the map and numbers down the side. Players draw ships on the map. They then must guess where the other player has placed his or her ships. To do this, players take turns to name one of the squares in the grid; their partner must say if a ship or part of a ship is in that square by saying *hit* or *miss*. The winner is the first player to find all the other player's ships.

Bingo

Bingo is a listen and find game for a large number of players. Each player has a grid on which are written different numbers. The person conducting the game calls out numbers. Players must look for and cross out the numbers as they are called out on the grid they have in front of them. A player can win at any point during the game by calling out *Bingo!* when they have crossed out every number in a line in the grid, but the final winner is the first player to cross out every number in the grid.

Happy families

Happy families is a collecting game for a small number of players. One of the players shuffles the pack of cards and deals cards to each player. On the cards are pictures of members of families with their names below; each family has four members. The object of the game is for players to collect families. To do this, they take turns to ask other players for particular cards, and if the player asked has the card, he or she must give it to the person who asked for it. The player who has collected the most families at the end of the game is the winner.

Ludo

Ludo is a racing game. A small number of players sit around a board on which there is a path of squares from a start to a finish. Players place their counters on the start and take turns to throw the dice and move according to the number they have thrown. They then race along the path and the first player to reach the finish is the winner.

Mazes

A maze is a path-finding puzzle for one player. It consists of a map of a system of pathways with only one entrance and exit. The object is to find a route between these.

Noughts and crosses

Noughts and crosses is a blocking game for two players. Each player draws a square grid of nine squares. One player has the symbol X and the other player has the symbol O. The players take turns to draw their symbol in the squares. The winner is the first player to form a line of three squares in either a horizontal, vertical or diagonal direction. One of the main strategies in the game is to try to block the other player by occupying a square which he or she needs to form a line.

Snap

Snap is a matching game for two players. One of the players shuffles the pack of cards and deals cards to each player. Players then take turns to place cards face up in a pile on the table. If the design on one card is the same as on the card which has just been played, the first player to notice that the cards are the same can win all the cards on the table by calling *Snap!* When players no longer have any cards in their hands, one player shuffles and deals the cards from the pile again. The player with most cards when all the cards have been paired off is the winner.

Spot the differences

Spot the differences is a look and find puzzle. Players must spot differences between two almost identical pictures.

Students find it interesting. Being able to use what you already know and apply it to teaching can also spice up your repertoire when you're feeling bored with course materials.

Acting and Role-Plays

As long as you don't use it too often, one great method to get students actively involved in lessons is by using role-plays. They're perfect for most group sizes; they can be modified to last 15-90 minutes; and students can be more communicative in English when they aren't playing themselves. A few ideas:

- **Trending News Stories:** Scripts. You can choose one news story for each group/pair or you can have the whole class use the same story and create different endings. Introduce the topic, put them in groups or pairs and have them write the script to 'perform' at the end of the activity.
- **Pop Culture Mingle:** Improv. Each student gets the identity of a celebrity, some information about their celebrity and a goal. Finding a roommate, for example. They mingle and try to reach the goal. Or you could have an 'Oscar party,' where the students try to create a film pitch.

Presenting

A lot of TEFL teaching nowadays involves some level of business English. Part of that is being able to make presentations in English, and getting your students used to speaking in front of small audiences. Some thoughts:

- **The 51st State Creation:** In small groups or pairs, the students have to come up with a 51st American state. Have them include state: bird/flower/motto/industry/population/geography/etc. and make their presentations to the other groups. At the end, the teacher votes for the best.
- **American Sports Explained:** American sports are unique- baseball, American football and basketball aren't nearly as common in most other countries. Give each group a different sport that they have to present and explain to the other groups. The teacher evaluates the presentation for clarity and the English used.

Mixed Media

Not all schools will have audio or video capabilities in the classroom, but for those that do you can use them for American TEFL teaching. Two notes about music or movies in class: make sure the song or the clip is at the right level for your students and that there's a clear task set involved. Turning on a film at the start of a lesson and playing it to the end isn't teaching. Examples:

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**THANK YOU FOR
YOUR ATTENTION**

