



Professional Development Internship Programme

Issues of Pedagogy, Curriculum, Education Innovation and Leadership



**UNIVERSITY OF
CAMBRIDGE**

Faculty of Education

Professional Development Internship Programme

The Issues of Pedagogy, Curriculum, Education Innovation and Leadership programme at the University of Cambridge Faculty of Education embraces key areas of theory, practice and reform in the field of education development including: pedagogy, curriculum, assessment, capacity building, change management, and pedagogical leadership.



What is the purpose of the programme?

The programme will explore and enhance an understanding of schools-university and school-based model of teacher education, as well as examine the pedagogies of teacher education, the skills of developing established teachers, and the complementary roles of mentors and a range of staff.

It will also enable participants to engage with issues of leadership and professional development in the broadest sense and at every level – from international policy to local educational settings – and to explore national and global networks, mutually productive partnerships and professional communities.

The programme enhances knowledge, skills and understanding of building teams and managing change to enhance and embed pedagogical and curriculum reform concepts. Researching practice is an important aspect of the programme – key ideas, concepts, designs and methods are taught in the Faculty to enable participants to undertake practitioner research in a professional placement setting.

Who should apply?

This programme is aimed particularly at education professionals in countries where innovation in education is seen as important. It will provide opportunities for theoretical and practical learning, and will focus on helping participants make connections between research-informed ideas and policy and practice in a variety of education systems.

The international nature of the programme will enable different perspectives to be considered; as such, participants will be encouraged to critically apply these perspectives to their own contexts.

The programme's common core will be based on pedagogy and curriculum in education settings and will appeal to the following groups of professionals in education:

- **Academics** working in universities and pedagogic institutions in pre-service teacher training and education
- **Leaders in education settings and experienced professionals** in schools, for example, or educational organisations who have a professional interest and engagement in leadership, learning and teaching.

Others who work with professionals and learners in different ways in education contexts may be considered; however, applicants will only be accepted if it is clear that this programme will support professional development in their present role.



“Participants have so much experience– we are constantly learning from each other.”

Participant (2016)

Entry Requirements

University/College-based applicants will be required to have an international teaching qualification and the equivalent of *at least* 3 years’ full-time experience in teacher education.

School-based applicants will be required to have a teaching qualification and *at least* 3 years’ full-time teaching experience.

For both of the above, applicants need to demonstrate the potential to build capacity to manage change and lead teams whilst developing pedagogy and the curriculum. This programme aims to work in partnership with individuals who in close liaison with their institutions create a development plan/research project which underpins the programme and embeds sustainable and progressive change in the institution. **Therefore, a firm commitment from the institution as well as the individual is required.**

All applicants will be expected to have:

- a critically reflective and enquiring approach to their work which supports improvement in professional practice and/or policy
- the ability to work independently and collaboratively with the support of Faculty teaching and supervision
- a willingness and ability to engage with academic and professional literature that supports empirical and/or literature-based enquiry into policy and/or practice.

Evidence of these qualities may be presented in letters of application and supporting references from senior colleagues.

Applicants will need to demonstrate a level of English that enables them to participate fully in the programme and produce written work at the required standard. To meet this requirement, all applicants are expected to have a **minimum of 5.5 International English Language Test System (IELTS) score or equivalent**. There will be weekly support for academic reading and writing for all participants within the programme provided by the University Language Centre. **The programme does not prepare you to improve your IELTS score.**

Accreditation

On successful completion of the programme participants will receive a Certificate of Attendance detailing the learning that has been undertaken.

What is the structure of the programme?

Participants will study at the University of Cambridge Faculty of Education as well as visit professional placements and other educational institutions to shadow, observe, collaborate with and teach. The programme will be 6 or 3 months depending on which Strand applicants apply for. Each Strand consists of a combination of professional placements in partnership settings, mentoring by experienced placement leaders and educators, teaching and supervision

from experienced teacher educators in the Faculty of Education, and supplementary academic English language teaching. A summary of the placements and courses for each Strand is offered below:

	Placement	Courses
6 month course (Strand 1)	Professional placement in two educational settings	Pedagogies and Curricula for the 21 st Century Leading Educational Change Researching Practice Contexts and Discourses
3 month course (Strand 2)	Professional placement in one educational setting	Pedagogies and Curricula for the 21 st Century Leading Educational Change
3 month course (Strand 3)	Professional placement in one educational setting	Researching Practice Contexts and Discourses

What are the methods of study?

The programme will combine the best of interactive, research-informed taught modules which will use tutor and participant presentations, collaborative discussion and other learning methods in order to model teaching strategies, introduce content and stimulate critical thinking in relation to relevant issues.

All participants will spend time in professional placements which have experience of a school-university partnership, a research informed culture, initial teacher education and professional learning embedded in their ethos. Also, as appropriate, other educational institutions focusing on specified aspects of education will be part of the programme. Participants will be supported by subject/department mentors, professional placement tutors and Faculty supervisors to make connections between theoretical input and practical application.

There will be tutor-led discussion sessions in which participants will be helped to draw connections and critically reflect on key issues. There will be a particular emphasis on how ideas encountered relate to the participants' own national context, and participants will be expected to produce weekly reflective accounts which demonstrate critical reflection and personal engagement with their experiences during each week of the programme.

Seminars and workshops will introduce participants to various approaches to practitioner research; there will be workshops focusing on data collection and data analysis. This will support small-scale research in the professional placement. Participants' research will be in collaboration with placement colleagues, perhaps enhancing a school improvement project, and will be supported by their partnership tutor/Faculty supervisor.

An experienced supervisor will be identified for each participant; regular meetings between supervisor and participant will offer support, guidance and professional mentoring. Supervisors will help participants to make connections, apply ideas to their own national context and support the writing of assignments, including the development of research projects. Supervisors will be responsible for giving formative feedback on all elements of the programme.



“Now I understand practitioner research – why the process is important to improve pedagogy and how to do it!”

Participant (2016)

How will the programme be assessed?

Participants will be expected to continuously demonstrate their learning, critique their experiences and record their learning. There will be a variety of methods in which learning is demonstrated including creative accounts, presentations, reports and professional dialogue.

What are the intended outcomes?

By the end of the internship participants will be enabled to focus on teacher knowledge, skills and understanding in order to:

- critically reflect on educational principles and practices in England, their home country and other international contexts
- develop critical understanding of contemporary pedagogical approaches and how these might be applied in their own and others' practice
- develop an understanding of and skills in the teaching of their subject or associated subjects through the English language
- understand the development of leadership theories and training in the UK and their influence on present day practices
- develop a vision of contemporary leadership today
- recognise characteristics of a learning leader including critical reflection and reflexivity
- develop and reflect upon the dispositions of an effective leader

- enhance organisational effectiveness through teams, team building and mentoring
- examine Cambridge-based networks for developing leadership in professional placements
- analyse the practices and cultures by learning from professional placement visits
- involve the wider community in developing the professional setting, encouraging institutional reflexivity about what works and for whom
- examine and critique models of governance and management
- critically appraise current literature relating to their specified area of education
- engage in critical reflection on theory and practice
- gain a practical understanding of select enquiry methods, e.g. empirical research, documentary research or policy scholarship within, or applicable to, educational settings, and of the value and application of professional placement-based research, and
- show abilities as a reflective practitioner, understanding the purpose and impact of different pedagogies and assessment approaches.

How to apply and how much does it cost?

Submit an expression of interest and your Curriculum Vitae to the Faculty of Education by email: ERI@educ.cam.ac.uk

You will be sent an application form to complete and return. Your application will be assessed for suitability and you may be offered a Skype interview. Please remember that evidence of the qualities identified on page 5 may be presented in letters of application and supporting references from senior colleagues.

Fees for the programme are dependent upon the 6 or 3 month programmes and will cover tuition in the University of Cambridge Faculty of Education and costs of professional placements. The 6-month course (Strand 1) costs **£12,950 GBP**; the 3-month course (Strand 2; Strand 3) costs **£6,475 GBP**.

When will the course take place?

The 6-month course (Strand 1) will commence on **Monday 2nd October 2017** and will finish on **Thursday 29th March 2018**. It will take place over two terms:

Term	Start date	Finish date
Autumn 2017	Monday 2 nd October 2017	Friday 15 th December 2017
Spring 2018	Monday 8 th January 2018	Thursday 29 th March 2018

We strongly recommend that you organise your visa to allow you to arrive in Cambridge by **Saturday 30th September 2017** at the very latest so that you can acclimatise and get settled into your accommodation. Your visa should allow you to return to your home country at the end of the Spring 2018 Term from **Friday 30th March 2018** onwards.

The 3-month course (Strand 2) will commence on **Monday 2nd October 2017** and will finish on **Friday 15th December 2017**. It will take place over one term (Autumn Term).

We strongly recommend that you organise your visa to allow you to arrive in Cambridge by **Saturday 30th September 2017** at the very latest so that you can acclimatise and get settled into your accommodation. Your visa should allow you to return to your home country at the end of the Autumn 2017 Term from **Saturday 16th December 2017** onwards.

The 3-month course (Strand 3) will commence on **Monday 8th January 2018** and will finish on **Thursday 29th March 2018**. It will take place over one term (Spring Term).

We strongly recommend that you organise your visa to allow you to arrive in Cambridge by **Saturday 6th January 2018** at the very latest so that you can acclimatise and get settled into your accommodation. Your visa should allow you to return to your home country at the end of the Spring 2018 Term from **Friday 30th March 2018** onwards.

Subject to numbers, the Strand 3 course may be delivered in the Summer Term (April – July 2018).

The University of Cambridge Faculty of Education

The Faculty of Education is one of the leading departments of education internationally, committed to teacher education, the development of research-based policy and practice, and educational research and teaching of the highest quality. It has regularly (in every inspection since 1997) achieved the very highest grades for its Post Graduate Certificate in Education initial teacher education courses, at both Early Years/Primary and Secondary level, makes major contributions to the University's regional outreach programmes through its continuing professional development courses for teachers (with a particular emphasis on leadership), and has more than 250 Masters and Doctoral students.

The Cambridge Faculty of Education has a significant number of Faculty members who have worked collaboratively with international partners to support educational reform, including in Central Asia, Eastern Europe, Asia and Africa. The experience of the Faculty in these international education reform projects will inform this programme.



Our research makes rigorous, original and significant contributions to knowledge, and supports informed development of public policy and professional practice.

The University of Cambridge Faculty of Education is committed to the highest standards of research and teaching and is a significant contributor to the improvement of educational policy and practice in partnership with schools, colleges and other educational agencies both in the UK and internationally.

For more information contact:
Education Reform and Innovation
Email: ERI@educ.cam.ac.uk



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