ENGLISH TEACHING INTERNSHIP ROLE PROFILE AT AN SCHOOL IN RURAL INDIA

We action-research sustainable development by running a school in rural India that integrates education, healthcare, and community work.

This role profile should be considered in conjunction with our in-depth document about interning with Educate for Life and the application form. These can be downloaded from www.educateforlife.org.uk/internships

SUMMARY

Time commitment: Six months
Location: First two months in Educate for Life Hackney office, London, UK & last four months at project location in Hunar Ghar, India
Hours: Full-time

ABOUT EDUCATE FOR LIFE

Educate for Life is a small organisation that aims to transform rural education in India.

For the past seven years we have been running an innovative primary school called Hunar Ghar in a marginalised community in a remote area of rural Rajasthan. We currently have 258 pupils, ranging from four to fourteen. All students that attend the school are first generation learners. We have adapted how the curriculum is taught to meet their needs. They are achieving good academic results with literacy and numeracy skills above the state average. We are documenting our experiences with a view to being a role model for other schools in rural areas.

The school acts as a hub for community related development as we aim to provide seamless support for community members from pregnancy to adulthood through community services focused on maternal and child healthcare and education and mentoring.
ABOUT THIS ROLE

In this role you will contribute the systematic improvement of education standards at Hunar Ghar by teaching English and developing the capacity of our local teachers to teach English to a higher standard. It will be the children’s third language after their maternal language (spoken by so few that it doesn’t even have a name), and Hindi. See why we teach English at Hunar Ghar

Educational standards in rural India are low – according to the government census just 11% of women are literate. As such teachers need greater support to be able to teach well. The children at Hunar Ghar are first generation learners: The first ever in their families to go to school. This presents them with much greater challenges, as they can’t rely on parental knowledge to help them develop their academic skills. As a result of the education system not acknowledging this, the evidence shows a trend of decreasing standards in rural learning outcomes in India.

To address this we are developing teaching techniques that enable children to build new knowledge on the existing skill sets inherent in the community. This means that teaching and learning needs to be much more active, engaged with community life, and social in nature.

You will spend two months in the UK researching and developing these ideas in depth, and generating a pedagogy that is inherently social in nature. It will have a strong emphasis on being communication-literate – i.e. the early development of confidence in conversing in English with another person using language that is applicable in daily life. You will then be in India for four months, implementing the pedagogy, refining it, and training the Hunar Ghar teachers in it.

Your project will impact the children and teachers in Hunar Ghar, and add to a body of evidence that improves learning across India. Through our networks, Educate for Life is beginning to reach thousands of under-performing schools. Your work is the first crucial step in creating simple approaches to teaching English well that can be embedded in schools nationally.

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1 www.educateforlife.org.uk/2015/01/16/students-learn-english-hunar-ghar/
2 www.educateforlife.org.uk/2015/01/23/supportingruralteachers/
3 www.educateforlife.org.uk/2015/01/26/annual-status-education-report-2014/
CORE ROLES AND RESPONSIBILITIES

PART 1 – IN UK

• Developing a simple set of resources and training tools for the teaching of English as a foreign language to native Hindi speakers that focuses on early communication confidence.

PART 2 – IN INDIA

• Teaching English to classes 6, 7 & 8 (12 to 14 years old, class size of ~17, 7 & 14 respectively) in Hunar Ghar using tools and methodology developed in the UK
• Training our local teachers to use the tools and methodology to embed improved standards at Hunar Ghar.

PART 1: DEVELOPING RESOURCES & TOOLS

Location: UK office in Hackney, London.
Time: Two months

In this first part of your role you will prepare for your responsibilities in India. You will research and developed a simple resource set for use during the India element of your internship.

Your resources will focus on:

• Verbal communication
• Building confidence to speak and be understood very early on
• Building confidence to understand and respond very early on
• Codification of simple sentence structures that can be easily adapted by the speaker

Your training tools will focus on:

• Simple documented guidelines for non-native speakers of English to teach English despite limited personal capacity
• Re-training of teachers to use communication-focussed teaching who themselves were taught, and taught to teach, using rote-based method.
PART 2: TEACHING ENGLISH & TRAINING TEACHERS

Location: Hunar Ghar, Rajasthan, India.
Time: 4, 8 or 10.5 months

In this second part of your role you will implement the systems you developed in the first part of your internship. You will conduct weekly training sessions with the four local teachers that teach English at Hunar Ghar, to support and develop their capacity in the communication-focussed methodology you developed.

You will also observe the classes of these four teachers, to give them feedback on how they are implementing the training you are giving, and work with the school principal Chandrakant to find a way to institutionalise the framework required to be able to maintain the implementation of the new methodology when you leave.

Your internship is the preliminary step in a multi-year trajectory to improve the teaching of English at Hunar Ghar and the schools that we influence. As such the focus is on simple tools that have quick outcomes that build confidence in teachers and children alike. It will not be a complete English-teaching approach.

*Specifically for this teaching role, we are offering longer internships of 8 and 10.5 months in India (i.e. a full academic year) as well.
PERSON SPECIFICATIONS

You have a strong interest in community development and a background in education. You are interested in understanding the wider challenges to providing meaningful education to under-privileged children. You have a clear understanding of how this opportunity will help you develop your career to provide meaningful, caring education to children either in the UK or internationally.

In addition to the requirements laid out in in-depth internship document we are looking for someone who has:

✔ Teaching experience or experience working with young people in a mentoring/facilitating capacity
✔ Experience, interest in or commitment to a career in education, international development and/or charity sector
✔ Knowledge and understanding of the issues affecting education in India

Additional useful skills include:

✔ Hindi, Mewari or Gujarati language skills
✔ Previous experience living in a developing country

Highly desirable skills include:

✔ Experience teaching with different pedagogy, including Montessori, Steiner, Regio Amelia, Krishnamurthi or other such

We would expect all applicants to have good computer literacy.

APPLICATION PROCEDURE

If this exciting opportunity sounds right for you, we would love to hear from you. Please read the accompanying Internship Brochure (downloadable from www.educateforlife.org.uk/internships) and follow the instructions there.