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This book explores the reflective potentials offered by analyses of teachers' professional learning narratives. The book has a specific focus on narratives on professional learning and professional identities emerging from different contexts and gives a deeper understanding of successful teachers' narratives globally. Diverging from universally standardized constructions of idealized teacher identity and professional learning, the book provides analyses of a diversified set of cases with detailed descriptions of each teacher's idiographic and professional context to gain a deeper understanding of situated professional identities. With contributions from a range of international backgrounds, it shows teachers of various age groups, subject areas and curricula contribute their narratives to help readers reflect on different trajectories toward becoming a teacher. These narratives provide insight into and a deeper understanding of the conditions and complex processes that being a "successful" teacher involves within these case studies, providing a useful contribution to the field of teacher education. Professional Learning and Identities in Teaching: International Narratives of Successful Teachers will be of great interest to researchers, academics, and post-graduate students of teacher education and international and comparative education.

North American universities depend on international teaching assistants (ITAs) as a substantial part of the teaching labor force, which has led to the idea of an 'ITA problem', a deficiency model which is framed as a divergence between ITAs' linguistic competence and undergraduates' and their parents' expectations. This outdated positioning of ITAs as deficient diminishes the invaluable role they play within the academy. This book argues instead for an approach to ITA which recognizes them as multilingual, skilled, migrant professionals who participate in and are discursively constructed through various participant frameworks, modalities and activities. The chapters in this volume offer state-of-the-art research into ITA using a variety of methods and approaches, and as such constitute a transdisciplinary perspective which argues for the importance of dialogue between research and practice. This work tackles the issues that staff and management of international schools need to address in order to ensure that their teaching and organization is of a high standard and quality. It contains a wide range of contributions from international school experts around the world. A subject-specific guide for teachers to supplement professional development and provide resources for lesson planning. Approaches to learning and teaching Business & Economics is the result of close collaboration between Cambridge University Press and Cambridge International Examinations. Considering the local and global contexts when planning and teaching an international syllabus, the title presents ideas for Business and Economics with practical examples that help put theory into context. Teachers can download online lesson planning tools from our website.

This book is ideal support for those studying professional development qualifications or international PGCEs. The renowned and highly experienced editors of
This book brings together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English (IFTE). The collected chapters here represent the very best of international writing on the teaching of English in the past decade. The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly, and incorporate wide-ranging topics including:

- The impact of high stakes testing on teaching and learning;
- Addressing the needs of minority groups;
- The digitization of literature and new conceptions of text;
- Rewriting the canon;
- Dealing with curriculum change;
- “Best practices” in the teaching of English;
- The tension between ‘literacy’ and ‘English’;
- English and bilingual education;
- The impact of digital technologies on teaching and learning;
- Conceptions of English as a subject [secondary and tertiary];
- Bringing the critical into the English/Literacy classroom;
- The future of subject English;
- Empowering voices on the margins;
- Pre-service teacher education;
- The social networking English classroom.

This text looks at the changing face of subject English from the differing perspectives of policy makers, teacher educators, teachers and their students. It tackles some of the hard questions posed by technological advances in a global society, challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations. Despite all of the converging political and technological threats, the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English. The landscape of international education has changed significantly in the last ten years and our understanding of concepts such as ‘international’, ‘global’ and ‘multicultural’ are being re-evaluated. Fully updated and revised, and now including new contributions from research in South East Asia, the Middle East, China, Japan, Australasia, and North America, the new edition of this handbook analyses the origins, interpretations and contributions of international education and explores key contemporary developments, including:

- Internationalism in the context of teaching and learning leadership;
- Standards and quality in institutions and systems of education;
- The promotion of internationalism in national systems.

This important collection of research is an essential resource for anyone involved in the practice and academic study of international education, including researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools.
privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching. The importance of integrating the teaching and learning of language and culture has been widely recognised and emphasized. However, how to teach English as an International Language (EIL) and cultures in an integrative way in non-native English speaking countries remains problematic and has largely failed to enable language learners to meet local and global communication demands. Developing students' intercultural competence is one of the key missions of teaching cultures. This book examines a range of well-established models and paradigms from both English-speaking and non-English speaking countries. Exploring questions of why, what, and how to best teach cultures, the authors propose an integrated model to suit non-native English contexts in the Asia Pacific. The chapters deal with other critical issues such as the relationship between language and power, the importance of power relations in communication, the relationship between teaching cultures and national interests, and balancing tradition and change in the era of globalisation. The book will be valuable to academics and students of foreign language education, particularly those teaching English as an international language in non-native English countries. Readers will find an accessible introduction to the past, present, and future of EIL and an essential discussion about EIL pedagogy along with practical applications in methods and materials, culture and identity, and curriculum development. Teaching in Transnational Higher Education examines current trends and challenges that face students, teachers and institutions of higher education around the globe. This book comes at a pivotal moment where many universities are offering their courses in offshore locations. Students who could once not access an international qualification can now do so without leaving their home country. The book clearly defines and takes an in-depth look at the various types of transnational education, including: institutions that have campuses abroad, teach specific courses abroad, and form partnerships with diverse schools to teach jointly. Teaching in Transnational Higher Education serves as a forum for debate on such insightful topics as: the modification of teaching to adapt to the needs of diverse students, the use of technology in the classroom, the view of higher education as a marketable service, the importance of cultural awareness and understanding in a transnational classroom, the complexities of assuring quality education across borders. The authors choose to highlight a broad sampling of transnational programs including those in: Zambia, China, and the United Arab Emirates among others. Interviews with students and teachers participating in these programs of study make this an enjoyable and unique portrait of higher education that is invaluable to those who teach and learn around the world. Lee Dunn is a lecturer and academic developer in the Teaching and Learning Centre at Southern Cross University. Michelle Wallace is an Associate Professor in the Graduate College of Management at Southern Cross University. As the world moves toward an integrated global society, it is essential for teachers to understand the potential cultural and linguistic differences present in students. Many classrooms have accidentally made themselves exclusionary through rigid instruction. Teaching strategies must be flexible to cater to a diverse range of students. By catering to a wider range of students, the education system grows more inclusive, and a higher volume of educated citizens are produced. Successful Teaching Strategies for Culturally and Linguistically Diverse International Students explores the promising practices for teaching linguistically and culturally diverse international students within post-secondary educational institutions. This book presents student voice as it relates to student satisfaction and student perceptions of learning. Covering topics such as learning technology integration, student engagement, and instruction planning, it is an essential resource for faculty of higher education, university administration, preservice teachers, academicians, and researchers. Over the last forty years, the estimated number of international schools worldwide has increased from fewer than 300 to 6400 in 2012. This explosion is a response to the needs of a world in which borders are being traversed with ever greater ease and children increasingly need to be prepared for the global opportunities that await them. In this book, international school specialists reflect on where the movement has come from, how it stands and where developments are heading, offering insightful observations on these unique institutions. This is a comprehensive resource for
students, researchers and professionals with an interest in the future of education in a globalized world. The best selling book on teaching in U.S. accredited American and International schools, Teaching Overseas: An Insider's (2nd Edition), is the ideal book for someone considering making the leap overseas. The book includes everything you need to know from learning about the structure of an overseas school, learning how to find the right job, moving, and adjusting to life overseas. The second edition has been completely updated with new sections such as Extra Credit tips, teacher vignettes from experienced overseas teachers, and results of the "The General" Overseas School Survey, TGOSS, survey from over 70 overseas teachers. If you are a teacher or aspiring teachers thinking about teaching in American or International Schools outside of the U.S., this book is for you. Most large cities around the world have at least one U.S. accredited school that functions similarly to a private day school in the U.S. In total there are about 8000 English-medium schools around the world. Although there will be a lot of diversity, most teachers come from the U.S., Canada, United Kingdom, or other native English speaking countries. Students often come from many countries around the world. Their parents are typically diplomats, military, or businessmen and women. Most, but not all schools, cap the local students to about 25% of the total student population. If you have a teaching license, some experience, and sense of adventure, teaching overseas might be for you. Most initial contracts are two years and include perks such as flights back to your home of record each year, housing, and other good benefits. Personally, I have had a great time teaching in six overseas' schools, visited 30 countries, saved a lot of money, and taught some really talented students. At the same time, I have had some moments I'd rather forget, but almost all of my memories are positive. In addition to teaching overseas, I met my wife, had two children, and earned a Ph.D. Surprisingly, I actually spend more time with my family in the States than I would have if I lived in the States. When traveling back for summers, my family and I typically spend two months on the 'grandparent trail'. Please feel free to email any questions you might have about the process, the book, or anything else related to teaching overseas. My email is keblakeney@hotmail.com. Best, Kent P.S.- This book is NOT geared for people looking to teach English (as a second language) overseas although many of the tips and suggestions about moving overseas would be helpful. The chapters on moving, dealing with family, moving from one post to another, what to bring, etc. would be helpful for anyone moving overseas for the first time. This book offers a new perspective into the world of international schools and the lucrative industry that accompanies it. It examines how the notion of the 'global' becomes a successful commodity, an important social imaginary and a valuable identity marker for these communities of privileged migrants and host country nationals. The author invites the reader on an ethnographic journey through an international school community located in Germany – illuminating the central features that define and maintain the sector, including its emphasis on 'globality', engagement with the concept of 'Third Culture Kid', and its wider contentious relationship with the 'local'. While much attention is placed on 'global citizenship', international school communities experience degrees of isolation, limited mobility, over-protection and dependency on the school community– impacting their everyday lives, inside and outside the school. This book is guided by larger questions pertaining to the education and mobilities of 'migrant' youths and young adults, as well as the notion of what it means to be 'global' today. Edited by three leading figures in the field, this book offers an absolutely authoritative interpretation of international education today. Under the umbrella of groups such as the International Baccalaureate Organization, academic research, increasing student numbers and interest from national school systems, international schools are rapidly developing in terms of curriculum, standards and influence. This book brings together present thinking on all aspects of international education, its management and the best practices. Truly international in scope, this is a book that anyone involved with international education should read. An essential guide to teaching and learning in international schools for pre- and in-service educators around the world. With more and more teachers working in international schools, this book provides a practical and accessible examination of effective pedagogy in this specific context. Using case studies that can be applied in a
In addition, it gazes towards students' future needs, exploring themes such as new literacies and intercultural competence. “The thoughtful questions posed throughout the text have the potential to guide some important conversations and prompt positive, professional growth.” Kath Murdoch, Seastar Education Consulting “This is a text that is much needed in national and international education.” Malcolm Nicolson, Director Erimus Education “Modelling the power and value of collaboration, a cohort of very accomplished educators with international experience have united to share numerous practical examples to support effective teaching and learning.” Dr Jennifer Chang Wathall, independent education consultant “...connects readers to new or different researchers beyond what is shared in IB publications, therefore widening the research base and highlighting new strategies to help educators keen to innovate in their practice.” Sandy Paton, PYP Educator and independent consultant This book is intended to give teachers from around the world an understanding of what it takes to become an international teacher. You will learn every step of the process, from becoming qualified; preparing your international CV, the best ways to find positions, and other important advice you will require to land your first position as an international teacher. If you have ever considered the world of international teaching as something you might be interested in, but not really understood what would be involved, then this book was written with you in mind. A subject-specific guide for teachers to supplement professional development and provide resources for lesson planning. Approaches to learning and teaching Global Perspectives is the result of close collaboration between Cambridge University Press and Cambridge International Examinations. Considering the local and global contexts when planning and teaching an international syllabus, the title presents ideas for Global Perspectives with practical examples that help put theory into context. Teachers can download online tools for lesson planning from our website. This book is ideal support for those studying professional development qualifications or international PGCEs. This book maps and discusses the increasing internationalisation of teaching and learning at universities around the world. This phenomenon brings both opportunities and challenges, introducing what can be radically different teaching, learning and assessment contexts. Written for all types of ITA programs—an independent study course, a brief workshop, or extensive training—this versatile text provides essential information for ITAs to develop strong teaching skills that ensure effective communication in the undergraduate classroom. The authors take the perspective that incoming ITAs are responsible for their own learning and teaching style. Each of the texts’ ten units includes work on English proficiency, teaching skills, and cultural awareness. Each unit centers around a common rhetorical teaching task in U.S. university classrooms: introducing oneself, introducing a syllabus, explaining a visual, defining a term, teaching a process, fielding questions, explaining complex topics at a basic level, presenting information over several class periods, and leading a discussion. Undergraduate textbook materials for fifteen academic fields are included in the appendix to provide ITAs with content relevant for practicing teaching and language skills. Because ITA programs vary in structure and number of training hours, the authors include a To the Instructor section, which is full of recommendations for the many ways the text can be used. Teaching International Students explores the challenges presented to lecturer and student alike by increased cultural diversity within universities. Packed with practical advice from experienced practitioners and underpinned by reference to pedagogic theory throughout, topics covered include: the issues arising from international students studying alongside ‘home’ students the nature of learning and teacher-student relationships curriculum and development of teaching skills multicultural group work postgraduate supervision the experience of the international student Teaching International Students is essential reading. It demonstrates how improved training for teachers and a better understanding of the international student can enhance the experience of both and, ultimately, provide more positive learning environments for international students in the higher education system. This groundbreaking, comprehensive new text explores major issues in education
today through international and intercultural research. Contributors draw on comparative research from the Americas, Africa, Asia, Europe, and the Middle East and touch upon such themes as the history and philosophy of comparative education, the right to education, teacher formation, alternative pedagogies, gender, international assessments, Indigenous knowledge, peace building, and global citizenship. The text features a vivid portrayal of global educational practices, contributions from preeminent scholars, and invaluable teaching resources. This is vital reading for teachers, teachers-in-training, and comparative education scholars. In rapidly globalizing spaces of life, any research project on international education would necessarily have multi-directional emphases, with the quality of observations and analyses reflecting the expanding political, economic and cultural intersections which characterize this potentially promising century. To respond to these emerging learning and living contexts of our world, this book brings together some of the most active and established scholars in the field. As such, the book represents important epistemic interventions that analyze and critique the institutional, socio-economic, linguistic and pedagogical platforms of international education. As the locus of international education cannot be detached from the pragmatics of social development, the specific recommendations embedded in this book expand the debates and broaden the boundaries of learning projects that should enhance the lives of people, especially those who are continually marginalized by the regimes of globalization. Thus, the book actively advocates for possibilities of human well-beings via different formats of education in diverse locations of life. “Critical Perspectives on International Education offers a historically comprehensive, intellectually honest, and perspective-rich scholarly exploration of a new education-globalization dynamic. This book courageously offers up diverse voices, gathered into a robust and useful conversation regarding global education. This book adds greatly to understanding why educational marketplaces must be driven by principles and practices that empower diverse peoples, to secure sustainable knowledge benefits that contribute to personal, local, national and international well-being. This critical perspective reader will engage scholars, researchers and citizens.” Jim Paul, University of Calgary

"In the current intensifications of globalization and its resulting inequalities, it is crucial to better understand the role of knowledge creation and knowledge dissemination. Should knowledge be only a commodity to be sold in the market and a tool to increase economic capital, or should it be a shared sociocultural capital aimed at improving democracy and the common good? In Critical Perspectives on International Education, Yvonne Hébert and Ali A. Abdi assemble an impressive array of contributions from all over the world that address this question from a variety of critical perspectives and case studies. I recommend this book to everyone interested in the connections between education, citizenship development and human well-being.” Daniel Schugurensky, Arizona State University

“...needed a professional of wide expertise, wisdom and clarity of composition. These Mary Hayden, with her vast experience of international education and research, provides... highly recommended' - is (International Schools Magazine)

'Essential reading for everyone involved in international education' - International Schools Worldwide

'The book has something for everyone, from those experienced in the field of international education to interested novices' - International Schools Journal

Interest in the field of international education has never been more intense, and a rapidly expanding number of schools and organizations worldwide now offer curricula that claim to be international in nature. Written by an expert in the field of international education, this comprehensive guide examines the key themes of this evolving field. The book explores the various origins, definitions and classifications of international education, and considers the audiences it serves, including the students, teachers, parents and administrators. It also looks at issues including quality assurance and role of international schools in the future. This valuable book will be an excellent source of reference to
academics, those engaged in postgraduate study and practising teachers. This book addresses issues and challenges arising in the theory and practice of international education. Written by leading international experts in the field, it draws on up-to-date scholarship relating to this burgeoning area of study. The book reflects research that focuses on the increasing importance worldwide of the international schools sector. Acknowledging the seminal contribution made to development of the field by Professor Jeff Thompson, it discusses topical and fundamental questions relating to international education that are faced by researchers and practitioners. These include the aims of international education, its underpinning philosophy and values, the role of curriculum, the nature of pedagogy in this context and challenges for teaching and leadership. The volume is research-focused and comprises chapters from well-regarded experts based in 11 different countries who have academic and professional experience in teaching and researching international education. As a major contribution to this growing field of knowledge in a rapidly changing educational context, this book will be of great interest to academics, students and researchers in the field of international education worldwide, as well as those with research interests in comparative education and curriculum studies. Many faculty and graduate students from other countries expect language difficulties when they teach, but are unprepared for other surprises: different cultures make different assumptions about the academic background of college students, how students learn, the appropriate roles of teachers and students, and even the fundamental purpose of a college education. The third edition of "Teaching American Students" explains the expectations of undergraduates at American colleges and universities and offers practical strategies for teaching, including how to give clear presentations, how to teach interactively, and how to communicate effectively. Also included are illustrative examples as well as advice from international faculty and teaching assistants. Appendices offer concrete suggestions on topics from planning the first day of class to grading papers and problem sets. A collection of stories from teachers at international schools about their experiences. Scenario One Imagine a teacher walking into a classroom. The students stood up to greet the teacher on his or her entrance through the door, and remained standing until they were beckoned to sit down. The students then sat down, with their eyes fixed on the teacher, waiting for instructions on what to do next. The teacher was in absolute control, knew exactly what was going on, and what to expect from the students. On their part, the students knew exactly what to expect from the teacher; standing up to greet the teacher on his or her entrance into the classroom was normal. In fact, it was cultural. They had therefore not done anything extraordinary. The teacher proceeded to have a very good class period. Nothing different was expected; this was a normal day. Scenario Two Imagine the same teacher, with the same expectations as in Scenario One, walking into a different classroom. The students did not stand up to greet him or her; they did not know about such a tradition, nor was it a part of their culture. In fact, some were standing and chatting with friends as he or she entered the classroom. This book examines how injustice based on social positioning is performed within the context of international schools. Drawing on the lived experiences of an international school teacher, it proposes and explores the notion that teachers, in being constituted and positioned as subordinate within the hierarchy that is the international school, leads to their being wronged on three counts: epistemically for being wrongfully mistrusted; ethically for being wrongfully excluded; and ontologically for being wrongfully positioned as a lesser human being. The book addresses the dearth of research currently available on conflict in international schools and how conflict between teachers and administrators is dealt with in and by such institutions. It will be valuable reading for students and teachers of education and sociology, and those interested in the workings of international schools. This volume provides a broad examination of how technology and globalisation have influenced contemporary higher education institutions and how moves towards internationalisation within and between educational providers continue to be a force for change in this context. Showcasing the varied responses to and utilisation of new technologies to support international teaching and learning endeavours at a range of higher education institutions, this book introduces content from around the
world, emphasising the global importance of the internationalisation of education. Featuring
contributions from some fresh young voices alongside the work of experienced and internationally
renowned scholars this collection critically scrutinises the potential of information and
communication technologies (ICTs) on the capacities and patterns of university education; assesses
and refines the contention that ICTs are facilitating the (re-)shaping of university practices as well as
challenging traditional educational models and learning strategies; provides a comprehensive
portrait of the ways in which ICT use engages higher education providers, society, and individuals to
facilitate potentially more democratic, globally focussed access to knowledge generation, creation,
investigation, and consumption processes through internationally focussed education; and examines
the differing pace and scope of change in international educational practice and context between
and within countries and disciplines. With an international range of carefully chosen contributors,
this book is a must-read text for practitioners, academics, researchers, administrators, policymakers,
and anyone interested in the future of the university in an information age. This thought-provoking
collection examines the challenge of teacher shortages that is of international concern. It presents
multiple perspectives, and explores the commonalities and differences in approaches from around
the world to understand possible solutions for the current teacher workforce crisis. Acknowledging
that solutions to attract and retain teachers vary by country, region and in some cases locality, the
contributors scrutinise a range of workforce planning interventions at local and government level,
including financial incentives and early career support. The book draws on different perspectives to
understand a range of problems that negatively affect teacher recruitment and retention, unpicking
key challenges, including links between the disadvantages of location and access to teachers for
coastal and rural schools, rising pupil numbers, declining school budgets and the role of professional
learning in raising teacher status. Abundant in critiques, research-informed positions and context-
specific discussions about the impact of teacher workforce supply and shortages, this book will be
valuable reading for teacher educators, educational leaders, education policy makers and academics
in the field. A study of the principles and practices of international education. Each chapter of this
volume addresses a key issue in international education, seeking to blend practical issues with
leading research. This revised edition includes a new introduction by the editors. Efforts to reduce
discrimination and increase diversity on campuses, coupled with shrinking budgets causing
administrators to devote more resources toward recruiting and retaining students with disabilities,
are fuelling an explosion of research in the area of inclusive education. An important focus that has
been largely neglected is the place of teachers with disabilities in academe. International
Perspectives on Teaching with Disability brings together 25 multi-disciplinary scholars with
disabilities from Africa, Canada, the Caribbean, the UK, Israel and the United States to share their
struggles and successes in teaching with disability. The 18 chapters are written largely from
autoethnographic perspectives grounded in solid academic research but full of anecdotes and self-
reflexive narratives that provide insights into the lived experiences of the authors. Woven into the
narratives are discussions of the complexities of self-disclosure and self-advocacy; the varied—and
often problematic—ways disability is experienced, perceived and discussed in society and in the
classroom; the challenges of navigating academe with disability, the value of disability pedagogy,
the positive student outcomes achieved by teaching through disability, as well as practical
applications and lessons learned that will benefit educators, administrators and students preparing
to become teachers. This book is written to champion the integral place and role of disabled
educators in academe. Current educators with disability will be affirmed. Those with disability
aspiring to become teachers will be encouraged. Temporarily able-bodied administrators and
educators will be challenged. Everyone will be informed. This book will be a welcome addition to
reading lists in a wide array of academic fields including: Education, Pedagogy, Disability Studies,
Human Resources Management, and Sociology. “The perfect guide for teachers looking to make an
international move. In her warm and friendly style, Jess walks the reader through everything that
needs to be considered prior to making the big leap! Her wide-ranging experiences, alongside her
thorough research, ensure that this book covers everything that you could possibly need to think about before, during, and after an international move. Highly recommended!” Clare Doyle, assistant principal, Singapore. Becoming a Successful International Teacher is the perfect companion for prospective international educators seeking up-to-date information on what to expect from working in international schools. It provides step-by-step advice, taking readers all the way from where to look for an international teaching position to thriving in an international teaching environment, and will help anyone thinking of a career abroad working in international schools to prepare for an exciting and life-changing experience. All of this information is relevant for our current times with Covid-19 considerations. Full of helpful information, personal experiences, tips, and helpful links, the book includes: How and where to find the best international teaching jobs Which countries and environments will suit you, your partner, and your dependents Different types of international schools and what to expect How to find the ‘perfect fit’ in terms of location and school Advice on creating winning applications and excelling in interviews Information on salaries and benefits The practicalities of moving How to survive, thrive, and be highly successful in your new job Key considerations for single teachers, teaching couples, trailing spouses, and families All this, plus much more, can be found in this easily digestible guide on becoming a successful international teacher. Most relevant to those wanting to work in British international schools, the book also offers guidance for all teachers wanting to work internationally. International educators said: “A must-have for anyone contemplating moving abroad to teach. Jess’s book covers everything a first-time international teacher will need. From visa research to how to settle when abroad, this book has it all! As a teacher from the United States, I can say that I wish I had this when we moved abroad, advice aimed at British teachers crosses over with US teachers.” Lucinda, teacher, United States “My impression of the book is that it’s an excellent and honest insight into the practicalities of working as an international teacher. It’s a comprehensive guide on deciding whether it’s the right adventure for you and what steps to take to make a smoother transition.” Rowena, international teacher, Australia. Jess Gosling is a highly experienced international teacher, who has worked in Japan, Egypt, Vietnam, and Taiwan. She began her career as an English as an Additional Language teacher and has since worked in both Primary and Early Years as a class teacher and founded her own successful education business. She is a regular contributor to the Times Education Supplement and maintains a website and two Facebook groups to support other international teachers.