

GLOBAL GATEWAY FOR TEACHERS

OVERSEAS PROGRAM FOR EXPERIENCED TEACHERS

Offered through the School of Education at Indiana University

Spring and Summer 2021 and After



Laura L. Stachowski, Ph.D., Director
Amara Stuehling, Ph.D., Assistant Director
Global Gateway for Teachers
Indiana University
School of Education, Room 1074
201 N. Rose Ave.
Bloomington, IN 47405-1006

Telephone: 812-856-8507 Fax: 812-856-8518
E-mail: stachows@indiana.edu or astuehli@indiana.edu

OVERSEAS PROGRAM FOR EXPERIENCED TEACHERS

(For Spring and Summer 2021 and After)

Thank you for your interest in the Overseas Program for Experienced Teachers (OPET). The OPET is offered through the Global Gateway for Teachers in the School of Education at Indiana University-Bloomington.

The following sections provide an overview of the OPET, including information on logistics, approximate costs, on-site requirements, and registration. Should you have questions, please contact:

Laura L. Stachowski, Ph.D., Director
E-mail: stachows@indiana.edu

Amara Stuehling, Ph.D., Assistant Director
E-mail: astuehli@indiana.edu

Global Gateway for Teachers
Indiana University
Wright Education Building, Room 1074
201 N. Rose Ave.
Bloomington, IN 47405-1006

Phone: 812-856-8507

SUMMARY

Following the conclusion of the school year (or during the academic year), the experienced teacher travels independently to a prearranged overseas school for three weeks of volunteer counterpart work. Many overseas schools are open for at least a part of the typical U.S. summer vacation period. The choices of host nation and time are up to the volunteer teacher.

In countries where English is the medium of primary and secondary school instruction, OPET participants are generally placed in their own subject area, e.g., elementary, secondary math, etc.	In non-English-speaking countries, OPET participants work primarily with the English-language teachers, providing classroom instruction in conversational and written English
Australia	China
England	Costa Rica
India	Ecuador
Ireland	Greece
New Zealand	Italy
Northern Ireland	Japan
	Russia
	Spain
	Tanzania

The registration for the volunteer teacher is submitted to the Global Gateway for Teachers on an individualized basis. It is carefully reviewed, and then forwarded to an established host nation consultant in the country the volunteer teacher wishes to visit. The consultant (an experienced educator) makes the school placement and sends the details to the volunteer teacher and Global Gateway for Teachers. Since this is typically done well in advance of arrival at the school, the volunteer teacher has adequate time to work out details of school role and housing with the school coordinator by correspondence (usually e-mail) prior to arrival.

The experience is offered for credit through Indiana University. Three weeks in the overseas school carries three credit hours.

The OPET participant is responsible for all expenses related to the experience, which include the following:

1. Tuition (for three credits)
2. Registration fee
3. Air and ground transportation
4. Room and board, which varies from one host nation to the next. Housing is, in most cases, a homestay arranged by the host school.

For more information, contact the Global Gateway Director, Dr. Laura Stachowski, or the Assistant Director, Dr. Amara Stuehling.

July 2020

PART I: DESCRIPTION AND GENERAL INFORMATION

Part I has been prepared for all persons (registrant, consultant, overseas school, and home host) involved in the program as it is helpful if all concerned have the same basic information about the program. Part II deals with registration and is for use by the registrant and Indiana University.

DEFINITIONS OF WORDS AND TERMS

Consultant: An experienced overseas educator who arranges school placements for registrants.

Host teacher: The person who does the same type of work as the registrant and with whom the registrant works while overseas.

Global Gateway for Teachers: The Indiana University office through which the school placement is arranged.

Homestay: The person or family who provides local accommodation and meals for the registrant.

Host school: The overseas school to which the registrant has been assigned.

OPET: The Overseas Program for Experienced Teachers, which affords the registrant experience in the overseas school with a counterpart host nation educator.

Registrant: The experienced teacher who registers for the program.

School coordinator: The educator in the host school who arranges the registrant's school visit.

HOST NATIONS IN WHICH PLACEMENTS MAY BE MADE

Placements are made in the countries of Australia, China, Costa Rica, Ecuador, England, Greece, India, Ireland, Italy, Japan, New Zealand, Northern Ireland, Russia, Spain, and Tanzania. Teaching in an English-speaking school and country offers the registrant an important and valuable opportunity to adjust quickly to a different culture and its educational system.

The registrant going to a non-English-speaking country assumes one of two roles. If the registrant is fluent in the language of the host country, the role is the same as for the registrant in an English-speaking country, i.e., working mainly with a counterpart teacher. If the registrant is not fluent in the language of the host country, the role is usually one of assisting in the teaching of English as a foreign language.

OVERSEAS SCHOOL CALENDARS

When choosing a destination for the OPET experience, registrants must carefully consider the time when schools are in session and whether these times parallel the time of year they seek to go abroad. The following information serves as an approximate guideline:

Australia has four terms, with the school year beginning around February 1 and ending in mid-December.

China has two terms, with the school year beginning in September and ending in June.

Costa Rica has two terms, with the school year beginning in early February and ending in mid-December.

Ecuador's school year begins in mid- to late-September and ends in June or July.

England typically has three terms, with the school year beginning around September 1 and ending in mid-July.

Greece's school year begins in early September and ends in mid-June.

India has four terms. In the southern part of the country, the school year begins in June and ends in mid-April. In the northern part of the country, the school year begins in May and ends in March.

Ireland has four terms, with the school year beginning early September and ending on June 30.

Italy's school year begins in early September and ends in late June.

Japan has four terms, with the school year beginning in April and ending in March.

New Zealand has four terms, with the school year beginning around February 1 and ending in mid-December.

Northern Ireland begins the school year in early September and concludes at the end of June.

Russian Federation (Tomsk) has four terms, with the school year beginning in early September and ending on May 31.

Spain's school year begins around mid-September and concludes near the end of June.

Tanzania's school year begins in January and ends in November, with a break in June.

OTHER FACTORS IMPACTING HOST NATION PLACEMENT CHOICE

In addition to ensuring that the timing of the registrant's availability to go overseas aligns with the host nation's school calendar, two other factors must be taken into consideration:

- In many host nations, secondary pupils sit for national examinations in the last month of the school year. A registrant requesting a secondary placement near the conclusion of the host nation's school year should be mindful of the timing and be open to working with younger secondary pupils (middle school).
- In some host nations, such as Japan, placements are limited, and an alternative choice may be necessary.

In all cases, registrants should speak with the OPET directors prior to submitting the Registration Set, to ensure that the timing of the placement and choice of host nation will work.

ROLE OF THE REGISTRANT

Registrants decide the time of year they would like to engage in the overseas experience and determine that the selected interval fits with the school calendar of the chosen host nation. Most registrants go at the conclusion of the U.S. school year, although the circumstances for some may permit them to go while school in the U.S. is still in session. The registrant travels overseas independently for three weeks to work with a counterpart teacher(s), mainly in the classroom. Also, time may also be spent in faculty meetings, observations, trips to other schools, in-service activities, etc.

Staff members of each host school work with the registrant to construct an individualized program. The expectation is that the registrant engages in educational activities on a full time basis for the three weeks in the overseas school.

Over the years, the heads of the hosting schools, host teachers, and registrants have identified these activities as being of most value to them:

- Active involvement by the registrant in the life of the school. This takes the form of independent teaching, team teaching, small group work, individualized instruction and assistance with other activities including extracurricular activities.
- Time for discussion with staff on such topics as education programs; teaching methods, materials, and assessments; philosophies of education; organization of schools; and issues in education. In some locations, the registrant may be asked to conduct in-service on topics related to educational practices in the U.S.
- Visits to other schools as well as inclusion in school field trips.

Correspondence between the host teacher and the registrant, ideally for some weeks before the arrival date, is important in establishing this role.

Registrants are advised to have at least one teaching unit prepared before going overseas, and should take photographs, PowerPoint presentations, and printed materials about their home school and community. Registrants should check with the host teacher before planning and taking such curricula materials.

In most cases, the best way for registrants to adjust to life in the overseas school is to be involved right from the start by using the team approach with the host teacher and seeking ways to be involved in the life of the school and community.

Registrants are responsible for their completion of the program in the overseas school, as previously agreed upon.

Registrants are prohibited from accepting payment in money or kind.

SUBJECTS

Most overseas elementary and secondary school subjects are similar to those taught in the U.S. One difference is that in many overseas elementary schools, art, music, and physical education are often taught by regular classroom teachers. School libraries may not be found to the same extent in all the countries. These are general statements and certainly there will be variations from one host nation and host school to the next.

REGISTRANT QUALIFICATIONS

A qualified teacher or administrator with successful in-service experience is eligible to register for the OPET. Registrants should be in possession of such personal characteristics as emotional stability, good health, and a willingness to adjust to different and sometimes challenging circumstances. They should be free of home worries and social obligations and have adequate financial resources while overseas. Their reasons for wishing to have international experiences focusing on cultural immersion must have been carefully thought through, with personal and professional objectives established before going overseas.

FAMILY MEMBERS AND FRIENDS ACCOMPANYING THE REGISTRANT OVERSEAS

The recommendation is that family members and friends should not go overseas with the registrant for several reasons. First, housing is difficult to arrange for families and/or children, and host schools may decide not to participate if expected to arrange accommodations for people other than the registrant. Second, having others along may convey the wrong impression as to why the registrant chose to participate in this experience and may cast doubts on the registrant's commitment to the host school. Third, the overseas program is a full-time job, often with after-school obligations and activities, and leaving little time for family activities. Family members and friends who accompany the registrant may place severe hosting limitations on staff members who would otherwise like to involve the registrant in their professional and personal lives.

However, the school experience may work very well if both individuals (e.g., spouses) are registrants. It has also worked well for family members and friends to travel to the host nation near the conclusion of the registrant's experience. This gives them the opportunity to visit the school and meet the registrant's new friends and colleagues, and as soon as the experience has ended and commitments to the school are fulfilled, the registrant is free to engage in sight-seeing and tourist activities.

INSURANCE

Accident and Health Insurance

Since most registrants have accident and health insurance, it is usually just a matter of making sure the policy includes international coverage. In case present health and accident insurance does not offer coverage outside the U.S., it will be necessary for the registrant to obtain separate insurance for the time overseas, and the coverage must include medical evacuation and repatriation. Insurance of this type is offered by both travel and insurance agents. An affordable policy with international coverage may also be purchased through Indiana University. If you are interested, ask the Global Gateway directors for more information.

Many overseas health care providers expect direct payment from the patient, and payment may be expected before the insurance company has paid the policy holder. It is often up to the policy holder to bill the insurance company for covered expenses.

Proof of health insurance coverage should be included with registration materials.

Liability Insurance

Registrants may have liability coverage under their homeowner's insurance policies. A typical limit of liability on a homeowner's policy is \$300,000 and if this is the case, we ask that it be increased to \$1,000,000.

Homeowner's liability insurance usually covers most areas of liability while the registrant is engaged in school activities with exceptions. For example, claims arising from vehicle mishaps may not be covered. Registrants should never drive an overseas school vehicle. To avoid this, the registrant should never be in a vehicle with students unless a member of the school's teaching staff is along and clearly in charge.

Membership in professional associations may automatically provide this liability insurance as a member benefit. Ask for a written statement about this.

CONSULTANTS

Consultants are the program's host nation representatives who make the school placements. Further activity beyond the school placement, if any, is up to the individual consultant. After the registrant has arrived at the school, for example, the consultant may telephone the school head to check in or may visit the registrant at the school.

The Global Gateway for Teachers maintains contact with consultants in all the established overseas placement areas. The consultants are experienced educators who are both knowledgeable about the schools in their areas and are committed to internationalism in teacher education.

SCHOOL SELECTION

In making a school selection, many host nation consultants have ready access to literally hundreds of schools whose faculty are interested in participating in the program. These consultants are encouraged to avoid the overuse any one school, thus keeping the experience "fresh" for all concerned. In other circumstances, the consultants may be limited to a particular geographical area, and consequently place registrants in schools that have welcomed participants again and again. In all cases, the relative success of the experience from all perspectives is often a major deciding factor in whether a school either chooses or is selected to participate in the program in the future. Further, in spite of large numbers of schools willing to participate in the program, their ability to do so is occasionally restricted by such things as the needs of local colleges for practicum placements, qualifications of faculty members, building projects, accommodation requirements, etc.

PROCESS IN SECURING A PLACEMENT IN THE OVERSEAS SCHOOL

Overseas placements are arranged by a host nation consultant living in the geographic area of the registrant's preference. The registrant prepares the registration papers (see next section), which are then sent, along with a copy of this booklet (Part I), to the consultant for the geographic area specified for school placement.

When placement has been made, the consultant will notify the Global Gateway for Teachers. The registrant may also be included in that notification, especially if it is done electronically;

otherwise, the Global Gateway for Teachers will send detailed placement information to the registrant.

Every effort is made to secure the school placement as soon as possible; however, it is best to be prepared for delays, as many people are involved in the placement process and a number of details must be worked out before the placement can be confirmed. The program does not guarantee that a placement will be made.

COMMUNICATION WITH THE SCHOOL COORDINATOR

The school coordinator is usually a school administrator who works with the host nation consultant in making the school placement. The school coordinator is the person who initially corresponds with the registrant about the school and housing. Once the registrant is at the school, the school coordinator's role changes to become more like a supervisor, and the registrant's primary school contact becomes the host teacher.

The registrant's communication with the school coordinator is initiated by the registrant upon receiving the school placement notification. This initial communication should be professional, friendly, informative, tactful, and not demanding. The registrant should verify the starting date in the overseas school, update the autobiography page, and limit questions to one or two, primarily asking for help with housing. There will be opportunities for further questions in subsequent correspondence.

This program works well if good communication can be maintained by all concerned. It is recommended that all persons involved respond to any communication by e-mail on the same day it is received. Even if there is nothing new to say at that time, acknowledge that the message has been received.

With technology what it is today, people generally use e-mail for this initial communication. However, registrants are advised to ensure that their communication is professional in tone, does not assume familiarity, and is carefully proofed before sending it. The registrant should receive a reply e-mail within a week or two of the first communication. If not, the registrant should re-send the communication with a brief note expressing concern that perhaps it had not been received the first time. Keep in mind that spam filters may prevent e-mails from unrecognized sources from being delivered.

The Telephone Call

If a few weeks have passed and the registrant still has not heard from the school coordinator, the time has come for the registrant to telephone that person. Registrants must give consideration to differences of time zone and are advised to check such websites as www.timezoneconverter.com. The registrant must remember that in some cases, placing the call so that it is received during school hours in the host nation may mean doing so in the middle of the night or early morning hours in his or her home time zone.

Phone by direct-dial rather than by expensive, operated-assisted calls. To dial direct, first press 011 (international access code), then the country code, the city code, and the local number. The school coordinator's complete, direct-dial school number is usually in the school placement notification letter. Many schools have websites which also contain telephone numbers.

Adding an international option to one's long distance telephone plan or purchasing international calling cards will make overseas calls less expensive.

If the person being called is not available, find out when that person can receive the call, and then place the call again at that time. Also, school receptionists, who are likely to be the ones answering the telephone, can be vital sources of information and assistance in opening the lines of communication.

If the registrant feels there has been a communication breakdown with the school coordinator, seek advice from Dr. Stachowski or Dr. Stuehling.

THE HOST TEACHER

The resident, “host” teacher is the classroom teacher with whom the registrant works. The goal is for the relationship between the host teacher and the registrant to be based on trust, mutual respect, and cooperation.

TRAVEL TO OVERSEAS LOCATION

Registrants make their own travel arrangements.

One can get a good idea of costs by going to any of the multiple websites that deal in airline travel, including the websites for the airlines that fly to the country being visited. A good travel agent will have information on special fares, purchasing tickets through consolidators, etc. There are also companies that serve student and teacher travelers, such as STA Travel. The website is: www.statravel.com.

The writing of a ticket for overseas travel is an individualized and complicated process, especially if multiple connections are part of the journey. At least for the first-time international traveler, it may be best to work through a travel agent. However, choose this agent carefully, especially if selecting an online vendor. Start the ticketing process as soon as a decision has been made to participate in the program but if possible, delay payment until school placement arrangements are confirmed. Because tickets are usually booked well before the scheduled experience to get the best price on airfare, it may be wise to purchase insurance on the ticket in case the need to change or cancel plans arises.

PASSPORT, VISA, AND WORK PERMIT DOCUMENTS

Obtaining the necessary passport, visa, and/or work permit documents is the registrant’s responsibility.

Passport

A passport is necessary for all participants in this program. Application forms are readily available at U.S. post offices and other “passport acceptance facilities.” For the location of the nearest facility, as well as additional information on the passport application process, go to: <http://travel.state.gov/passport/>. The application process requires a birth certificate, photographs, and fee. The registrant already having a passport should check on its expiration date long before leaving for overseas.

Visa

The visa is a permit to enter a particular country. It is issued by the consul or embassy office (located in the U.S.) of the country to be visited. To date the following program countries have not required a visa: Costa Rica, England, Greece, Ireland, Italy, Japan, New Zealand, Northern Ireland, and Spain. The following program countries presently require a visa: Australia, China, India, Russia, and Tanzania. Please keep in mind that visa regulations for any country may change. Registrants seeking placement in a country where a visa is required will receive information regarding the type of visa required and instructions for the application process. Obtaining the correct visa is the registrant's responsibility.

The visa is usually stamped in the passport, meaning the passport will accompany the materials being submitted for the visa. The visa process can be involved and should be started well in advance of the planned journey. Increasingly, however, some visas are now being issued electronically, meaning, the visa is linked to the passport number and sending in the passport is not necessary.

Work Permits

Work permits are special documents issued by the host country that permit paid employment. They are seldom, if ever, used for this program.

IMMIGRATION

On arrival at the host nation's international airport, immigration officials will view the registrant more favorably if he or she appears as a professional in personal appearance, conversation, and actions. Dress should be neat and conservative. Before the plane lands, use the lavatory to refresh grooming to make the best impression.

All documents relative to the school assignment should be carried by the registrant and organized in such a way that, if necessary, they can be easily viewed and understood by immigration officials. Be prepared to be questioned.

Immigration officials have the authority to deny entrance to their countries if they wish to do so; in that case, one would be on the next flight home. No matter how casual it may seem, the registrant should approach the immigration desk in a professional and business-like fashion.

If questioned about school role, the registrant should stress the voluntary nature of the school experience and that no salary or payment for school work will be received. The immigration official may not be familiar with the voluntary nature of the program and may suspect the registrant is attempting to enter as a person who will be in paid employment, which would require a work permit. In this case, the registrant may produce his or her documentation relative to the school assignment, along with proof of sufficient funds for the duration of the experience, and proof of outward journey in the form of a return airline ticket to the U.S.

ARRIVAL

Registrants should not ask the school coordinator or homestay host to meet them at an airport or train station. Rather, the registrant should ask for suggestions as to the best way to reach the assigned school or home. If practical and possible, the school coordinator or homestay host may offer to meet the program registrant.

HOUSING

Homestay

The school coordinator will make every effort to arrange a suitable homestay for the registrant as a paying guest. This generally includes breakfast and evening meals with all meals on weekends. The homestay is often arranged in the home of a staff member or patron of the accepting school. The amount to be paid may vary considerably from one host nation to the next, and even from one community to the next within host nations.

The homestay is an important part of the experience because through the homestay, the registrant experiences the culture of the country through interactions with the family members and their friends and extended family, and through participation in the daily tasks of life such as shopping and cooking. It is virtually impossible to get this point of view by staying in commercial establishments such as hotels and guest houses.

It is not easy to be a guest in a home for several weeks, and thought should be given by both the host and the guest about arrangements which will lessen potential strain-producing situations.

School coordinators should send a copy of registration materials to the homestay host.

Other Accommodations

In some locations, the preference for a homestay cannot be honored or is not desired by the registrant. If specified by the registrant on the school placement information sheet, it may be possible in some locations to arrange accommodation in a hostel, bed and breakfast (B & B), or other commercial establishment. Registrants should keep in mind that not all such arrangements may be conducive to the demands of the teaching experience (e.g., travelers hostels), and that some kinds of accommodations may be quite costly (e.g., bed and breakfast and other commercial establishments).

Cost Process

The amount paid for housing is determined in one of three ways:

- Prior to placement by the consultant.
- At the time of placement by the school coordinator.
- After placement by correspondence between the host and registrant.

Regardless of how the amount is determined, registrants are advised to have these details worked out and agreed upon on all sides prior to departure for the host nation.

SUGGESTIONS FOR A SUCCESSFUL PROGRAM EXPERIENCE

The registrant should:

- Be sure all housing arrangements, including cost, have been agreed upon with the host.
- Participate in community events and local activities.
- Be sensitive to imperative time schedules even if hosts appear unconcerned.

- Let all persons know their consideration is noticed and appreciated.
- Be cautious about referring to U.S. home and school unless encouraged to do so. Such information or comparisons may not seem interesting or relevant to overseas acquaintances. The registrant should remember that the purpose of the placement is to learn about and experience life in the host school, home, and community.
- Listen and give objective perspectives when asked. Do not be the out-of-town expert.
- Use good manners at all times, even when circumstances may be difficult.
- Remember, phone calls and internet time may be metered – even local usage. Be sure to keep track of and pay for any time spent using the telephone and/or internet.
- Keep social debts paid.
- Take along a box of thank-you cards and write notes within a day or two after a courtesy has been extended. Take a few small gifts for people who are especially kind and helpful. Such small gestures can go a long way.
- Remember that anything written, taped, or recorded in journals and computers could be read without permission. Stay with the objective facts and positive impressions. Reserve your journalizing for when other people are not around as it may make them uncomfortable.

INDIVIDUAL AND PROGRAM OBJECTIVES

Objectives are both personal and professional and are largely determined by the registrant. For maximum growth to occur, the registrant should give considerable thought to establishing attainable objectives before going overseas. These may include:

- Learn how to get along better with people from diverse backgrounds.
- Sharpen listening, speaking and writing skills.
- Become better prepared to accept and adapt to change.
- Develop greater tolerance.
- Develop greater self-confidence and self-esteem.
- Experience new and different educational methods.
- Refine a philosophy of education.
- Gain experience in teaching and living abroad.
- Forge connections with overseas educators, pupils, and community members.

Program objectives may be grouped into three overlapping categories.

- *Personal growth and development.* Objectives include improving such personal and professional attributes as interpersonal relations, communications, self-confidence, creativity, and perspective.
- *Philosophy and practice of education.* Objectives are related to the registrant's personal views on teaching, learning, and school organization, as well as his or her practice in terms of curriculum selection and development, instructional methods and activities employed, pupil differentiation and assessment, classroom management and discipline, etc.

- *Internationalism*. Objectives include gaining practical experience in international education and the application of international topics and issues in U.S.

INDIVIDUALISM

The overseas school experience will be most rewarding if it is looked upon by all concerned as an individual experience. Former registrants are amazed by the amount of personal and professional growth that takes place as a result of one being completely away from the everyday routine and in a different situation on an individualized basis.

HEALTH AND SAFETY

Health is an important consideration while overseas. Information on this subject is available in most travel guides (e.g., *Lonely Planet*, *Fodor's*, etc.). In addition, U.S. medical clinics often have a person assigned to give would-be travelers advice about recommended immunizations and health considerations while overseas. To learn about current travel warnings, health considerations, and public announcements, see:

U.S. Department of State: <http://www.travel.state.gov/>

Centers for Disease Control and Prevention: <http://www.cdc.gov/travel/>

Registrants are advised to register their trip abroad with the U.S. embassy or consulate in the country being visited. This makes the registrants whereabouts known in the event of an emergency or crisis situation. Go to this website for more information and instructions on how to register: <https://step.state.gov/step/>.

Homesickness and culture shock are not unusual when one is far from home, and they are something that many travelers experience. Before leaving for the host nation, the registrant should think about homesickness and culture shock, and what proactive steps can be taken to counteract them once overseas.

STRIKES AND OTHER INTERRUPTIONS TO THE SCHOOL CALENDAR

A strike or other disturbance may cause the assigned school to suspend operations while the registrant is there. In this case, the registrant can follow one of several courses of action. The registrant may secure a placement in a nearby school not affected by the strike. Or the registrant could use the time of the strike for informal travel, returning to the school when the strike is over. In any case, the registrant should contact Dr. Stachowski or Dr. Stuehling to discuss the situation and determine the best course of action.

GLOBAL GATEWAY FOR TEACHERS, INDIANA UNIVERSITY-BLOOMINGTON

The Global Gateway for Teachers, formerly called Cultural Immersion Projects, was developed in the early 1970s, and today includes the Overseas Program for Experienced Teachers, as well as three opportunities for student teachers: the Overseas Program (placements in 18 host nations), the Navajo Nation Program (placements on the Navajo Indian Reservation), and the Urban Program (placements in Chicago Public Schools). As many as 150 and more pre-service and in-service teachers participate annually in these various programs.

In addition, since 2012, the Global Gateway for Teachers has taken on the role of securing overseas school placements for student teachers at 20-plus U.S. colleges and universities. Thus, in its nearly 50 years of operation in the School of Education at Indiana University, the Global Gateway for Teachers has provided thousands of future and current educators with international and intercultural experiences that have powerfully impacted their perspectives and practices.

Dr. Laura Stachowski is a former Overseas Program participant (1979), having student taught in England. She worked as an associate instructor with the Program while earning her doctorate at Indiana University, and replaced her predecessor, Dr. James Mahan, upon his retirement in 1994. Dr. Stachowski is on the IU-Bloomington faculty in Curriculum and Instruction. She writes about, publishes, and presents on cultural immersion in student teaching and the important outcomes and transformative process of such experiences.

Dr. Amara Stuehling joined the Global Gateway for Teachers as Assistant Director in May 2018. Before coming to the office in this role, she worked as Senior Study Abroad Advisor at the University of Evansville. She also worked as an Associate Instructor for the Overseas Program while completing her doctorate in Literacy, Culture, and Language Education at Indiana University.

PART II: REGISTRATION AND ENROLLMENT

Important Note: Before submitting your registration materials, you are asked to contact Dr. Stachowski or Dr. Stuehling first, by e-mail or phone, to discuss your plans, your choice of host nation, timing of your trip, etc.

REGISTRATION MATERIALS

Complete and send (through postal mail) the following registration materials to Dr. Laura L. Stachowski at the Global Gateway for Teachers:

- 2 copies of the Registration page (a fillable PDF is at the end of this document) –, including good quality photographs
- Release and Indemnification Agreement, signed, plus 1 additional copy
- 2 copies of an open letter to school and home hosts (see below for suggestions)
- 2 copies of resume, including: (1) present employer and teaching position, (2) years and types of teaching experience, (3) graduate work and degree(s) with dates and major, and (4) undergraduate work and degree(s) with dates and major. Additional information, such as memberships, leadership roles, awards/recognitions, and volunteer activities, may also be included.
- Proof of health/hospitalization with coverage outside of the United States
- Current criminal history report at the state or national level
- Check or money order for registration (school placement) fee, payable to Indiana University

More about the Open Letter: Your registration set should include an open, personal letter to your overseas school and homestay hosts. This letter will be a great help in securing the right school and housing situation for you. In the letter, you should tell about such things as your work, interests, family, education, and why you seek to have an overseas experience of this type. The letter should be at least one full page, single-spaced, in length.

The registration (school placement) fee is \$300.00, payable by check or money order to Indiana University. Please note that this fee is non-refundable.

Expenses for this program may be income tax deductible (especially federal) if the registrant can document that participation in the program contributed to the development and refinement of professional skills and practices. To make this deduction, it is also required that the teacher travel to a specific and predetermined place. Basic to this is a sound expense record-keeping system that includes program-related receipts and detailed notes regarding each expenditure..

The material in this booklet constitutes the basic agreement between the registrant and the Global Gateway for Teachers at Indiana University. The Global Gateway for Teachers reserves the right to change the material due to circumstances beyond our control. Registrants are kept advised of all changes.

PREPARATION

Registrants are encouraged to read current materials on the host nation's system of education, culture, contemporary issues, historical events, etc. Recommended resources include:

- Newspapers and magazines published in the host nation and available on-line, as well as in the U.S. at large bookstores.
- Library resources, including books, films, and periodicals.
- Conversations with people who are citizens of your host nations, and people who have lived, worked, and/or traveled there.
- Web searches, including host nation departments/ministries of education.

Further, you may contact Dr. Laura Stachowski or Dr. Amara Stuehling at Indiana University for additional resource ideas and to discuss the experiences of former participants in the Overseas Program for Experienced Teachers. Finally, Dr. Stachowski and/or Dr. Stuehling will correspond with OPET registrants pertaining to additional steps that can and should be taken to prepare for the overseas experience.

At any time, OPET registrants should feel free to e-mail Dr. Stachowski (stachows@indiana.edu) or Dr. Stuehling (astuehli@indiana.edu), or phone at 812-856-8507. If you are in the Bloomington area, you would be most welcome to visit the Global Gateway for Teachers office in the School of Education at Indiana University.

ENROLLMENT AT INDIANA UNIVERSITY AND COURSE REGISTRATION

Registrants will enroll as "special guest students" through the Office of Distance Education and Professional Development in the Indiana University School of Education. Each OPET registrant will be required to register in a three credit, graduate-level course: **EDUC W505 Practicum – Professional Development Workshop: International Teaching**, through Indiana University. Registration can be accomplished through the Office of Teacher Education. The paperwork needed to complete this process will be provided upon receipt of your registration materials (described above) for your overseas school placement.

COURSE REQUIREMENTS

A letter grade (A, B, C, D, or F) will be awarded for EDUC W505 based on the registrant's performance in all components of the Overseas Program for Experienced Teachers. These components include:

- Daily and regular attendance at the overseas host school for three weeks.
- Completion of daily reports outlining professional (school-related) activities and highlights of "cultural immersion" experiences (community involvement).
- Completion of a brief, culminating OPET report which will describe specific outcomes of the overseas experiences; insights into contemporary educational, social, political, and economic issues of the host nation; comparisons of U.S. and host nation teaching philosophies and methodologies; and applications of the overseas experiences to elementary and secondary classrooms "back home".

- OPET participants will also be asked to complete an evaluation of the program at the conclusion of the overseas experience.

All assignments will be described and assignment forms distributed through correspondence with Dr. Stachowski.

At the registrant's written and signed request, an official transcript will be mailed by the University Registrar directly to the designated institution or individual. Do not request the transcript until all assignments have been submitted and a final course grade has been received. Information on securing an official Indiana University transcript can be obtained at <http://studentcentral.indiana.edu/register/documents/transcript.shtml>.

EXPENDITURES

To assist the registrant in preparing a budget for the overseas experience, the following expenditures should be considered.

Registration fee:	<u>\$ 300.00</u>
Tuition for enrollment in EDUC W505 (3credit hours):	<u>\$1320.00</u> * (approximately)

[All fees are subject to increase by the Trustees of Indiana University.]

Passport fee:	\$ _____
Visa expenses (if any):	\$ _____
Round trip airfare:	\$ _____
Room & board in host community:	\$ _____
Gifts for host family, school, and/or pupils:	\$ _____
Postage, telephone, and/or Internet access while overseas:	\$ _____
Misc. travel, sightseeing expenses:	\$ _____
Souvenirs and teaching materials to bring back:	\$ _____
Other:	\$ _____
TOTAL ESTIMATED COST:	\$ _____

* Valid through 2021 summer sessions, and only for registrants who are in possession of a bachelor's degree and not already matriculated students at Indiana University-Bloomington.

REGISTRATION FOR THE OVERSEAS PROGRAM FOR EXPERIENCED TEACHERS
(Will be sent to the overseas school along with your open letter and resume)

Applicant Information

First and Last Name: _____ Birth Date: _____

Permanent address: _____

City / state / zip: _____

Home telephone: _____ School telephone: _____

Email address: _____

Overseas Placement Information

Placement country desired: _____

Date for first day at practicum school: _____

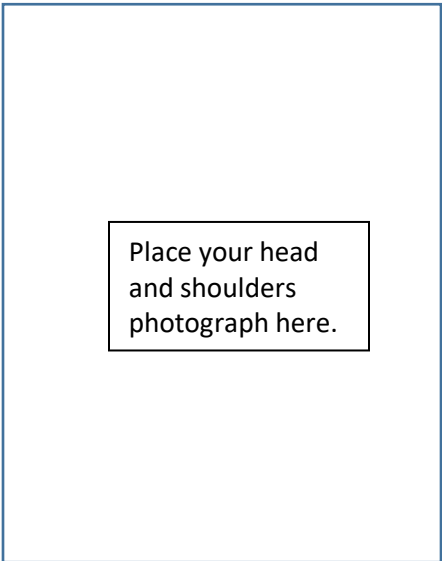
I wish to work with pupils in the age range(s):

- 4-5-6 (infants)
- 7-8 (lower primary)
- 9-11 (upper primary)
- 12-18 (secondary). Please indicate subject:

Do you smoke? Yes No

Are you comfortable residing in a home with smokers? Yes No

Please describe any particular needs that must be met (e.g., health, allergies, dietary, mobility, etc.) If more space is needed, a separate note may be attached.



Emergency Contact Information

Name: _____ Phone: _____

Address: _____

Signature: _____ **Date:** _____

2 – Participant’s Assumption of Risk, Release and Indemnification for the Indiana University’s Overseas Program for Experienced Teachers

This Assumption of Risk and Release from Liability (“Release”) pertains to activities to be undertaken by Teacher (identified below), in connection with their application to participate in Indiana University’s Overseas Program for Experienced Teachers, which facilitates the placement of teachers in overseas schools for counterpart professional experiences (herein the “OPET”).

I, _____, have applied to the OPET for an overseas teaching placement, and I hereby state that I have read and agree to the following:

1. I desire to undertake a teaching placement in the foreign country and school as assigned by the OPET, and my application and request to participate in this OPET is wholly voluntary, and of my own choosing.
2. I understand that there are risks and hazards inherent in foreign travel and in living and working overseas, including risks arising from travel to and from a foreign destination, and to, from and within the particular placement country and school location I will be assigned, and I fully accept these risks. These risks may include, but are not limited to, such things as war, quarantine, civil unrest, public health risks, criminal activity, terrorism, exposure to communicable diseases, ill effects of unfamiliar food and water, incidents and risks that may arise due to language barriers and different customs and standards, incidents related to ground, air or water transportation, adverse weather conditions, accident, injuries or damage to property, and other physical, mental, and emotional injury.
3. In addition to the above risks, I understand that there may be risks associated with my particular placement country and school location, as well as with extra-curricular or recreational pursuits that I may choose to engage in during my time in that location. Depending on the specific location assigned and activities involved, these risks may include, but are not limited to incidents related to in-country travel, exposure to adverse weather conditions, sprains, broken bones, cuts, bruises, allergic reactions, drowning, entrapment, damage to property, and other physical, mental, and emotional injury.
4. I acknowledge and agree that I have been advised to consult the State Department Consular Information Sheets and Travel Warnings at <http://travel.state.gov> and the Centers for Disease Control (CDC) at <http://www.cdc.gov> with regard to the country in which I will be placed, and I have been strongly advised to continue to consult these sources, prior to and during my time abroad.
5. I acknowledge that the OPET will not support travel to or through any country or area about which the State Department has issued a travel warning. I acknowledge that my placement may be revoked if the OPET concludes that my placement country or particular location have become or may become dangerous.
6. I acknowledge and agree that I have read the resources regarding health and safety provided on the Office of Overseas Study, which can be found at the following website: <https://overseas.iu.edu/planning/expectations/healthandsafety.html>.
7. I acknowledge that I am required to have adequate insurance before my departure, which should include accident, health, medical evacuation, and liability insurance.
8. I fully understand the above risks and the scope of the activities involved in placement through the Program, and I agree to assume the risks, including the risk of catastrophic injury or death.
9. I agree, on my own behalf and that of my heirs, successors, and assigns, to indemnify, hold harmless, release and forever discharge Indiana University, its Trustees,

employees, agents, and cooperating institutions and their offices and agents (if any) from any and all claims, liabilities and expenses, including reasonable attorney's fees, for any injury, loss, or damage to personal property, including catastrophic injury or death, related to my overseas student placement, as well as my travels and experiences related to this OPET.

10. I understand and agree to respect and abide by the laws and customs of my placement country and my placement school, all Indiana University policies and rules including those embodied in the Code of Student Rights, Responsibilities and Conduct, and any and all other reasonable standards of conduct during my participation in the OPET, and that any violations of these policies or rules may result in the imposition of sanctions as provided under the Code. <http://www.indiana.edu/~code/>
11. I agree that the interpretation and performance of this agreement shall be construed in accordance with the laws of the State of Indiana, and any litigation arising out of this agreement shall be venued in Monroe County, Indiana, and shall be governed by the laws of the State of Indiana.

Teacher's Signature _____ Date _____

Name (printed) _____