

## Münster York Teacher Education Project (MYTEP)

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### – Pilot run in February 2023–

#### The project in brief

In February 2023, the Centre for Teacher Education at WWU and the Department of Education at the University of York launched an exchange between student teachers from Münster and York. One of the starting points was the long-standing partnership between the cities of Münster and York.

This unique project - called the *Münster York Teacher Education Project (MYTEP)* - kicked off with a two-week "Spring School" for ten WWU students from various fields of study and study levels with a good command of English. In week 1, the students attended various events at the University of York specially selected for them. In week 2, they spread out to different schools in and around York for shadowing and exchanges.

In return, a group of students from York will come to Münster in November 2023 and visit both the WWU and selected schools.

The following pages summarize the process and impressions of the pilot in February 2023. Major parts of the report were written by the participating students.

## Summary of the trip to York in February 2023

written by Dr Martin Jungwirth, Dr Johanna Marks and Adeline Weinberg



The group in front of Heslington Hall  
Photograph: U. Lanvers

The trip took place as planned from 12 to 25 February 2023. In addition to 10 student teachers from the University of Münster, two members of staff from the Centre for Teacher Education also took part in the trip (each for one week). During the first week (i.e. from 13 to 17 February), the students had the chance to attend regular courses at York University. On Monday, Professor Lanvers from UoY's Department of Education gave a workshop focusing on the education systems of England, Scotland, Wales and Northern Ireland, to which the German students contributed enthusiastically. During the week, the students were given the opportunity to attend different Master-level courses, for example "Language and Power" or "Education and Migration". This not only gave the students the opportunity to come into closer contact with students from the University of York, but also to gain an insight into the British university system. Contact with student teachers attending the PGCE programme was also made possible.



*Street in York*  
*Photograph: N. Geisler*

The weekend was available for the students to organize individually. This time was used to get to know York and its surroundings intensively. Some of the students followed the recommendation of a local waiter to visit nearby Knaresborough. Others undertook self-organized excursions to e.g. Scotland and Manchester. And since a trip to York is not complete without a visit to Betty's, their scones also got tested extensively.



*Queen Ethelburga's School*  
*Photograph: C. Cufaoglu*

In the second week, i.e. from 20 to 25 February, visits and observations in schools took place. The visits were affected by nationwide strikes in the public sector, so that the full programme could not be implemented as planned. The teachers carried out work-to-rule and did not take on any additional tasks such as supervising trainees. Thanks to the good networking of the PGCE representatives, new schools could be found to take over part of the programme. This gave some students the much-appreciated opportunity to visit two different schools. In addition to this insight into the strike culture of the English civil service, the students were able to gain many insights into everyday life and teaching in English schools. For example, the way of teaching can be very different from Germany, because academy-run schools have a compulsory, hourly curriculum for all schools and subjects in the academy. But also such differences as the "pastoral and academic roles" as well as the comprehensive school system were lively discussed and reflected upon between English PGCE students and the German students. Many of York's PGCE students are now looking forward to a return visit to Münster.

After returning from York, there was a debriefing on the trip in March. All students present in the meeting described the trip as highly recommendable and profitable.



York Fortress  
Photograph: A. Weinberg

Following the trip, other interesting developments have taken place with regard to the cooperation between educational institutions in York and Münster. For example, three applications for the PCE-programme were received particularly because of MYTEP. Similarly, one of the schools involved in the job shadowing in February has shown great interest in sending teachers along to

Münster during the planned return visit of student

teachers from York in October/November this year. Furthermore, there are efforts in Great Britain to strengthen foreign languages, including German, in schools and in teacher training. The project described can contribute to this and to deepening the partnership between the cities of York and Münster.

## The Partnership between Münster and York

written by Cemile Nur Cufaoglu and Clara Peters



York Minster  
Photograph: C. Cufaoglu

York is the first and oldest partner city of Münster, as the partnership exists since 1957. The Münster-York Partnership is still very active and there is still a huge effort from both sides. 2017 was the 60th anniversary of the partnership and the Mayoress from York came to visit Münster. Additionally, the Münster York Teacher Education Programme shows that both cities are committed and striving to ensure that the partnership continues.



Shambles Market  
Photograph: C. Cufaoglu

### Connections and Similarities

Münster and York have a lot in common, as both cities are steeped in tradition and history. York Minster can be compared with the cathedral in Münster, and Münster's Prinzipalmarkt is similar to the Shambles in York.

There are many small and authentic shops. Overall, York and Münster are very attractive for tourists and for young people, as many students live and study in both cities and there are many historical sights.



City Gate  
Photograph: F. Haupts

### Differences

Nevertheless, there are some small differences. In York, people are more open to strangers. Most of the city is surrounded by the City Walls. What was very noticeable is that we did not see as many people with bicycles as in Münster and that there was a campus university, which was also unusual for us, but an interesting experience. That is why not many students were in the city center because they have everything they needed on campus. They have different canteens, cafés and even their own supermarket. Fur-

thermore, you have to pay an entrance fee to visit York Minster, which is unusual in Germany. Finally, much more card payment is accepted in York than in Münster, as some shops in Münster do not accept card payment and in York the musicians and even the cake sale stands (organized by students) in the university had a card payment device.

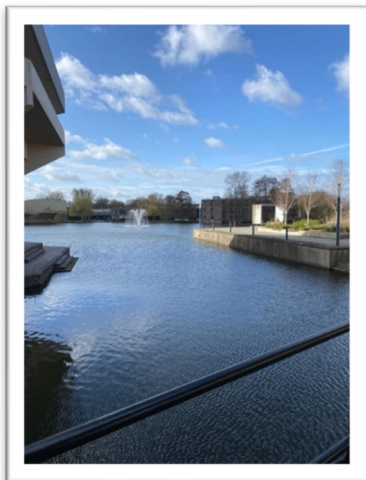


### City of Münster: International Twinning

In 1957, twelve years after the end of World War II, Münster was twinned with York, marking the city's first and therefore oldest city partnership. This was initiated by the city of York. Ties of reconciliation were to be forged after the horrors of war. In July 1957, the city of York invited representatives of the city of Münster to England, including Lord Mayor Dr. Busso Peus and City Director Heinrich Austermann. In March 1958, representatives of York visited Münster, amongst others Lord Mayor E. L. Keld. These two visits sealed the twinning of the cities. The desire for peace and understanding among peoples forms the basis of this partnership, which has very quickly been actively supported and experienced by the citizens of York and Münster. Online: [International Twinning](#)

### Differences between the Higher Education Systems of England and Germany

written by Jana Schäfer and Charlotte Möllers



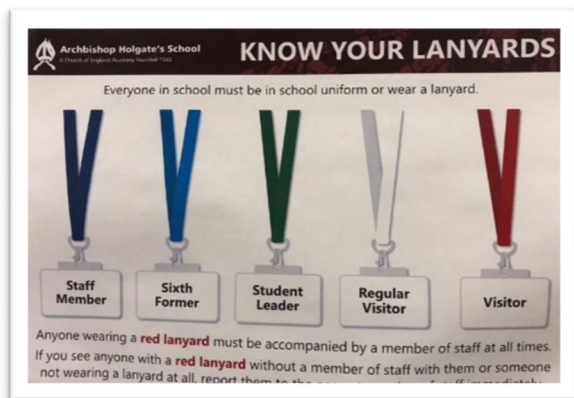
Campus West  
Photograph: N. Geisler

During the first week of our stay in York, we were allowed to take part in various courses at the University of York, especially at the Department of Education. Although we only gained a small insight, we noticed some differences between the German and English higher education systems. What surprised us right from the start was the more personal interaction between teachers and students, which is in stark contrast to the rather formal atmosphere in German universities. In England, teachers and students are addressed by their first name and without a title, whereas in Germany, both teachers and students always use the surname and the polite form. Last but not least, this personal atmosphere is also reinforced by the smaller rooms and the smaller number of participants than in German universities. We had this feeling especially during the lectures. This could be related to the fact that there is no compulsory Master of Education for teacher training in England as we know it from Germany. To become a teacher in England, a graduate degree is sufficient; the postgraduate degree can be acquired additionally. However, as we only attended postgraduate courses, it was striking that these were mainly taken by Chinese students who have to obtain the degree in order to be allowed to teach at universities in China.

With regard to the structure of the courses, it can be stated that there are no major differences in content to the German courses. However, we did notice differences in the basic procedure: While we are used to all courses at the University of Münster taking place at the same time (i.e., 8-10 am, 10-12 am, etc.), the courses at the University of York started at different times (some courses started at 8 am, others at 9 am, etc.). In addition, the teaching time in York is 110 minutes, whereas in Münster it is only 90 minutes. It is also noticeable that the courses at the University of York are always recorded so that students can access the content of the sessions afterwards. This is particularly convenient for revision, as students have to submit regular assignments during the semester. Another cultural difference we noticed is the absence of the knocking at the end of the course, which is very common in German universities.

## School and University

written by Ulrike Böhmer and Neele Geisler



“Know your lanyards“ at Archbishop Holgate’s School  
Photograph: A. Weinberg

Our visit to the University of York as well as to schools in the York area has given us an insight into a different culture of teaching and learning. The visit covered a visit to secondary schools, higher education courses as well as the teacher trainee programme at the University of York. We received a warm welcome at the schools through the PGCE students. They were very kind and helped us become familiar with the new environment, which was

quite different to German schools. The visit to the different schools gave us an idea of how teaching in the UK is conducted. The style of teaching is very different from teaching in Germany. Some students of our group even had the chance to participate in one of the first lessons of the teacher trainees. During our stay at the different schools, we had the opportunity to exchange experiences and ideas with teacher trainees from the University of York. This exchange on an equal level has revealed a multiplicity of shared beliefs regarding teaching but also differences as to how issues are tackled in the two countries. Since some students were considering to become a teacher in the UK for a

period of time, the stay at York was a great opportunity to get an idea of the everyday life of a teacher in the UK. Through observing lessons and exchange with teachers and trainees, they received first-hand information on the advantages and disadvantages of the English System. Moreover, it was possible to receive information on how to get a position in an English school from a logistic point of view. Apart from that, the visit of the University Campus gave us exciting insights about the history as well as student life. Thus, we received a guided tour of the campus by Professor Ursula Lanvers, leader of the PhD Programme for Applied Linguistics.



Department of Education Welcome Desk  
Photograph: J. Schäfer

The University of York was built in the 1960s in the Westend of York. Due to the building process in the 1960s, a lot of buildings were designed under the influence of brutalism. Because of the quick growing city, the University was built on marsh land, which had been dried out and led to the construction of a lake within the campus. This gives students a little bit of nature and recreation in between lectures and seminars. In contrast to the University of Münster, the University of York is a campus university. Every part of the university is within walking distance and a lot of cafés and little bars can be found all over campus, offering a lot of working space and eating and drinking options for every taste. Currently, the campus is expanding because of the growing number of students. Visiting all the different university courses was an interesting and enriching experience. The courses we attended showed an interesting variety of current topics, relevant for people in the educational system. They make up a great addition to our studies in Münster. In visiting courses like “Intelligence”, “Language and Power”, “Migration & Education”, “Positive Psychology” and many more, we gained an insight into different areas of research that we can bring into courses we will take at the University of Münster in the future. Apart from that, we experienced a different culture of teaching and learning in higher education which can initiate critical reflection as well as appreciation of our own domestic system. Furthermore, the University of York is very international, with over 40% of the students coming only from Asia to study full-time at York University. During our stay we also got an idea of the “everyday life” of an English university student. For the first-year students it is possible to live on campus in small apartments and connect with other students, after that they have to find a different accommodation. The University also offers a lot of programs outside of classes. Sport clubs and offerings like a university cinema, showing recent movies are organized by students. Some students from our group also attended one of the movie screenings and got an insight into this enjoyable activity. We even were



able to use the library for our own study purposes. All in all, the visit to York was a highly valuable time that we will be remembered positively for a long time. We had a great insight look on how teacher trainees are working and had the chance to exchange our knowledge. Furthermore, we enjoyed our classes and free time at York University. Exchanging experiences with teacher trainees from another culture and school system has been a great opportunity to broaden our horizon further.

## Differences between schools in Germany and the UK

written by Paul Jacobsen and Miriam Bell

“Education is a lifelong journey whose destination expands as you travel.”

– Jim Stovall



Classroom at All Saint's  
Photograph: J. Schäfer

After our enriching week at York University, we were excited to dive into the world of school education. Our unique experiences at schools and particularly the UK school system were made possible due to us being able to visit a range of different schools.

Walking into schools we were directly confronted with a contrasting understanding of safeguarding since we could not simply “walk in”. The safeguarding at schools in the UK and thus students’ safety is highly prioritized. Students are aware who belongs to the school's staff or is a visitor at all times.

Another aspect of recognizing people who belong to the school is the school uniform that, in addition to the safe-

guarding aspect, also underscores the school community.

Being well-organized does not simply show in an outer appearance: The school setting seemed efficiently curated for teacher and students. Students knew at all times what consequences they might face when showing certain behaviors. It falls under our overall impression that there is a rather hierarchical structure within schools. The perceived strictness entails lots of benefits for the teachers since they already know how to discipline students because of internal school guidelines that have been developed, such as detention practice or reward systems.



At Archbishop Holgate School  
 Photograph: U. Böhmer

We had the wonderful opportunity to observe multiple classes, ranging from Maths, Sciences, Foreign Languages, History etc. The teaching style varies quite a bit from the teaching style in Germany: We recognized more teacher-focussed lessons and teachers that are aiming at teaching the students specific content that will help them do well at the GCSE. The teachers are focused on helping the students learn instead of assessing them due to the

national exam boards. Despite the pressure that schools and students might feel by being part of a competing league table system, students benefit from the teacher's efforts to see their students thrive.

Our close contact with teachers made us realize that education always exists within political frameworks as teachers at schools reported some of the issues that the UK school system is currently facing. These issues call for systemic changes e.g. in pay and workload also became apparent by strike action carried out during our visit. Nonetheless, we got the impression that teachers are highly committed to their students and driven to help each student reach their potential. Speaking about thriving, students can also participate in lots of diverse after school activities, where they can build social competences and explore their passions. Teachers take time out of their day to support students by organizing these activities.

In contrast to Germany, students in the UK are not part of a selective school system but experience a communal learning atmosphere instead. Thus, students from all socio-economic backgrounds make up a community that aspires to reduce inequalities. For us, this was visible by the learning materials provided and free meal entitlements offered in schools.

All in all, being able to act as a fly on the wall in UK schools enabled us to reflect on education and school systems internationally. We are confident that the experiences will broaden our own take on education and teaching. The contact with teachers from a different country was enriching in a sense of furthering a bilateral connection. The school staff was highly interested in this educational exchange and the benefits of talking to teachers from abroad as well. This reciprocal excitement for

education made us feel very welcomed and seen as colleagues. We would recommend being part of this exchange to everyone aspiring to become a teacher!

## Cultural Aspects

written by Felicitas Haupts and Elena Volfson

York has been a cultural centre of northern England for centuries and offers many opportunities to experience British culture. It not only has typical attractions such as the Minster, numerous museums, and theatres, but also inspires with a typically British food culture of scones, tearooms, Indian restaurants and classic pubs. On a guided tour of the city, we were able to experience many historical places. First, we saw a section of the city wall, which still surrounds the city centre almost completely, the influence of the Romans, Vikings, Normans and Anglo-Saxons on the city and the expansion of the fortifications in the Middle Ages. The tour was led by a genuine Northern English lady, who not only impressed us with her extensive historical knowledge, but also with her classic British humour. From the city



City Wall York  
Photograph: F. Haupts

wall, we were able to see the most famous features of the city, such as the Minster, from completely new perspectives. Along the way, we were served little tidbits of knowledge, such as the planting of daffodils on the city wall by McDonalds, who were given permission to open a branch in downtown



York Minster and Old Town  
Photograph: E. Volfson

York in exchange. We also visited the Shambles, one of York's most famous streets, where our guide explained the specific building features, such as meat hooks above the entrance doors, drop down counters and interiors.



Poster advertising the play “Charlie & Stan”  
Photograph: J. Marks

During a visit to the theatre, we saw a tribute to the silent film era and Charlie Chaplin with "Charlie and Stan", followed by a discussion with the actors about the production, which we followed enthusiastically. Afterwards, our group continued to talk about the play, the ice cream sales in the foyer and the architecture of the theatre hall.

Another component of our stay was the visit to the student-run university cinema, which thrilled us with its professionalism. The auditorium was fully equipped for use as a cinema, complete with a projector and audio system that played the film in good quality. The organisers sold snacks and drinks, which were in no way inferior to a well-stocked cinema. With our newly acquired cultural knowledge, we took part in a pub quiz. Here, however, we had to admit gaps in our knowledge about Yorkshire and aspects of everyday life in Great Britain. But we still had fun and the digital execution inspired us for future events we might do ourselves.

York also has many museums, including an art gallery, the Yorkshire Museum and Railway Museum, and the Yorvik Viking Centre. Some of us had fun visiting the latter. The Viking Festival on a large square in the city had already given us a taste, in the museum itself we experienced this important age with all senses (including smell!). Two streets have been reconstructed on the original site and visitors are taken through them on a train with lots of explanations. Individual original objects, such as swords, baskets, and musical instruments, could be examined more closely afterwards. A visit to a Viking toilet rounded off the encounter with the Vikings for the time being.



Visit of the “Viking Toilet”  
Photograph: J. Marks



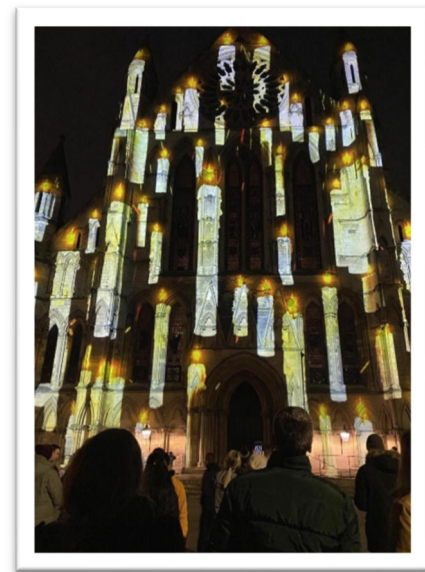


York seen from York Minster Tower  
Photograph: F. Haupts

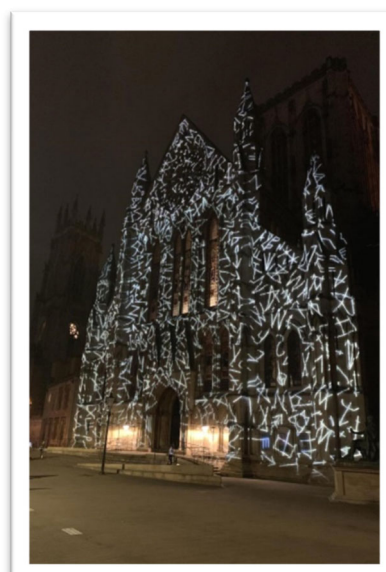
We also visited the city's most famous landmark, the Minster. As students at the University of York, we were admitted free of charge and were able to see the interior, an exhibition about Queen Elizabeth II, the crypt and the (played) organ. Some of us also dared to climb the 275 steps of the tower, the magnificent view of which required a head for heights and athletic inclination. Some peculiarities of the Minster, which has adorned York in its current form since 1472, had already been explained

in the city tour. For example, the north window, Heart of Yorkshire, was completely re-puzzled during the last repair, so that all crowns and human feet have now found their rightful places again in painstaking work, after anatomical and taxonomic facts had been disregarded during previous repairs. However, the fact that some statues literally have two left feet could not be remedied. Allegedly, an apprentice had taken his master's instruction to copy him verbatim.

To our delight, "Colour and Light at York Minster", an evening light show accompanied by music, was projected onto the south facade of the cathedral during our stay in York.



Impressions of York Minster I  
Photograph: A. Weinberg



Impressions of York Minster II  
Photograph: F. Haupts



Impressions of York Minster III  
Photograph: F. Haupts



All in all, we were thrilled by York's cultural attractions and would have liked to spend more time in the city. A lasting impression has been made by the historic atmosphere of the city and a rediscovered or new love for scones.

**Two weeks through British Food Culture :)**



Scones love  
Photograph: C. Cufaoglu



Pub evening  
Photograph: J. Marks



At Betty's Tearoom  
Photograph: J. Marks



Fries on the hand  
Photograph: J. Schäfer