

## Four Weeks Teaching Practice Abroad – As Part Of a Nine Weeks Teaching Practice Course

### Instruction for mentors and students

All goals of the final teaching period course will be evaluated and assessed in Sweden, during the remaining five weeks of the teaching practice course. During the four weeks spent abroad, the student will prepare and practice some of the goals according to the possibilities given in the chosen country.

When abroad, the students are recommended to observe and assist their mentor in their curriculum studies subjects. The students should attend school “full time” (30 to 40 hours a week) and are recommended to spend at least 15-20 hours per week in the classrooms, whether observing or doing assisted teaching. The remaining time could be spent on reflection, planning etc.

The schedule we recommend is as follows:

Weeks 1-2 The student teachers will mainly observe their mentors and do assisted teaching

Weeks 3-4 The student teachers will mainly do teaching or assisted teaching

### Assessment Form, For Student’s Placement Abroad (4 weeks)

At the end of the four weeks teaching practice abroad the *Assessment Form, For Student’s 4 weeks placement Abroad*, should be filled in by then mentor abroad and sent to the Swedish course teacher by post or by e-mail (scanned or photocopied) no later than one week after the completion of the Teaching period abroad. The content should, if possible, be presented to the student during the last week of the stay.

## Portfolio

During the teaching practice period abroad, the student is expected to reflect on, discuss and practice the course goals, which the student will be evaluated and assessed on in Sweden at the end of the course. Abroad the student is expected to focus on the following five areas, which are to be documented in a portfolio:

- 1. Describe and reflect on similarities and differences between the host countries and Sweden concerning the school system, school cultures and views on education and learning**
- 2. Interact in the school environment and with staff, students and parents**
- 3. Plan and organize teaching in the classroom: with the support from the supervisor discuss how to plan, carry out and evaluate teaching in the curriculum in relation to didactical theories**
- 4. Study, analyze and discuss assessment procedures**
- 5. Reflect on the professional development as a teacher**

The student should also, as much as possible, practice

- **classroom management**
- **evaluating teaching and learning**

Student should, with the help of their mentor, be given various observation and reflection tasks (choose from the headlines above) and take observation notes. These observation notes and reflections on their teaching will be inspiration for their portfolio and also be the focus of their weekly conversations with their mentors.

### **Content of The Portfolio:**

The student should be able to reflect on the following headlines (see also the examples mentioned under each headline) in a portfolio. During and at the end of the teaching practice period abroad, the student is expected to discuss the portfolio content with his mentor. The portfolio shall then, after the student's return to Sweden, be e-mailed to the student's course-teacher in Sweden by the student.

In the portfolio the student reflects upon the following. (The examples below each headline are examples/suggestions of content):

- 1. Similarities and differences between the host countries and Sweden concerning the school system, school cultures and views on education and learning.**
  - information on the country's education system

- information on the school, e.g. mission and vision
- school organizational structure
- school rules and regulations
- school facilities, equipment & resources

**2. Interacting in the school environment and with staff, students and parents ....**

- how to act professionally

**3. Planning and organizing teaching in the classroom:**

- **with the support from the supervisor, discuss how to plan, carry out and evaluate teaching in the curriculum in relation to didactical theories**
- **study/observe**
  - syllabus, schemes of work, lesson plans, timetables
  - notes, handouts, worksheets, PPT slides handout
  - approaches, strategies, methods observed
  - class rules and procedures, pupil routines
  - teacher's handling on pupil attendance and misbehaviours
  - How to identify pupil differences and special needs and suggest strategies (see Example Task below)

**4. Studying, analyzing and discussing assessment procedures**

- school assessment policies
  - samples of teacher-made tests and marking schemes
  - evidence of pupil learning and progress
- a.

**5. The professional development as a teacher**

- records of discussions with mentor/supervisor
- other forms of self-evaluation or feedback
- log of teaching activities undertaken

### Example Task: Identify Pupil Differences and Special Needs and Suggest Strategies

#### Observation and Reflection of Pupil Behaviour and Teacher Classroom Management

Are there any pupils with special needs, for example, dyslexia, autism, oppositional defiance disorder etc.? If there are pupils with special needs, identify the challenges these pupils face daily in the class and how the teacher manages these pupils.

<p>Highlight observations with regard to:</p> <ol style="list-style-type: none"><li>1. Pupils' behaviours (both verbal &amp; non-verbal)</li><li>2. Teacher's classroom management style and approaches</li></ol>	<p>Reflect on your observations and link them to what you have learnt about managing learners.</p>