

Review form: Teaching Practice, VFU 3, Teaching Program GLP FRI / School-age Educare-centre

Name of the Course: Teaching Practice 3 (Outdoor Education)			
Course: 971G35			
Term: <input type="checkbox"/> Autumn <input type="checkbox"/> Spring			
Name of the School, Country			
Student's name		Studentens pers.nr/id-nr	
Subject			
Attendance nb of days:	Dates:	Number of activities/ lessons (40-60 min) planned and completed by student	
Student's email adress			
Supervisor's name		Supervisor's tel nb	
Supervisor's email adress			

Information to the VFU supervisor when issuing the assessment of the student's goal achievement.

- Keep in mind: This document, which is a printable pdf, must first be downloaded to the computer before being opened. After that, it can be filled in. Don't forget to save each time before closing the document - it is not saved automatically.
- The table shows the course objectives and assessment criteria for teaching practice education (VFU). With the help of the document, you provide a professional basis for judging the student's applied didactic and social teaching skills. **This document is written based on a Swedish context and if your school do not have an after-school center in that sense, the document is filled in based on the activities that your school conducts. There will be more specific instructions from the Course Manager for each course.**
- You tick the boxes where you consider the description to be consistent with your observations of the student's knowledge and actions in relation to the current course objective and criteria. It is important that you also justify/exemplify your judgments where this is requested.
At the end of the VFU, when all VFU days have been completed, you send the assessment form to the course supervisor examiner no later than one week after completing the VFU, unless otherwise specified. Make a copy before submitting the evaluation form. Send the original in the manner specified by the course supervisor The students themselves must not submit the form, but can have a copy. If the student has not completed his VFU within the regular course time, please inform the course supervisor that the evaluation form will be sent in later.

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
1. Plan individual subject areas within the field of outdoor education in relation to sustainable development based on current governing documents	<input type="checkbox"/> After consultation with the supervisor, the student draws up a clear and functional plan for outdoor educational activities		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student makes visible in the planning how sustainable development is processed in/in connection with the activity		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student's planning is adapted to the age of the pupils and the conditions of the school and its surroundings		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student's planning is based on current governing documents and the student justifies his pedagogical choices based on the governing documents	<input type="checkbox"/> The student's planning is based on current governing documents and the student justifies well based on the governing documents and the needs of the pupils in the group	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 1 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
2. Carry out planned teaching with adaptation to the students' needs and abilities	<input type="checkbox"/> The student carries out planned teaching in a functional way and adapts the content to the pupil group and situation	<input type="checkbox"/> The student carries out planned teaching in a functional way and adapts the content well to the pupil group and situation	<input type="checkbox"/> does not meet the criteria
	<input checked="" type="checkbox"/> The student carries out planned teaching with a functioning leadership and uses voice, pace and body language in a committed and clear way	<input type="checkbox"/> The student carries out planned teaching with a functioning leadership and uses voice, pace and body language in a committed, clear, safe and varied way	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student explains teaching content and concepts in a language that is clear and comprehensible and adapted to the pupils and situation.		<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 2 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
3. Evaluate and follow up planned and completed teaching and reflect on the pupils' learning	<input type="checkbox"/> The student, together with the supervisor, evaluates his plans and his implementation in relation to government documents and didactic considerations		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student reflects on strengths and weaknesses in his teaching and his leadership in relation to the pupils' experiences and learning		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student follows up and gives constructive examples of how planning, implementation and leadership can be developed to increase pupils' experience and learning	<input type="checkbox"/> The student follows up and gives constructive and well-founded examples of how planning, implementation and leadership can be developed to increase pupils' experience and learning, with support in guiding documents	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 3 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT FULFILLS HIGHER CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
4. Document pupils' needs and conditions as a basis for planning teaching that contributes to meaningful and content-rich time in the school-age educare centre	<input type="checkbox"/> The student observes and distinguishes different areas of development for the business		<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student evaluates the various areas of development and proposes concrete/constructive and motivated solutions, based on guiding documents and/or leisure pedagogic theories, which contribute to giving children a meaningful and content-rich leisure time	<input type="checkbox"/> The student evaluates the various areas of development and proposes concrete/constructive and well-motivated solutions, based on guiding documents and/or leisure pedagogic theories, which contribute to giving children a meaningful and content-rich leisure time	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student communicates and justifies his assessment of the pupil's knowledge in an understandable manner , (in relation to the requirements of the governing documents)	<input type="checkbox"/> The student communicates and justifies his assessment of the pupil's knowledge in an understandable and well-thought-out way , (in relation to the requirements of the governing documents).	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 4 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
5. Manage social relationships in the school/in the school-age educare centre in accordance with the school's core values	<input type="checkbox"/> The student interacts with pupils in various contexts and manages his relationships with pupils in an appropriate and responsible manner	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student establishes good and functioning relationships without losing professional integrity	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student listens, observes and pays attention to pupils' different needs and abilities	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out.
(feel free to use **no. 5 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
6. Reflect on his/her own actions in interaction with pupils, parents/guardians and co-workers and make suggestions for areas of development based on constructive criticism	<input type="checkbox"/> The student reflects on his own leadership towards students based on the school's core values and can make suggestions for areas of development	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student reflects on his own leadership towards parents/guardians based on the school's core values and can make suggestions for areas of development	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student reflects on his own leadership towards colleagues/co-workers based on the school's core values and can make suggestions for areas of development	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 6 in the Characteristics table** where the various skills/abilities are exemplified):

COURSE OBJECTIVES DIDACTIC ABILITY	THE STUDENT FULFILLS BASIC CRITERIA	THE STUDENT DOES NOT FULFILL THE CRITERIA
7. Draw conclusions and make suggestions for areas of development based on constructive criticism	<input type="checkbox"/> The student reflects on his strengths and weaknesses in relation to the professional role	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student accepts constructive criticism in an open and positive way	<input type="checkbox"/> does not meet the criteria
	<input type="checkbox"/> The student draws conclusions from self-reflection and constructive criticism and gives examples of how one's own actions can be developed	<input type="checkbox"/> does not meet the criteria

Here you clarify your judgment with concrete examples of actions that the student has carried out. (feel free to use **no. 7 in the Characteristics table** where the various skills/abilities are exemplified):

**Describe how you perceive the student's efforts during the course as a whole.
You can also inform here if there were special circumstances that the examiner should be aware of.**

The student has read the review (It is OK to give the student a copy.)

If a tripartite conversation/visit by a university teacher has been carried out during the VFU period, enter the teacher's name:

The date and Supervisor's signature (No signature is needed for digital submission)

See the tutor letter for information on how to submit the review form

NOTE: Remember to make a copy before submitting the form! And keep in mind that this document, once submitted, is a public document and subject to the principle of public disclosure. It must be kept by the responsible institution for two years.