

## **UCN Teaching Practice**

The subject Teaching Practice is of fundamental part of the teacher education. This subject is the unifying link between all parts of the education and guarantees its progression, e.g. because the teaching practices are prepared, performed, and evaluated in cooperation with the teacher education's school subjects and the subject Teacher's Basic Competence Areas.

During Teaching Practice, the student has the opportunity to enact, develop, and challenge his/her teaching competence areas in constant interaction with the competence areas of the other subjects and modules of the education. The subject Teaching Practice thus has not only a practical/educational dimension aimed at any teacher's work with the pupils, but also an analytical dimension that deals with the investigation of own practices as well as those of the colleagues.

All students take part in teaching practice in all school subjects chosen.

### **Teaching practice organization and contents**

The subject Teaching Practice is divided into three levels, and the competence areas of all of these are: Didactics, Classroom Management, and Relational Work. For each competence area, the three levels deal with a number of skills and knowledge objectives. The three teaching practice levels together make up 30 ECTS points.

There are three teaching practices of six weeks in length, placed in the first, second, and fourth year of the teacher education. Level 1 and 2 are planned and organized in cooperation with our placement school partners. At level 3, the planning is done with a large degree of choice for the student. In most cases, the teaching practice group size is 3; however, at level 3 teaching practice may be organized at an individual level.

At levels 2 and 3 there is an option for the student to organize placement abroad, in cooperation with the international coordinator of the teacher education.

According to government rules, Fast Track students follow the above system, albeit on individual conditions, and finish their teaching practice after level 3.

The annual placing of the teaching practice periods is displayed in the plan for the scholastic year in question. For fast track students, teaching practice periods are planned on an individual level, but typically in the teaching practice periods used by the standard education.

The teaching practices are organized in cooperation between the teacher education, the partner municipalities, and the placement school partners. Each of the placement schools develop a teaching practice education plan instructing all parties to teaching practice what can be expected from the schools and the teaching practice supervisors/teachers during the teaching practice periods, and what the school

expects from the students. Such plans are to be found on the home pages of the schools as well as on that of UCN.

*In accordance with the guidelines in the 'model for teaching practice planning', teaching practices are planned as a full time study that takes place both at the placement school and at the teacher education.*

### **Cooperation between the placement school and the teacher education**

Three parties work together on the teaching practices: the placement school, the teacher education, and the student.

At the placement school, the headmaster is responsible. A number of schools have their own teaching practice coordinator who is in charge of everyday cooperation issues, and the individual teacher/practice supervisor is the person handling the actual student relations. At the teacher education, this cooperation with the placement schools and other tasks at teaching practice level 1 is undertaken by the main teacher of the class, the class coordinator. At level 2, this cooperation is undertaken by a teacher from the subject Teacher's Basic Competence Areas or the school subject teacher.

The cooperation at level 1 is initiated at a meeting at the placement school between the school supervisors/teachers, the students, and their class coordinator from the teacher education. The meeting is planned and organized by the coordinator. At levels 2 and 3, it is up to the schools to introduce the teaching practice and, if necessary, call a preliminary meeting. Half way through the teaching practice period, a three-party meeting is held between the students, their supervisor/practice teacher, and their teacher from the teacher education. The agenda of the meeting focuses on the teaching practice per se, on the documents of the teaching practice portfolio, and on problem areas relevant to the teaching practice project which must be written by all students prior to the teaching practice exam. At the end of each teaching practice, the school and the teacher education cooperate on the evaluation and grading (pass/not pass) of the teaching practice, and it is encouraged that a short examiners' meeting on exam procedures is held prior to the actual exam.

### **The Teaching Practice Portfolio**

As part of each teaching practice, the students compile a teaching practice portfolio. A portfolio is defined as a collection of documents written, compiled, and selected by the student in accordance with a set of laid down principles following the rules of the Teaching Practice subject.

The requirements for the teaching practice portfolio are described in documents that may be found in the 'Key to Teaching Practice' chapter in the Study Guide on the UCN homepage.

Teaching practice portfolio, level 1

Teaching practice portfolio, level 2

Teaching practice portfolio, level 3

According to the criteria for the student's choice of portfolio documents, the portfolio contents should reflect the student's work during the teaching practice with the practical/educational dimension as well as the analytical dimension.

The portfolio work has several purposes:

- Preserving and clarifying elements of educational practice as the background for the analysis and further development of the student's own theory of practice,
- Forming the foundation for the cooperation between the student and his/her student colleagues and the supervisor/teacher tutor concerning further development of the teaching,
- Documenting the student's own development as a teacher in relation to the competence areas of the Teaching Practice subject.

### **Evaluation of the teaching practice and the teaching practice exam**

The portfolio is subjected to the evaluation and assessment (pass/not pass) of the student's teaching practice and thus constitutes part of the teaching practice exam criteria. The placement school headmaster coordinates the procedure for exam acceptance of the students at level 1.

In order to participate in the teaching practice exam the student must meet the following requirements:

- Participation level
- Positive evaluation of portfolio
- The student has worked honestly and decently according to the requirements of the teaching practice level in question

### **The teaching practice exam**

Exams are organized in accordance with the exam regulations for vocation-oriented further educations, as described in 'Study Guide for the Teacher Education and the Fast-track Teacher Education'.

After each of the three levels there is an exam; one with internal assessment and two with external assessment censors. At the internal exam, the participants are a placement school teacher/tutor and a teacher from the teacher education. At the external exams an external censor is present. The exams are held in close connection with the teaching practice, taking into consideration that the students should be allowed time for processing the practice experiences and for the work with the products required by the exam regulations.

Towards the end of the teaching practice period the students write a teaching practice project, which, together with teaching practice artefacts form the background for the exam. The project is subjected to assessment together with the oral presentation.

At all three exams it is assessed to what degree the competence objectives have been attained. The exams are graded using the 7-unit scale.

Exams may take place at the placement school or at the university college and have a duration of 30 minutes, in case of individual exams. In case of group exams, please confer p. 34 of 'Study Guide for the Teacher Education and the Fast-track Teacher Education'.

Exam at level 1

Exam at level 2

Exam at level 3

### **Criteria for obtaining another teaching practice and for re-examination**

If a student does not receive a positive evaluation of his/her teaching practice due to a lack of meeting the requirements in the evaluation criteria, he/she will not be allowed to sit for the teaching practice exam. As a result, the student will have to do the teaching practice at a later stage in his/her teacher education.

If a student meets the requirements for sitting for the exam, but fails, he/she will have to sit for a new exam, including additional supervision prior to the re-examination.

Such new teaching practice periods are organized by the teaching practice coordinators at the teacher education. Reexaminations are organized by the administration unit of the teacher education.

### **Toolkit with the A to Z on teaching practice**

This toolkit consists of the documents necessary for the three parties to teaching practices – the students, the school tutors, and the teachers of the teacher education, as well as headmasters and teaching practice coordinators at the placement schools.

- Syllabus and lesson plan, paper of inspiration
- Log book
- Supervision meeting agenda
- Teaching practice project
- Literature list, as inspiration for level 1 and 2