

Teaching practice – level 1, 2 and 3

Areas of competence	Competencies and objectives	Teaching practice		Teaching practice		Teaching practice	
		1 st level		2 nd level		3 rd level	
		Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
		<i>The student teacher has knowledge of</i>	<i>The student teacher is able to</i>	<i>The student teacher has knowledge of</i>	<i>The student teacher is able to</i>	<i>The student teacher has knowledge of</i>	<i>The student teacher is able to</i>
1. Didactics Targeting, planning, implementing, assessing and developing teaching	In cooperation with colleagues, student teachers are able to target, plan, evaluate and develop teaching	School objectives and teaching plans, principles for planning of teaching, methodologies of teaching, and organization of activities incorporating prerequisites and qualifications of pupils	Plan, implement, and evaluate sequences of lessons in cooperation with fellow students	Teaching methods, principles, and strategies for differentiation of teaching methods, teaching materials, and IT	Plan, implement, and evaluate teaching, applying various methods, differentiation of teaching, including a varied teaching materials and IT, in cooperation with fellow students	Different forms of organization, teaching, and cooperation	Plan, implement, and evaluate ongoing teaching lessons, taking into consideration pupil development plans as well as annual plans, in cooperation with fellow students and other school associates
		Evaluation forms and signs of pupil	Account for signs of pupil development	Formative and summative evaluation forms	Evaluate courses and pupils'	Formative and summative evaluation methods	Evaluate pupils' learning outcomes and the effect of

		development and progression	and progression in relation to learning objectives	and tests	learning outcome		the teaching
		Methods for observation, data collection and documentation	Analyse sequences of teaching with a view to further development of the teaching	Methods for observation, data collection and documentation	Analyse own practice and the individual pupil's learning with a view to development of the teaching	Methods for observation, data collection and documentation	Develop the practice of self and others on an empirical basis
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		Knowledge <i>The student teacher has knowledge of</i>	Skills <i>The student teacher is able to</i>	Knowledge <i>The student teacher has knowledge of</i>	Skills <i>The student teacher is able to</i>	Knowledge <i>The student teacher has knowledge of</i>	Skills <i>The student teacher is able to</i>
2 Classroom management Organization and development of the pupils' professional and social learning environment	The student is able to professionally manage/conduct the teaching as well as establish and develop a clear and positive framework for the students' learning and the social relations of the class	Classroom management	Guide the pupils' participation	Classroom management, learning environment, and the social life of the class	Develop a distinct framework for the learning environment and the social life of the class in cooperation with the pupils	Learning environment, inclusion, conflict management and bullying	Guide processes of inclusion in cooperation with the pupils

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		Knowledge <i>The student teacher has knowledge of</i>	Skills <i>The student teacher is able to</i>	Knowledge <i>The student teacher has knowledge of</i>	Skills <i>The student teacher is able to</i>	Knowledge <i>The student teacher has knowledge of</i>	Skills <i>The student teacher is able to</i>
3 Relations and cooperation Contact and relations to pupils, colleagues, parents, and school associates	In cooperation with colleagues, school associates and parents the student is able to set goals, plan, implement, evaluate, and develop the teaching	Communication, pupil well-being, motivation, learning and pupil relations	Communicate with the pupils with a focus on learning and well-being	Communication, engaging learning environments, motivation and well-being	Through dialogue cooperate with pupils and colleagues on the adjustment of the teaching and the active participation of the pupils	Appreciative communication and equal cooperation, processes of inclusion	Support the individual pupil's active participation in the class and the social life of the class
		Cooperation between school and parents	Communicate with parents about the teaching and the purpose of the school	Communication	Oral and written communication with parents about purpose and content of the teaching	Processes that enhance cooperation between school and parents and cooperation forms at parents' meetings, parents' interviews and contact groups	Communication with parents about the pupils' school attendance