# Teaching practice

## Level 1

**Module type, scope and language**
Local, basis module of 10 ECTS. The language of instruction is English/Danish.

**Brief description of the module**
Teaching practice addresses (1) the practical/pedagogical dimension in the teacher's work with pupils and (2) the analytical dimension in the reflective practice. Teaching practice creates a link between the theoretical and methodical studies of the Bachelor of Education programme and the student's work at the placement school.

The teaching practice is placed on the first year of the programme and is planned in collaboration with selected placement schools. The teaching practice is managed by UCN teacher trainers, who know the students from the specific modules that the students study.

The collaboration between the teacher education programme and the placement school is put into practice before, during and after the teaching practice in the form of teaching practice preparation, the dialogue meeting, evaluation and test. The progress of the teaching practice and the work of the student are described in the curriculum and the placement school's study plan (Uddannelsesplan).

**The module is approved for the following subjects including specification of ECTS:**
* Teaching practice 10 ECTS

**Subject area (school subject, the teacher's fundamental teaching competence) to which the module is connected.**
The teaching practice module is connected with the modules taught in the first year of the programme.

**Knowledge base of the module**
The module is based upon research and development based knowledge related to the competence areas and goals of the teaching practice (skills and knowledge areas) as well as experience-based learning in relation to practice.

**Competence area of the module**
Competence area 1: Didactics
Competence area 2: Class management

Competence area 3: Relational work

**Competence goals of the module**

**Competence area 1:** Didactics refer to setting learning goals and objectives, planning, delivering, evaluating and developing teaching.

Competence goals: In collaboration with colleagues, the student will be able to set well-reasoned learning objectives, plan, deliver, evaluate and develop his/her teaching.

| Skills: The student is able to | Knowledge: The student will have knowledge of |
|---|---|
| Set goals, plan, deliver and evaluate learning sequences in collaboration with fellow students and colleagues | Goals and objectives of the Danish primary and lower secondary school, principles of lesson planning, teaching methods, organisation of learning activities based on the pupils' level and abilities |
| Account for signs of pupils having achieved intended learning outcomes with reference to the intended goals | Evaluation methods and signs of pupils having achieved intended learning outcomes. |
| Analyse teaching sequences with reference to development of teaching | Methods of observation, data collection and documentation. |

**Competence area 2:** Class management refers to organising and developing pupils' academic and social learning environment.

Competence goals: The student teacher will be able to lead the teaching and establish and develop a clear, positive frame work for learning and the social environment of the class.

| Skills: The student is able to | Knowledge: The student will have knowledge of |
|---|---|
| Manage pupils' participation in learning tasks and activities. | Class management |

**Competence area 3:** Relational work refers to the work involved in forming relationships and interacting with pupils, colleagues, parents and resource persons at the school.

Competence goals: The student is able to manage a positive cooperation with pupils, parents, colleagues and resource persons and reflect upon the significance of the relations in reference to his/her own teaching as well as the pupils' learning and wellbeing in the school.

| Skills: The student is able to | Knowledge: The student has knowledge of |
|---|---|
| Support the individual pupil's active participation in the lessons and the social life of the class, collaboration with different resource persons at the school. | Appreciative communication, equal collaboration and processes of inclusion. |
| Communicate with parents about the pupils' school attendance. | Processes that enhance well-functioning collaboration between the school and the parents and form of collaboration at parents' meeting and talks and contact groups. |

**Working methods (the study activity model)**

During the teaching practice the student works both as a teacher handling teaching related tasks and as a student with professional and didactical skills development. As a consequence, the activities are partly initiated by the placement school/the placement school tutor, the teacher trainer at UCN and the students.

The placement school organizes the student's teaching practice at the school.

The activities mentioned below may form part of the teaching practice.

**Category 1:** Participation of the placement school tutor/UCN teacher trainer and the student. Initiated by the placement school tutor/teacher trainer at UCN (110 hours/40%):

- Introduction to teaching practice and preliminary meetings
- Preparatory teaching in the competence areas of the teaching practice
- Joint preparation of the teaching
- Teaching of pupils and observation of pupils/teaching
- Guidance
- Participation in meetings and activities at the placement school
- Teaching practice examination

**Category 2:** Participation of students. Initiated by the placement school tutor/UCN teacher trainer (60 hours/22%)
- Introduction to CFU (materials resource centre)
- Preparation and post processing of teaching
- Preparation of guidance and dialogue meeting
- Preparation of documents for the portfolio and the synopsis for the examination
- Participation in teacher related tasks and school activities e.g. teacher-pupil meetings, playground duties etc.

**Category 3:** Participation of students. Initiated by students (75 hours/27%):
- Professional and didactic immersion with the aim of
  1) Practical teaching at the school
  2) Analytical work with documents for the port folio
- Involvement of pedagogical resource centres
- Collaboration in the student group
- Collection of artefacts, work with the synopsis and preparation for the examination

**Category 4:** Participation of placement school tutor/UCN teacher trainer and students. Initiated by students (30 hours/11%):
- Joint preparations
- Guidance and dialogue meeting
- Formulation of central aspects in anticipation of the tutor's observation of the student's teaching
- Observation of fellow students on the basis of the student's own central aspects
- Portfolio and synopsis guidance

**Assessment of the module**

At the end of the student's teaching practice the module will be assessed – that is to say the module will either be approved or not approved. Approval is a prerequisite for the student's possibility to register for the examination upon completion of level 1 of the teaching practice.

The assessment is carried out by the placement school and the teacher education programme in collaboration. (Please see "Terms for approval of the module" in the next paragraph)

The examination after level 1 of the teaching practice is an internal, oral group examination. Examination will take place at the placement school with the participation of the placement school tutor and a related UCN teacher trainer.

The student group prepares a teaching practice assignment that, together with artefacts from the teaching practice, illustrates the students' work with selected knowledge and skills areas within the competence areas of the teaching practice.

**Terms for approval of the module**

Approval is based on satisfactory fulfilment of these three terms:

- The students has met the requirement about compulsory attendance
- The student has participated actively during the teaching practice
- The student has worked honestly and decently according to the requirements of level 1 of the teaching practice