



INSHIP 2022 INTERNATIONAL CONFERENCE

**THE WIND OF CHANGE:
IMPROVING TEACHING
PRACTICE THROUGH
PARTNERSHIP**

30 August 2022

BOOK OF ABSTRACTS



**MUNI
ARTS**



Universitat d'Alacant
Universidad de Alicante

FAU

FRIEDRICH-ALEXANDER
UNIVERSITÄT
ERLANGEN-NÜRNBERG

**Teaching Practice Partnership Model
in Pre-Service Teacher Education**



Book of abstracts from the INSHIP 2022 international conference
The wind of change: Improving teaching practice through partnership

Organising institution:

Faculty of Education, University of Ljubljana

Program committee:

Mojca Juriševič, University of Ljubljana, Slovenia (Project leader)
Bohumíra Lazarová, Masaryk University, Czech Republic
Raquel Gilar-Corbi, University of Alicante, Spain
Michaela Gläser-Zikuda, University of Erlangen-Nürnberg, Germany
Florian Hofmann, University of Erlangen-Nürnberg, Germany
Borut Kodrič, University of Primorska, Slovenia
Maja Meško, University of Primorska, Slovenia
Neža Podlogar, University of Ljubljana, Slovenia
Milan Pol, Masaryk University, Czech Republic
Lisa Pösse, University of Erlangen-Nürnberg, Germany
Anita Trnavčević, University of Primorska, Slovenia

Editors: Neža Podlogar and Mojca Juriševič

Publisher: Faculty of Education, University of Ljubljana

Available at: <https://inship.si/> and <http://pefprints.pef.uni-lj.si/>

© Faculty of Education, University of Ljubljana, 2022

The authors are responsible for the content and proofreading of the abstracts.

The catalogue record of the publication was prepared in the National and University Library in Ljubljana.

Kataložni zapis o publikaciji (CIP) pripravili v Narodni in univerzitetni knjižnici v Ljubljani
COBISS.SI-ID 126412035
ISBN 978-961-253-298-7 (PDF)



Universitat d'Alacant
Universidad de Alicante



Teaching Practice Partnership Model
in Pre-Service Teacher Education



Contents

Preface	1
Welcome speeches.....	3
Keynote presentations from INSHIP partners	5
Individual presentations.....	12
PowerPoint presentations	39

Preface

Teaching practice (i.e. practical teaching) is a period of time that a student teacher spends in the role of teacher in a school as part of their initial training to gain experience in the actual teaching and learning environment. In the authentic school context, student teachers have the opportunity to experience the interplay of the different factors that contribute to the reality of the teaching profession, to examine the appropriateness of their career choice, and to possibly already find a future job in the environment they have come to know during their studies. The teaching practice draws theoretically on Dewey's experiential learning, Vygotsky's socio-cultural theory and the contemporary premise of situated learning.

In the Bologna system of higher education for prospective teachers, teaching practice is an integral part of the study programmes and comprises at least 15 ECTS or 5% of the study programmes. It is conducted in a variety of ways and formats to help students understand the complexity and richness of the diverse work of a teacher. Despite its recognised importance, there are still a number of unresolved issues the answers to which could contribute to a better overall quality of teacher education through classroom practice. These range from content and systemic issues of the proportion of placements in the curriculum, to the monitoring and assessment of placements, to the status and remuneration of mentorships, both in schools and universities.

One of the important issues in the area of collaboration between universities and schools for the quality of teaching practice and thus teacher education is comprehensively addressed by the project INSHIP, which is implemented under the programme ERASMUS+ KA2 Strategic Partnership for Higher Education 2019-2022.

The project, which brought together partners from five higher education institutions and four countries, namely the Czech Republic, Germany, Spain and Slovenia, resulted in a pedagogical innovation called the INSHIP model of teaching practice in pre-service teacher education. The main outcome of the project is an evidence-based model that provides the basic elements of high quality education of prospective teachers outside the faculty during their teaching practice (i.e. conceptual framework, pedagogical principles, competences, professional socialisation, curriculum design, quality assurance, and evaluation of the model) and support in the form of guidelines that can be used to induct academic staff involved in the implementation of teaching practice to conduct high quality teaching practice for student teachers according to the INSHIP model.

This conference volume contains abstracts of the presentations given at the final conference of the project INSHIP on 30 August 2022 entitled *The wind of change: improving teaching practice through partnership*. It contains 7 plenary lectures and PowerPoint presentations by the partners of INSHIP as well as 27 contributions dealing with different topics and good practices in implementing teaching practice in pre-primary, primary and secondary education. The diversity of the content of the contributions shows that the problem of student teachers' teaching practice is a current issue in all sectors and raises various substantive and systemic questions about the quality of teaching practice in the context of initial teacher education. The added value of the presentations, which is in line with the title of the conference, lies in the professional dialogue we were able to establish between more than 50 participants at the conference. In the discussion that

developed around the different topics, we heard presentations from the practice of preschool, primary, secondary and tertiary teachers and found that some of the issues, especially collaboration, are universal regardless of the level of education.

I believe that the positive reactions to the conference and the model INSHIP presented will have a qualitative impact on future work in the field of teaching practice, but they are also a commitment to continue the professional dialogue in the light of the results of the project INSHIP.

Mojca Juriševič, Head of the project INSHIP

Welcome speeches

Welcome speech from Prof Dr Janez Vogrinc, Dean of the Faculty of Education, University of Ljubljana

Dear Colleagues,

On behalf of the Faculty of Education University Ljubljana, I am pleased to welcome you to the conclusion of the project and thank you for the work you have done. I am sure that your work will have a long-term impact on the study programs at our Faculty.

Teaching practice of students is an important part of pedagogical study programs, and the quality of future teachers and school counsellors depends on the quality of practical training. Practical training actually has a special place within the study programs - in this part the faculty cooperates with teachers from schools or preschools who supervise our students during practical training. And the constant and high quality communication between teachers and assistants responsible for practical training at the Faculty and practitioners from schools or kindergartens ensures the best quality of support needed by students who are just gaining their first practical experience.

At least for Slovenia, I can say that we still have many open questions in the area of teaching practice: who should be the mentor, how should the mentor be rewarded for his or her work, what should be the scope of practical training in the study program and how practical training should be included in the program how should the mentor from the Faculty be rewarded, who should evaluate the practical work of students, where should the practical training of students take place - whether they change schools every year or stay in the same school for several years, and so on. In short, there are many questions. Some of the more substantive issues can be resolved at the faculty level, while other institutions, such as the Ministry of Education, Science and Sports, are responsible for some of the more systemic issues.

I am sure that we will also rely on the results of this project as we plan our degree programs. I thank you again for the many suggestions and hope that the completion of this project will not be the end of our collaboration. You are always welcome at the Faculty of Education University of Ljubljana. I wish you a successful conference and thank you very much.

Welcome speech from Milena Sitar Matelič, CMEPIUS

Dear ladies and gentlemen,

Good morning – it's nice to meet you at the closing conference THE WIND OF CHANGE - INSHIP 2022.

It is a great pleasure to welcome you on behalf of the Slovenian National Agency for Mobility. In this year we particularly encourage and monitor several hundreds of different projects that take place in co-operation between Slovenian and international institutions. As you know very well – it's been a tough period for such activities. But this project and today's conference is a good example that with positive thinking and a lot of good will, many things could be possible despite difficult circumstances.

Within the framework of our higher education sector, we are following those priority goals:

1. Integration and cooperation with the environment to include also organizations that do not operate only in education sector in order to strengthen and empower personal development, professional career and active citizenship. Very important goal is also co-operation with the economy to strengthen innovations, entrepreneurship and high-level digital skills.
2. Qualified and self-confident educators - today's generations of young people are different than they were decades ago. They are Erasmus Generation. As you have pointed out in the INSHIP project, educational institutions and educators have a big challenge to find different ways and methods of transferring knowledge than it used to be in the past.
3. Strategic approach to operations and internationalization with green and inclusive management in higher education institutions.

We are very happy and proud that our directions are being implemented in the on-going projects to develop and strengthen excellent pedagogical skills. It is also time to appreciate and respect the teaching profession as it deserves. And as you have pointed out in your project: partnership is not just a phrase, but a necessary condition for achieving excellence in any field of work. The universal model that INSHIP proposes for faculty teachers and colleagues proves that the model can be widely implemented in practice. And last but not least, suggestions that come from INSHIP research like regulation of student mentor status, practical training within study programs, mentor licenses, mentor school certificates can be of great help for all educational institutions.

Keynote presentations from INSHIP partners

Conceptualisation of the model of teaching practice

Juriševič, Mojca; Podlogar, Neža
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
mojca.jurisevic@pef.uni-lj.si
neza.podlogar@pef.uni-lj.si

Abstract

The model of teaching practice proposed in the project INSHIP has been developed on the basis of the identified needs of the existing systems of teaching practice in the partner institutions (national, transnational) and the analyses carried out in the wider framework of European higher education. The model is evidence-based. It takes into account the situational nature of student teachers' learning and the importance of an authentic learning and working environment for professional socialisation and the development of student teachers' professional identity. It builds on collaboration within a professional learning community and addresses complementary partnerships between higher education institutions and schools with the aim of improving the quality of teaching practice in initial teacher education and equipping prospective teachers with relevant professional competences for entering the labour market. The model's integrative and transnational character leads to a high degree of sustainability and transferability.

The presentation will highlight the main conceptual pillars of the developed model from the contextual theoretical perspective.

Key words: teacher education; teaching practice conceptualisation; complementary partnership.

Educational principles of partnership collaboration

Lazarová, Bohumíra; Pol, Milan
Masaryk University, Brno, Czech Republic
lazarova@phil.muni.cz
pol@phil.muni.cz

Abstract

The presentation includes a part of the INSHIP project outputs. Practical education of teacher students in schools of all types requires collaboration and close relations between many subjects: school teachers (mentors), headteachers, academics, administrative staff, and students. In the paper, the authors present the concept of the Third space – a moderated space for collaboration. The Third space can help to bridge the gap between theory and practice which is often felt in the practical education. A possible tension among not equal partners (students – teachers – academics) who enter in collaboration with different expert knowledge and culture is taken into consideration. The practical part of the paper brings the suggestions and practical implications for the support of collaborative partnership relations.

Key words: partnership; collaboration; third space; practical teacher education.

Teacher's professional socialization

Gilar-Corbi, Raquel
University of Alicante, Alicante, Spain
Raquel.gilar@ua.es

Abstract

During professional socialization, in addition to acquiring knowledge and skills and internalizing norms, values and attitudes of the teaching profession, it is important to emphasize the commitment and responsibility that an education professional must show in order to be successful. The first years of a teacher's career at school are known as the most decisive, as they can determine the length of their career, their job performance and job satisfaction. Furthermore, during this initial stage of their professional career, teachers form their professional identity. Many of the investigations on the subject highlight the relationship with the centre's staff as a decisive factor in the success or failure of professional socialization. Interactions between novice teachers and experienced school staff help to integrate new graduates into the school community. Between the two parties, in addition to team teaching, exchange of observations and joint planning, good cooperation is a prerequisite for trust. A school in which there is no collaborative environment among all the staff can lead to a lack of feedback on the teaching function (or feedback based largely on the students) and to the isolation of the teaching staff. In short, it would imply in the new teachers a defensive behavior in which professional debate is scarce. Critical and in-depth discussions among teachers about practical experiences in education are desirable throughout the year to discuss the problems that arise daily in the classroom. In our work we analyze the requirements for a successful professional socialization, first identifying the key aspects of professional socialization, the agents involved, the role of tutors and finally we comment on an example of good practices developed in an educational center to start this professional socialization.

Key words: professional socialization; career development; novice teachers; cooperation; practical experiences.

Professional competencies in teaching practice

Juriševič, Mojca; Podlogar, Neža
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
mojca.jurisevic@pef.uni-lj.si
neza.podlogar@pef.uni-lj.si

Abstract

Teaching practice is particularly important for initial teacher education because it is here, under the guidance of qualified teachers, that students develop the necessary professional competencies that they cannot acquire in theoretical studies alone. For this reason, the development of students' professional competencies is the main goal of teaching practice, and mentors in schools and faculties need to be familiar with these competencies in order to support students in achieving them. Although this is important, practice shows that not enough attention is paid to this aspect of prospective teachers' development. The most important professional competencies of student teachers in teaching practice can be divided into five areas: didactic-methodological, communicative, professional self-concept development, student self-regulation and pedagogical leadership, and pedagogical-subject competencies. A thorough knowledge of competences in all five areas, both on the part of the school and faculty mentor and on the part of the student, is crucial for the quality of teaching practice and the optimal development of professional competences, which also helps to bridge the gap between practical and theoretical knowledge about the teaching profession. A more detailed description of the competences in all five areas will be discussed in the presentation.

Key words: pre-service teachers; professional competencies; initial teacher education; mentoring; teaching practice.

Designing teaching practice curriculum

Hofmann, Florian; Pösse, Lisa; Gläser-Zikuda, Michaela
Institute for Educational Science University of Erlangen-Nürnberg, Germany

florian.hofmann@fau.de

lisa.poesse@fau.de

michaela.glaeser-zikuda@fau.de

Abstract

Teacher education cannot be boiled down to a short, intensive immersion in a school setting where future teachers, like apprentices, are placed to observe, imitate, and acquire the ‘craft of teaching’ of expert practitioners (Korthagen et al., 2006). Therefore, a structured and continuous approach and curriculum to teacher education is required. It should be based on a clear reference framework for the competences of teachers, to provide common ground between different teaching/learning settings, stages, activities, and actors (European Commission, 2013). A well-known example and suitable approach is the COACTIV Model of Teacher’s Professional Competence which distinguishes between four aspects of competence: “Specific declarative and procedural knowledge (competence in the narrow sense: knowledge and skills); Professional values, beliefs, and goals; Motivational orientations and Professional self-regulation skills” (Baumert & Kunter, 2013, p. 28).

As Jyrhämä (2006) points out, it is important to begin teaching practice as early as possible. The interaction between teaching practice and theory, as well as research is emphasised throughout the entire study time. This means, that there should be teaching practice during every study period with specific aims, and phases increasing from small units to larger combinations with different duration. Furthermore, teaching practice should be organised in special university practice schools, as well as in field schools. The content of teaching practice should focus on all aspects of a teacher’s professional work. According to this, a main objective of the INSHIP Teaching Practice Curriculum is to enable student teachers to develop these professional competences. This objective applies to both the practical phases at school and the compulsory course at university to connect theory and research learned at university with school practice. Furthermore, student teachers should be enabled to reflect their own competences based on theory and research, and become pedagogically thinking teachers (Kansanen, 1991). The INSHIP Teaching Practice Curriculum includes four practical phases with specific internship aims, contents, learning and teaching methods to be applied, and formative assessment to support student teachers’ learning process in terms of developing professional competences. The presentation focuses on the INSHIP Teaching Practice Curriculum based on theoretical considerations and practical examples.

Key words: teaching practice; curriculum; professional competences; theory; research.

Teacher practice quality indicators for INSHIP model

Lazarová, Bohumíra; Pol, Milan
Masaryk University, Brno, Czech Republic
lazarova@phil.muni.cz
pol@phil.muni.cz

Abstract

The presentation includes a part of the INSHIP project output – INSHIP model. No new model for practical teacher education automatically means a better quality, therefore a set of quality indicators is needed. In the presentation, authors shortly present the theoretical framework for quality indicators development; in the practical part, they offer a proposal of the quality indicators developed within the INSHIP project in three areas: (1) Quality of teacher practice processes; (2) Objectives and competences accomplishment, and (3) Contextual support.

Key words: quality indicators; practical teacher education; evaluation.

Model evaluation: Lessons from business model innovation

Trnavčević, Anita; Meško, Maja; Kodrič, Borut
University of Primorska, Faculty of management, Koper, Slovenia
anita.trnavcevic@fm-kp.si

Abstract

For the evaluation of INSHIP-model we propose to use the adapted version of business model innovation approach. Theoretically open for discussion what the role of canvas is we used canvas as a tool to innovate and evaluate INSHIP teaching practice model. Canvas has originally been developed in management field by Osterwalder (2004) and elaborated by Osterwalder, Pigneur and Clarks in 2010. Strong focus on business models resulted in development of many types of business models. The development of business model canvas became a useful tool to conduct change in business models. The idea behind the business model canvas is that building blocks of business models are provided and they need to be discussed and elaborated in terms of aims and targets with employees, participants. Customers and generally speaking stakeholders need to be considered.

Osterwalder, Pigneur and Clark (2010, p.14) provide definition of the business model: “A business model describes the rationale of how an organization creates, delivers, and captures value.” Furthermore, Osterwalder, Pigneur and Clark (2010, p. 14) discuss business model canvas as: “Business model canvas is a visual chart with elements describing a firm's value proposition, infrastructure, customers, and finances. It assists firms in aligning their activities by illustrating potential trade-offs.”

For the INSHIP-model, the change in TP can be understood as a change in business model. We cannot only assume but also observe that universities have different models of teaching or other practices. No model is constructed from zero point and no abstract model reflects comprehensively changes needed. The analogy between INSHIP TP model and business model is only theoretical but helpful when evaluation of INSHIP-model is at stake.

The presentation is about arguments for using this approach to evaluate INSHIP TP model and to present the possible usage of business model canvas in evaluation/innovation of INSHIP and other models.

Key words: model; evaluation; innovation; business model innovation; business model canvas.

Individual presentations

Deepening in the quality of the practicum of the degree of teachers from a bibliometric analysis

Antón Ros, Nuria; Pérez Soto, Natalia
University of Alicante, Alicante, Spain
nuria.anton@ua.es

Abstract

Faced with the emergency of generating quality training in future teachers in schools, it is necessary to increase and improve practical training to better understand theoretical knowledge and know how to apply it in early childhood and primary education classrooms. One of the subjects offered by the Degree of Teachers to face these challenges is the Practicum and, therefore, the objective of this study has been to analyze the scientific production in the field of the University Practicum in the degree of teachers to know, at an international level, the existing literature and, with it, what improvements could be applied to this training. To this end, a bibliometric review has been carried out in the Web of Science database during the period 2012-2021. Likewise, indicators have been implemented to specify those documents that attribute validity and quality to the study. Finally, 296 documents were analyzed, from which it was obtained that Spain and Brazil were the most productive countries, although it was the Education University of Hong Kong (Eduhk) that achieved the largest number of publications. The neatest era took place in 2019-2020, but it did not reach its peak in dating until 2021. In addition, the quality of articles and journals was found to match in A Q2 of the JCR.

Key words: practicum; teachers; university; quality.

Evaluating practice with future preschool teachers and their mentors – the idea of a focus group

Berčnik, Sanja; Rožman Krivec, Laura
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
sanja.bercnik@pef.uni-lj.si
laura.rozmankrivec@pef.uni-lj.si

Abstract

Practical pedagogical training at the Faculty of Education, University of Ljubljana, is an important part of undergraduate education, it is the element that enables the most direct connection between academic and professional studies, profession, theory and practice (Lipec, 2007). Third-year students in the Preschool Education program are expected to implement the curriculum independently (under supervision) to test their competence for practice. The practicum is structured so that the first introductory week is devoted to observation, and at the end of the introductory week, the student must present to the mentor his or her proposal for preparing the pedagogical work for the next week. The remaining weeks are devoted to the student's independent work, with ongoing analysis and evaluation of the work and events in the group with the help of a mentor. Both the organizational and content portions of the pedagogical training are evaluated using a questionnaire completed by the mentors. In addition, a qualitative evaluation is conducted each year with the participation of future preschool teachers and their mentors. This year we conducted two separate focus group evaluations with mentors and students. The goal was to find out what positive aspects they perceive in the implementation of the practice and what improvements they suggest. Mentors would like to see a more precise definition of their duties, an understanding of the goals and purpose of the practicum, and an understanding of the competencies students have already acquired (presentation of curricula for each subject). Mentors also indicated that they would appreciate students writing a letter of motivation prior to the start of the pedagogical training, outlining their expectations of the pedagogical training and the mentors. Among the positive aspects of the pedagogical training, both mentors and students, highlighted the way the practice is structured, especially the first week dedicated to observation and preparation.

Keywords: preschool; students; mentors; evaluation; focus group.

How to make pedagogical practice more effective?

Bergant, Tanja
Primary school Horjul, Horjul, Slovenia
tanja.bergant@oshorjul.si

Abstract

The aims of a good school and an effective learning process are knowledge, great relationships and contentment of all involved.

The teacher mentor is a role model to the student. The mentor's personal characteristics that are necessary for success include: professionalism, positive attitude, innovativeness, understanding, and love of one's profession.

Important elements in the process of pedagogical practice are clear and concise instructions. We rely on a foundation of theoretical knowledge, which must be complemented by practical experience. It is important to recognize and understand the child's/pupil's distress and anguish, and respond appropriately.

Recognizing the importance of the teacher mentor, who passes on knowledge and experience to the future teacher, is a requirement for successful work with the wellbeing of children in mind.

Keywords: knowledge; positive; relationships; contentment; recognize.

Synergy of a true partnership

Bok Zelenjak, Renata
Gymnasium Jesenice, Jesenice, Slovenia
renata.bok@gimjes.si

Abstract

Language teachers have been known as those, who are not afraid to admit that changes in their domain are fast and that adaptability is essential, therefore welcoming and mentoring new teachers is a win-win situation. The “newbie” learns how to manage the classes and themselves; and the “veteran” how to improve their work with the help of modern technology and how to teach topics to reach the students of the generation Z. That is a true partnership beneficial to both.

The mentor can encourage the teachers-in-training to gain their confidence and self-reflection about their classroom performance, as well as, the soft skills needed to make the student-teacher approachable and yet respectable. It is that additional time that a mentor gradually prolongs when entrusting the trainee with their classroom to support them to become a self-confident, assertive, and a knowledgeable professional, who will enjoy their teaching for many years to come.

However, being a flexible mentor means you are willing to let the teacher-in-training suggest fresh ideas for learning vocabulary and/or innovative approaches, closer to the students’ mentality. Good examples of reverse learning, so common nowadays, are the “the blackout poetry” exercises or “the six-word memoirs” or “one pagers”. All these exercises are fun and applicable vertically and quite often across the curriculum. I have seen them being applied also by my colleagues/teachers of other subjects, convincing me of their efficiency and effects.

Yes, teacher training is vital, albeit, in my opinion, it happens far too late for a young adult to discover whether one has what it takes to be a good educator, consequently, has no choice but to become one, even though, one might feel uncomfortable for life in such an exposed position. Earlier hand-on experience, good guidance, sensitivity of the mentor would ease many difficulties of post-graduation internships in terms of public speaking, self-confidence, and the overall feeling of accomplishment inside a classroom.

Keywords: flexibility; early hand-on experience; vertical and cross-curricular; reverse learning; blackout poetry; one pagers; six words memoirs.

Professional competencies in teaching practice

Čadež Irena

Primary school Horjul, Horjul, Slovenia

irena.cadez@oshorjul.si

Abstract

Practical teaching experience is recognized as a complex multidisciplinary area of education, which is crucial for the acquisition of professional competences. In modern trends of education, teachers are aiming toward the active integration of pedagogical practice in the study process, as well as representing a strong link between theoretical and practical work.

I see the inclusion of a puppet in the teaching process as one of the most practical ways of teaching and overcoming obstacles. It allows direct contact between the child and his experience. The child trusts the puppet, identifies with it, and believes it. The puppet is a very effective tool for enriching learning content, as well as a powerful motivating tool. Younger students are convinced that the secrets between them and the puppet stay between them, unknown to the teacher, even though it came to life in their hands.

I believe that a carefully planned and directed play, integrating empirical facts, ensures the integration and progress of children to be successful. Children need a strong deduction tool to learn the content, which the puppet represents without a doubt.

Pedagogical practice also regulates the relationship between student and teacher in a way that the student seeks optimal methods of learning and tests them out. A puppet in the hands of a trained puppeteer teacher motivates the child's curiosity in an innovative way and helps them to freely learn the contents. This has been my main guide while working with a student, a future teacher.

Keywords: pedagogical practice; puppet; motivation.

The role of the mentor in teaching practice

Čeh, Tina

Primary school dr. Ljudevita Pivka, Slovenia

tina.ceh@pivkaptuj.si

Abstract

Practicum is an important part of study programmes. Students who attend Special and Rehabilitation Pedagogy programme at Faculty of Education in Ljubljana come across different forms of practicum experience in different environments. In Year 4 during Individualised Programme course, they gain hands-on experience in two different fields called 'Praksa III' and 'Praksa IV' – the primary school special needs programme and extra help for children with special needs. 'Praksa III' provides students with a 2-week teaching experience, while 'Praksa IV' means that they are at school only on Mondays until the end of May. The goal of the teaching practicum is to give students a taste of what the work of a special and rehabilitation educator in primary school is like. It covers several areas: identifying children with special needs, special needs assessment and diagnosis, working with children with special needs, collaborating with other teachers who teach children with special needs, collaboration with the school management and working with the children's parents. I would like to bring the work of a special educator, as well as problems and challenges that go with it, closer to students. They learn about working methods, various forms and approaches needed to teach children with special needs. They gain insights into the variety of methods and forms on different levels of primary education. I also introduce them to teamwork and collaboration between general teachers and special education teachers. They get to know children with special needs during observations in the classroom. Students become acquainted with direct work with children of different profiles, like counsellors, speech therapists, psychologists, and social pedagogue. In addition to primary school, we also run a preschool programme, which enables students to learn about approaches, methods and forms, as well as areas of work with children in preschool education. I am aware of the fact that practicum is meant to give students information and experiences, and therefore I make it possible for them to teach lessons themselves. They independently implement a few lessons of special needs programme and design an individualized programme for students with special needs, which helps them to continue their work in 'Praksa IV'.

Keywords: practicum, special educator, experiences, primary school.

Professional socialization

Čušin, Melita

Primary school F. S. Finžgarja Lesce, Lesce, Slovenia

cusin.melita@gmail.com

Abstract

Professional socialization is a crucial process, extending throughout the whole teacher's career. I started my professional socialization from the moment I first started my role as a teacher in a pedagogical practical training. It continued with teaching particular lessons on different primary schools as I was studying on university. At that stage I was in a process of socialization, not only as a teacher apprentice, but also as a coworker when I worked on a project with my mentor and some other teachers. All of that helped me when I started my first employment, but then I realized that my process of socialization was only starting.

Primary socialization that we participate in our family has a strong influence on a professional socialization. It largely develops our personality as well as a secondary socialization. The most important role in our professional socialization is probably played by our schooling in primary and secondary school, where we had interpersonal relationships with various teachers and as a result we met with different methods of education.

All of my experience in professional socialization is having a great influence on my relationship with the students. I watch their own process of socialization and their development. In this school year I have had a good experience. I had a student in a first year of second cycle of masters programme who I also mentored last year. I noticed an improvement in her relationship with the students and with the other workers. She also participated in a PTA meeting in which she could watch teacher-parent relationships.

I think it's important that we encourage professional socialization development in students, so they become conscious of primary and secondary socialization experience and incorporate it in their relationship with students and later also with coworkers and parents.

I like being a mentor. I am aware of importance of mentorship, because I am a role model to student's professional socialization with my words but most of all with my deeds.

Keywords: teacher; socialization; relations; student traineeships; education.

A case study of teaching practicum of Slovene language and literature teacher in upper secondary school

Golobič, Jernej

Upper Secondary School of Electrical and Computer Engineering and Technical
Gymnasium Ljubljana, Ljubljana, Slovenia

jernej.golobic@vegova.si

Abstract

The teaching practicum is an important, though often overlooked, part of the study programme for prospective language and literature teachers. The experience and quality of teaching practice are greatly influenced by teacher mentors. The role of the mentor is to facilitate the socialization of student teachers into the teaching profession, to guide and support them in the various areas of teaching, including lesson planning and presentation, classroom management, assessment, relationship and conflict management, and appropriate use of teaching strategies and resources. Mentors help students connect theoretical knowledge with practical experience. In Slovenia, prospective teachers are gradually introduced to teaching with the help of their mentors.

In this case study, the teaching practice of a student teacher of Slovene language and literature in secondary school is presented from the mentor's perspective. The mentor's practical experiences show that the mentor's role and responsibilities are multifaceted, and it is crucial for successful implementation of teaching practice that the mentor establishes a good relationship with the student teacher, in which the student teacher and the mentor are professionally engaged, and in which the student teacher experiences a supportive environment for learning and professional development. In addition, the primary barrier to effective mentorship is the lack of faculty supervision, lack of in-service trainings for teacher mentors, and lack of support from the school environment. The findings suggest that the status of mentor teachers needs to be systematically regulated. It would also be beneficial to improve collaboration between faculty staff and teacher mentors: firstly, through (continuous) professional development courses for mentors, and secondly, through regular and more intensive cooperation, which would include pre-teaching and post-teaching practice periods, and evaluation.

The presentation will discuss future directions in the context of concrete practical experiences and contemporary theories of teaching and learning.

Keywords: language and literature teacher education; teaching practice; student teacher; mentoring; classroom teaching.

Quality indicators of two-week teaching practice

Gošnik, Gregor

Secondary School of Nursing, Murska Sobota, Slovenia

gregor.gosnik@guest.arnes.si

Abstract

The aim of this study is to highlight quality indicators of teaching practice perceived by mentor and student teachers during two-week teaching practice. During the study, student teachers in Slovenia go through two two-week teaching practices, which mentors can assess according to specific quality indicators. A qualitative approach was used to determine quality indicators for assessing teaching practice. A semi-structured interview was made with three student teachers and mentor notes were analyzed. Results show that autonomously planned lectures, active professional socialization and overall positive emotional experience of the student teacher are solid quality indicators of teaching practice. Results also show, that while agreeing on most, mentor and student teachers give different emphasis to other notable aspects of teaching practice (e.g. time-management, curriculum pacing). The reason for this discrepancy between mentor and student teachers on certain aspects of teaching practice can be traced to different viewpoints. While student teachers tend to view teacher practice from a narrow operational level, mentors are more inclined to view the situation from a broader, strategic level. Finally, this study gives an insight into the complex subject area that is teaching practice and opens a discussion on which quality indicators are relevant for the assessment of teaching practice.

Keywords: teaching practice; student teacher; mentor; quality indicators; assessment.

Teaching practicum of primary teacher education students in the didactics of social studies

Hergan, Irena; Pečar, Mojca
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
irena.hergan@pef.uni-lj.si
mojca.pecar@pef.uni-lj.si

Abstract

Primary Teacher Education programme at the Faculty of Education of the University of Ljubljana in the 4th year of study includes school visits by students. In the subject Didactics of Social Studies, the students' teaching practicum takes place within a framework of 15 hours of compulsory exercises (practical lessons) at selected primary schools in Ljubljana. In addition to linking students' theoretical and practical knowledge, the focus is on the following three aims: 1) goal-oriented student thinking, 2) individual pupil-centred lesson planning and teaching, which allows for greater learning differentiation, individualization, and formative assessment, and 3) student teaching at all stages of lesson implementation, from checking the pupils' prior knowledge of the topic to practicing and deepening the newly acquired knowledge, to assessing the pupils' knowledge at the end of thematic units. Organisationally, there are 15 to 18 students at each school who teach in three teams of 5-6 students in three different classrooms. One team of 5-6 students teaches social studies in the same classroom for the entire period. Students are present in the classroom one day per week for six consecutive weeks. They plan all of their lessons as a team. Then, one to two lessons per day are taught independently by individual students within the team. When one student is teaching, the other team members observe him/her. After each lesson, each team analyses the day's work and plans further lessons. Each student has the following obligations: to participate in the team lesson planning, to observe the lessons of other team members, to conduct at least one lesson independently, and to actively participate in the evaluation (thematic plan, lesson plans, analyses, weekly reports on the ongoing observation of the selected pupil, final assessment test). At the same time, students actively participate in accompanying lectures at the faculty related to their pedagogical work at the school.

Keywords: teaching practicum; classroom teaching; didactics of social studies; teamwork.

One-week teaching practice of preschool education students in the first grade of primary school

Hočevar Pleško, Majda
Primary school Mengeš, Mengeš, Slovenia
majda.hocevar-plesko@guest.arnes.si

Abstract

A one - week pedagogical practice enables a student of pre-school education at the Faculty of Education in the first grade of primary school to observe the educational process. The student gets acquainted with the subjects in the first grade; by learning about the environment, Slovene, mathematics, fine arts, music and sports, as well as with teaching aids. They get acquainted with pedagogical documentation and actively participates in additional school and extracurricular activities.

The pedagogical practice program includes:

- knowledge of the organization of the institution (school)
- acquaintance with the mentor's work and other pedagogical workers in the first grade
- observation and acquaintance with active methods of teaching first-graders
- knowledge of the implementation of conversation hours, parent meetings and activities of interest

Students of pre-school education at the Faculty of Education connect theory with practice, get used to the use of knowledge and through daily analysis of the day and observation of teaching, are trained for independent work after graduation.

Keywords: pre-school education student; one-week internship in the first grade of elementary school.

Teaching: Thematic analysis and opinions of university students

Izquierdo, Andrea; Pozo-Rico, Teresa
University of Alicante, Alicante, Spain
aig18@alu.ua.es

Abstract

There are studies on the teaching profession that provide data on how teachers are socially perceived, as well as on the profession itself. These ideas influence the interests and motivations for choosing this job, and the characteristics that a good teacher is believed to have. The objectives of this work are: on the one hand, to describe, through a thematic analysis, the international scientific production about the teaching profession; and, on the other hand, to find out through a questionnaire the opinions of university students about the teaching profession. Likewise, both in the bibliographic search, focused on the content, and in the questionnaire, we have focused on investigating the interests, motivations, social status of teaching and beliefs about what it means to be a good teacher. For the thematic analysis, the search strategies used were: (“teaching profession” or “teaching practice”) and (“interest” or “motiv*”), (“teaching profession” or “teaching practice”) and “social”, and (“teaching profession” or “teaching practice”) and “rol*”. In order to fulfill the second objective, 176 students from the University of Alicante participated, 82.4% of the sample being female. The mean age of the participants was 24.93 years. A questionnaire was used with 32 items rated on a Likert scale of 4 degrees according to agreement. The results of the analysis allowed us to group the 60 items selected into four categories, highlighting those that explain the correlation and prediction between different factors of the teaching profession. Finally, after the survey, students feel interest and motivation for teaching, due to positive influences in childhood; they consider that teaching has a low social status; and they believe that a good teacher must be well trained and possess certain skills and values.

Keywords: teaching; thematic analysis; undergraduates; questionnaire; training.

Teaching practice as an enrichment of the learning process

Kastelic, Saša

Primary school Louisa Adamiča Grosuplje, Grosuplje, Slovenia

sasa.kastelic@oslag.si

Abstract

At the beginning of each school year, I always include in my personal annual work plan the mentoring for at least one student on teaching practice. Every teaching practice of a student is a challenge for me and is also an opportunity for my personal and professional growth, because I want to present to the student as much as possible both the school system and the operation of the school, and above all I want to show the student as many examples of good practice in classroom teaching as possible.

Since I already have 17 years of work experience behind me, I have already accumulated quite a few of these examples of good practice, and I have also accepted quite a few students of the Faculty of Education into my class for teaching practice. In this article, I want to present how the student's teaching practice in my class takes place, from the day I first meet the student until the last day of the student's teaching practice, which always leaves beautiful and unforgettable memories for both me and the students.

One of the important virtues of a teacher-mentor is to listen to the student and provide him with comprehensive support and devote himself to him during his teaching practice. A good mentor can become the best example for his student, who during the teaching practice gathers valuable experience for the time when he will embark on an independent teaching journey. Many times, we teachers-mentors are not aware of the important role our mentoring plays both in the student's further study path and in his subsequent professional path. In addition, every student who comes to the teaching practice brings his youthful energy to the class, which is why he is always very popular among the students. Every teacher should accept mentoring with open arms and see pedagogical practice as an opportunity to enrich and spice the learning process up.

Keywords: teaching practice; personal and professional growth; learning process; examples of good practice.

Professional competencies acquired in student practice

Kern, Kristina

Primary school Hinka Smrekarja, Ljubljana, Slovenia

kritisna.kern@guest.arnes.si

Abstract

Students at the Faculty of Education are preparing for a profession with which they already have experience. They gained this experience during their schooling by observing the work of a teacher, educator, professor, lecturer. During their studies, they upgrade this knowledge and then want to show it in their own way, first as interns in pedagogical practice, and then also as teachers in the classroom. During their studies, they gain a lot of skills in different areas.

They need a wide range of knowledge, skills that they acquire in lectures, exercises, pedagogical practice. At the end of the study, the set of theoretical knowledge is certainly extensive, and the future teacher is aware that the work of a teacher, class teacher includes many things: planning, assessment, documentation, work with parents, students with special needs, teamwork, co-creation, and implementation of school vision.

The student and the mentor prepare for the pedagogical practice, set goals, and outline guidelines on how to carry out the practice. As a mentor this school year, I must say that the internship was above average in several respects: students gained all the planned knowledge during the internship, the intern advanced in their pedagogical skills, learned about the overall operation of the school, students with all their characteristics. She enriched the work in the classroom and thus motivated the students and the mentor for different forms of work, and she herself received confirmation that the work of a teacher is the one she wants to do in life.

The student and the mentor prepare for the pedagogical practice, set goals, and outline guidelines on how to carry out the practice. As a mentor this school year, I must say that the internship was above average in several respects: students gained all the planned knowledge during the internship, the intern improved in her pedagogical skills, learned about the overall operation of the school, students with all their characteristics. She enriched the work in the classroom and thus motivated the students and the mentor for different forms of work, and she herself received confirmation that the profession of a teacher is right for him.

When designing the competencies of a teacher, it will still be necessary to consider the requirements of this responsible work, to consider what knowledge he must acquire at the faculty and what in practice, at school. Through planning, monitoring, evaluation by the faculty, student, and mentors, we will jointly acquire qualified pedagogical workers who will be able to perform quality work, improve their profession, dedicate themselves to their personal growth, without burning out.

Keywords: practitioner; skills; training; competencies; evaluation.

Effective mentoring to students practitioners or the role of the mentor as the organizer of pedagogical practice in the classroom and at school

Kovač, Alenka

Primary school Stična, Ivančna gorica, Slovenia

alenka.kovac@os-sticna.si

Abstract

Every student should get to know their future profession in practice during their studies. The learning process itself is aimed to gain theoretical knowledge but it is the practical part that provides real insight into their future profession. Furthermore, the practical part provides an accurate perception of various issues connected with different aspects of their future profession.

The students of pedagogical studies need to experience the practical aspect of their profession as well. Theoretical knowledge is important but it is very different from the real-life experience in the classroom. The profession as such brings a lot of responsibilities. Therefore, it is fundamental for every student to experience and learn the tricks of the trade by job shadowing a teacher in the classroom. Thus, the students have the unique opportunity to get acquainted with the pedagogical and non-pedagogical aspects of their future profession.

The main responsibility of the teacher mentor is to ensure that the students get the most out of their practical training. A relationship between the mentor and the student must be based on trust and professionalism. Thus, the student feels secure enough and isn't afraid of asking questions and testing out their ideas. At the same time, the mentor should be aware that the student is closely observing his actions and learning by following his example.

Furthermore, even a mentor can benefit from this symbiosis, by getting new ideas and a different look, and a fresh approach to his already established teaching style. Critical thinking and an argumentative discussion are desirable for both – the student as well as the mentor – but it is only possible when the student feels safe and accepted by the mentor, who represents the authority to the student.

Keywords: mentor; job shadowing; practice; pedagogical profession; practical training.

Special education internship for students in school

Lampret Senčič, Aleksandra
Primary school Franja Malgaja, Šentjur Slovenia
aleksandra.lampret.sencic@fmalgaja.si

Abstract

A School is a place where a student meets professionals of different profiles and acquires appropriate collaborations experiences.

We include pupils with special needs in regular program –DSP and children in special education classes integrated in regular school program-NIS.

Cooperation with professionals who are helping children with special needs in regular programs: psychologists, special needs teachers, inclusive pedagogs; with regular conferences, discussions about professional experiences, issues.

By monitoring the learning process and individual hearings they can contribute to the expansion of social and cultural capital of pupils.

Students can test their own initiative, curiosity.

By gaining new knowledge about students of special needs and their parents, teachers, professionals, they learn about quality work at school and cognitions can be transferred to their own study cycle.

The school becomes a field for later job selection.

Qualitative findings can be used for later preparation of master's, theses, exams and seminar assignments.

A student can meet pupils and their parents.

Students can get the necessary knowledge about the students, about school standards, programs, curriculum.

They can take care of their own implementations of activities and get new cognitions.

At the School's Annual Work Plan, they get involved with active participation in school.

In cooperation with the mentor they get professional instructions, guidance for their own practice.

Keywords: special education internship for students.

Professional socialization

Ošljak, Nina

Primary school F. S. Finžgarja Lesce, Lesce, Slovenia

nina.osljak@oslesce.si

Abstract

Socialization is a complex process in which we as people adjust and integrate into society in which we live in and adopt its culture. Every time we join a new group of people, we must resocialize – we adopt norms of a new group.

The most important factor of socialization is definitely one's primary family, but that doesn't mean we as people or groups of people do not change later in life. Our personal concepts, emotions and behaviour change in interaction with other people.

The process through which an individual gets the needed skills and education for future profession (the so called professional identity) is named professional socialization. It is about the interaction between the individual and the institution and happens every time we are preparing for work or profession.

The first insight into a work environment a student - future teacher gets through teaching practice.

Professional socialization is a process of forming professional identity, which starts during school and lasts the entire career path. During this process one's attitude towards work and selfunderstanding is formed and developed.

Teachers are mainly alone in their classrooms and sharing their practice is not usually a part of their daily routine. Every outside visitor, which a student on a teaching practice surely is, provokes questioning one's own qualities. A teacher is set as an example (either good or bad) as well as an assessor or evaluator of a student.

Socialization always happens among different generations. One of the main communicating skills within socialization is the feedback. It can be about how an activity was a success or had a good outcome or where there is room for improvement.

Open and quality cooperation in any group or learning community offers an opportunity for professional learning for all included members as well as a contribution to a broader professional and personal growth.

Keywords: socialization; professional identity; feedback; personal growth.

Teaching practicum in teams for primary teacher education students of the Faculty of Education of the University of Ljubljana in the 3rd year of study

Pečar, Mojca; Hergan, Irena
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
mojca.pecar@pef.uni-lj.si
irena.hergan@pef.uni-lj.si

Abstract

The teaching practicum is an important part of the study programme for prospective classroom teachers in all five years of study. During the practicum in the 3rd year of study, students have the opportunity to understand the pedagogical process through practical experiences in the classroom and to include their subject didactic knowledge. The teaching practicum lasts three weeks or fifteen working days. Faculty mentors (professors and assistants from various subject didactics) select eleven primary schools for participation. At each of these schools, the teaching practicum is conducted by 6-8 students who are guided and supervised by primary school mentors and a faculty mentor. The teaching practicum is conducted in teams of two or three students in a classroom. Each student teaches independently for at least one hour per day, and the rest of the time assists a colleague or a mentor and supports pupils' learning.

The entire teaching practicum of a team of students takes place in the same classroom. This allows for and encourages collaboration between students and mentors in all phases of the teaching process, from planning to implementation and analysis. Faculty mentors are also in constant contact with a group of students and their primary school mentors at a particular school. They visit each student at the school at least once in a three-week period to observe and analyse their teaching.

In the future, we would like to improve the collaboration between faculty and primary school teachers in two areas: 1) professional collaboration also in the periods before and after the teaching practicum to achieve a greater flow of current knowledge and skills, which would make the partnership between schools and faculty more harmonious, and 2) in training primary school and faculty teacher mentors for their mentoring roles, where the mentor's communication, professional, and organisational skills are important.

Keywords: primary teacher education; teaching practicum; team teaching; student teachers; classroom teaching.

Quality indicators of teaching practice: Life in school and school in life

Pegam, Veronika

Primary school F. S. Finžgarja Lesce, Lesce, Slovenia

veronika.pegam@oslesce.si

Abstract

The teacher is constantly learning throughout his career, upgrading his knowledge, looking for new ways of teaching. The work of a teacher in a school is very intertwined with his life due to its specificity. In the afternoon, when the teacher is on a walk, he thinks about how to bring a certain material closer to the students and show it as useful. In the store you will find an idea for a product that you could do in class, learn from a friend photographer how to make a good photo to publish an article on the school website. In the condensed time of pedagogical practice, the teacher wants to present to the student as comprehensively as possible the work of the teacher, which is far from just teaching. The preparation with which a teacher or student enters the classroom is only the basis, the draft, through which the lesson takes place. In addition to the skills of a good knowledge transfer, the teacher must be able to adapt the class climate in every minute so that it is encouraging and oriented towards the student doing his best. To encourage the individual, it is important that teacher listeners perceive what is happening to the student so that we can help him or her in his or her distress. We need knowledge in the field of psychology. Talented students are included in a certain school, for whom we are only mentors in some subjects or classes - guides who guide them when they find themselves at a crossroads. On the other hand, students with special needs need extra attention and knowledge from us in the area where they have deficits. As a mentor, the teacher also shows the student some of the documentation he has to fill out on a daily basis, the reports he writes, the shifts he performs, the conversations he has with students because of behavior, meetings with parents in the afternoon to find the best solution for school coordination. and student training. The teacher works in a good child to grow into a responsible adult. In teaching the realization of how many different approaches students can take, certain and how good products can be implemented in daily activities, in learning through play, and in introducing new practices. What hinders the teacher the most in teaching today are the legal pitfalls of teaching - another area that the teacher should master in his work.

Key words: teaching practice; students; teacher; teaching; learning.

How students live the practicum

Pérez Soto, Natalia
University of Alicante, Alicante, Spain
Natalia.perezsoto@ua.es

Abstract

When we talk about the practicum in the teaching degree, we take into account various factors and carry out many reflections and proposals for improvement, but if there is something that we must contemplate, it is undoubtedly the first-person experience that the students have. How are their experience? What they feel? What are their proposals for improvement?

For this reason, based on their own opinions after going through this internship stage, some common and quite generalized conclusions have been reached, among which the following stand out:

All the students think that the internship period is short and starts very late.

Mentor teachers in schools are completely random and arouse a certain state of uncertainty in students in practice, since they go to the centers with distrust, not knowing if the person who will accompany them in this stage will be enriching or not, since in sometimes the figure of interns is taken as a mere assistant instead of a person in training and with a lot of potential to contribute.

In this aspect, it is not a very high percentage, but it does exist, they cannot carry out what is requested of them in their internship period due to lack of facilities by the tutor at the school, whether it is the analysis of the documents of the center, such as proposing activities elaborated by them.

On the contrary, a large number of students return to university with the feeling of having felt like one more in the life of schools, having lived the experience of being a teacher and reaffirming the idea that they are on the right path.

Even so, with all of the above, all the students agree that this stage, with its lights and shadows, is the best of the degree and the one that awakes truly enthusiasm for the profession, so with a few simple adjustments (which in addition, the students are crying out) we would have enough improvements to make this stage even more wonderful than it already is.

Key words: practicum; students; proposals for improvement; mentor faculty.

What can a preschool institution offer prospective preschool teachers during their teaching practice?

Počkaj, Nataša
Kindergarten Mavrica Izola, Izola, Slovenia
pockaj.natasa@gmail.com

Abstract

At our preschool, we offer students the opportunity to learn from experienced preschool teachers in an authentic educational environment. Students can join us for an integrated practicum, a three-week teaching practicum, area-based performances or mini-lessons; they can also visit different classes and observe the preschool teachers in their teaching activities; finally, they can volunteer to help in case of emergencies such as pandemics or sick absences of the working preschool teachers. Upon arrival, the student is greeted by the lead preschool teacher. He/she is informed about the preschool facility, the relevant laws and the health and hygiene regulations.

The first contact between the mentor and the student will be through digital means. After the placement, the mentor will familiarise the student with the children, the work in the preschool classroom, the annual work plan, lesson preparation, the preschool curriculum and the various tools for observing and formative monitoring of the children. The student is involved in all activities in the preschool and his/her mentor is available to assist with any questions or dilemmas. The student is encouraged to be proactive and independent in carrying out tasks and activities. He/she is invited to plan and prepare educational activities and create didactic material together with the mentor. In addition, student is motivated to get involved in activities with external institutions and the local community, and in various forms of collaboration with parents.

Despite all the efforts we make in our institution in teaching practice for prospective preschool teachers, we would like to have a closer collaboration with the university. After all, the mentors also learn from the students and thus both mutually contribute to a better quality of pedagogical content and teaching approaches. Further, our experience shows that not all students are equally interested in teaching practice, and not all preschool teachers are equally interested in mentoring. There is still room for improvement in this area.

All in all, we try to ensure in our preschool that students feel comfortable with us, get to know the work of a preschool teacher, learn how to work with other professionals in the preschool and get as realistic a picture as possible of the preschool teaching profession.

Key words: preschool teacher mentor; teaching practice; preschool; collaboration in education.

Important social competences of future special teacher

Potočnik, Mojca
Primary school dr. Slavka Gruma, Zagorje ob Savi, Slovenia
mojcagluk@gmail.com

Abstract

As part of their education, students of special and rehabilitation education in their final year at the Faculty of Education in Ljubljana must also complete a compulsory teaching practice in mainstream schools for a total of 25 days.

The mentor for this placement may be a special education teacher or a professor of defectology, who must provide the student with the opportunity to learn about current issues in the chosen profession and to test his or her practical competence in the chosen field of expertise during the 25 days. The mentor at the majority school receives detailed instructions from the Practice Coordinator at the Faculty of Education, or the Framework Guidelines for the Conduct, Monitoring and Evaluation of the Practice.

In addition to the guidelines for the management, monitoring and evaluation of the placement, social competences are also of paramount importance for the profession of special education teacher - DSP teacher, and are very difficult to capture and describe in the instructions or guidelines for the placement.

In the process of educating a child with special needs, special educators are not only teachers - transmitters of knowledge and learning strategies and other didactic aids adapted to the individual pupil - but also a bridge or buffer between parents and school professionals in various potentially conflictual situations. Because we have been following the pupil for many years and have spent much more time with him/her than other professionals, we are the child's confidants, advisors in various conflict situations, active listeners to the pupil's adolescent problems (related to school and lessons - or not), and often also his/her advocates.

If we enter the school space from another institution (usually an adapted primary school), we are also a kind of ambassador of special education as a discipline - and at the same time a representative of our employer - in an institution that is not or insufficiently staffed, so we have to represent our profession in a professional, credible and competent way, in a way that our employer can be proud of us, and at the same time our "guest school" will gain from us some added value of our knowledge and professionalism.

It is the moral obligation and duty of the special educators - practice mentors - to pass on these social competences to future special educators, in addition to the content and guidelines provided to us from the Faculty of Education, to our students, if we are to fulfil - in addition to our formal duty - our moral duty as practice mentors.

Key words: special and rehabilitation educator; study practice; social competence; cooperation with other professionals; cooperation with parents.

Mentoring students – teacher’s perspective

Puc, Mateja

Primary school Šmarje pri Kopru, Šmarje, Slovenia

mateja.puc@ossmarje.si

Abstract

Teaching practice has a very important role in the education of prospective teachers because it helps students to observe pupils, work with them in authentic pedagogical situations and gain a deeper insight into the teacher’s work. Therefore, the school mentor has a variety of roles in the mentoring process, from an expert to a role model. One of the biggest challenges is that teachers have to adapt to different generations of students. They also have to introduce student teachers to the teaching profession in a short period of time and familiarise them with the whole organisation of teaching and the necessary documentation, from lessons to meeting reports and other written documentation that has to be prepared on a daily basis. I invest a lot of my time, energy and knowledge in the mentoring process so that the students can get the most out of the teaching practice, and that is why the role of the mentor is crucial for the students’ growth and development. During the teaching practice, the students have all my support, help and encouragement. With advice and explanations, I guide them and from their side I often get new ideas, especially interactive contents and didactic games.

At our school we mainly accept students from the University of Primorska’s Faculty of Education. The first-year students do a shorter teaching observational practice, while the upper-year students are teaching independently. Instructions for teaching placements are only emailed from the university to our schools, but we miss the feedback from students and their professors after the practice is finished.

Mentoring a student is certainly a positive experience for both parties. In the presentation, I will focus on different aspects of the mentoring role that, based on my experience as a mentor, I consider most important for the quality of the education of future teachers.

Key words: mentor; student teacher; teaching practice; pedagogical challenges.

A mentor's mission and the shortage of involvement of practical work in Slovenia

Štravs Merkun, Klara
Primary school Nove Jarše, Ljubljana, Slovenija
kstravs.merkun@os-novejarse.si

Abstract

For me it is a great pleasure to take on a student as a trainee. Just as I love teaching math and computing, I also love passing on my experience to future student teachers. Working in school is complex and complicated if you are not prepared for it or lack the inner joy and motivation to work with young people who are still developing and forming. The job of a teacher is varied and emotional.

As a student myself, I had a very positive experience with two teacher tutors at two different schools. They were very supportive, both in preparation and in the delivery of the lessons. The words of one of my mentors, which I still carry with me in my heart, are: 'If you respect your students, they will respect you back.' 'Leave your ego and your problems at the classroom door every time.' Because I want to pass on these lessons, I am very keen on taking a student on placement every year. I would like to see as many hearty young teachers as possible embarking on this journey.

A mentor's mission is to present the student with the most realistic picture of a teacher's role. That is why I believe that there is absolutely not enough practice for a teacher at the subject level in primary and secondary schools in Slovenia. We can't present everything there is to a student in two weeks. Students should spend at least three to six months on placement in the 3rd and 4th years of their studies to get a feel for the pulse of teaching and to gain real experience.

For a long time, there has been a decline in interest in the teaching profession in Slovenia, mainly because young people are afraid of this emotionally charged profession. However, if one could gain enough insight and experience, one wouldn't look for jobs in other fields. We mentors are the ones who can get them off to a good start and a successful career as a teacher, if only we had the time.

Key words: practice; student; mentor; good teacher.

Mentoring in kindergarten

Vuk, Mateja
Kindergarten Domžale, Domžale, Slovenija
Mateja.vuk@gmail.com

Abstract

It is a personal responsibility, an important and challenging task for mentors, which I believe has a huge impact on the student, so I have prepared myself as well as I can. Most important of all, I felt the fact of how important the educators had on children and in the words of the student I was a mentor, also on students. We all have a fear of new experiences and a new environment, both adults and students. That's why I find the beautiful, warm and kind reception of them very important. The student will thus get a nice feeling, a sense of acceptance and thus get the will and ideas for successful practical training and a good and professional example given by teaching staff. Because practical training differs from student to student, as each year of schooling requires a certain level of practical training. Thus, mentoring a first-year high school student is very different from mentoring a college senior. Before the arrival of the student and the student in practical training, I had quite a few questions to which I sought the answer either in the professional literature, in articles or from colleagues who had already had experience in mentoring. I would like there to be more professional literature on this subject, additional training for educators of mentors. It would therefore be very helpful to have professional literature and guidelines to guide us through practical training. In the future, I look forward to new experiences brought about by students, as this enriches our expertise and competences, and we as mentor are the biggest example to students because with our professionalism, empathy, model and correct work we show how important we are, in addition to parents, also teaching workers in kindergarten.

Key words: mentoring; responsibility; literature; students; empathy.

Music Lesson “Survival”

Zalar, Konstanca
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia
konstanca.zalar@pef.uni-lj.si

Abstract

Making music together with children in the elementary school classroom - this is a joy and satisfaction for many teachers. However, many studies show that there are cases where teachers find this activity challenging due to a lack of experience in playing and creating with musical parameters. To find ways to improve this situation, we conducted an explanatory case study. The benefits of this study were, on the one hand, the possibility to investigate the factors that led to the failure of music teaching and, on the other hand, to find and analyze examples of good practices. The study's initial sample consisted of 241 undergraduate students - prospective elementary school teachers conducting their first music lessons in classes with children between first and fifth grade. To increase reliability, the final phase identified 31 examples of excellent music teaching practices through a cross-analysis of self-assessed lessons, peer-assessed lessons, as well as expert opinions from the students' mentor. The results pointed to possible reasons for failure, such as fear of singing, lack of confidence in one's own musical abilities, lack of experience, and general fear of making mistakes. At the same time, they clearly showed that music didactic games are the musical activity with the help of which students - prospective elementary school teachers reduce personal "inhibitions" in teaching music lessons and actively participate in the performance as equal members of the group. These moments of inner experience of music teaching were particularly emphasized and described by all participants as a shared creative flow that repeatedly culminated in music didactic games as a shared artistic performance. They demonstrated the emotional involvement of all participants and reminded them of the great importance of nonverbal musical communication even in classes with children between the ages of six and eleven. Thus, the results of the case study with the analysis of good practices showed in which areas there are still possibilities to improve the competences for music teaching.

Key words: music didactic game; music making; nonverbal communication in music.

The role of evaluation in quality assurance of teaching practice: Experiences from Educational Psychology course

Žerak, Urška; Podlogar, Neža; Juriševič, Mojca
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia

urska.zerak@pef.uni-lj.si

neza.podlogar@pef.uni-lj.si

mojca.jurisevic@pef.uni-lj.si

Abstract

Evaluation plays an important role in monitoring and assuring the quality of teaching practice by providing empirical evidence that is an important source of data for positive change in the development of quality assurance in initial teacher education. This study focused on analyzing teacher mentors' ($N = 71$) and students' ($N = 71$) experiences with teaching practice in the context of one academic semester long Educational Psychology course. A multi-method and multi-group approach was used to analyze mentors' and students' experiences with various aspects of teaching practice. First, students' preparation and evaluation were conducted at the faculty in a variety of ways: written and oral instructions, discussions, project work, and written reports of teaching practice. Students deepened their psychological knowledge about learning and learning strategies, formative and summative assessment, academic motivation, classroom climate, students with special needs, and gifted students. Second, during the preparation phase, we conducted an online session with the mentors and provided them with written instructions for the teaching practice. After the completion of the teaching practice, a group analysis was conducted with the mentors in an online session, and they completed an online survey. The results indicate that the mentors assessed the students' interest and willingness to teach as adequate. Furthermore, mentors reported that students had appropriate attitudes toward teaching and the work assignment, as well as toward pupils, teachers, and the mentor. In addition, mentors highlighted the clear and structured instruction and the organization of the online sessions as very positive aspects of the faculty-school collaboration. Students reported the following positive aspects of the teaching practice: good relationship with mentors, varied work with pupils and many opportunities for their own activity and involvement, immediate and clear feedback from mentors. Both mentors and students believe that the duration of the teaching practice should be extended. Findings suggest that a collaborative partnership between academic staff and mentors is critical to the integration of teaching practice experiences and the effective implementation of teaching practice.

Key words: pre-service teachers; mentors; initial teacher education; teaching practice; professional development.

PowerPoint presentations

PowerPoint presentations from INSHIP project partners are attached below.

Teaching Practice Partnership Model in Pre-Service Teacher Education (INSHIP)

1 CONCEPTUALISATION OF THE MODEL

Mojca Juriševič, Neža Podlogar
University of Ljubljana Faculty of Education, Slovenia
mojca.jurisevic@pef.uni-lj.si
neza.podlogar@pef.uni-lj.si



1

Project INSHIP number:	KA2-HE-14/19
Duration: 36 months	01-09-2019 – 31-08-2022
Applicant / Coordinator:	UNIVERZA V LJUBLJANI Slovenia
National Agency:	SI01 CMEPIUS

PARTNERS

UNIVERSIDAD DE ALICANTE
Spain

MASARYKOVA UNIVERZITA
Czech Republic

FRIEDRICH-ALEXANDERUNIVERSITAET ERLANGEN NUERNBERG
Germany

UNIVERZA NA PRIMORSKEM
Slovenia



2

INSHIP main aim: to develop **educational innovation in HE** through the complementary partnership model of TP in ITE:

1) Provision of appropriate educational opportunities for student teachers in the course of TP: **INSHIP-model**

- Conceptualization of teaching practice**
- Educational principles of partnership**
- Professional socialization**
- Professional competencies**
- Designing curriculum**
- Quality indicators of teaching practice**
- Model evaluation**

Proposal for granting a licence for teacher mentors and educational institutions?

QA in ITE (HEA)?

2) Enhancement of the professional competencies of academic staff: **INSHIP-course**



3

INSHIP main characteristics: **BACKGROUND**

PRELIMINARY regional and national needs analysis 2016 – 2019 (1):

- In various educational contexts the **clear conceptual background for TP** was not shared by all participants.
- Partnership between the HEI and schools** has been established at a low level or is absent - TP mainly operates through private and not professional communication levels.
- Notions of the **role and objectives of TP** in HEI study programmes and in schools are not uniform (i.e. academic staff, school staff).
- Academics and mentor teachers** are neither trained nor remunerated for their work.
- Quality** of teaching and assessment of student competencies in TP is not consistent with the assessment of the academic parts (it is lower).



4

INSHIP main characteristics: BACKGROUND

PRELIMINARY regional and national needs analysis 2016 – 2019 (2):

- Quality of TP** is not monitored appropriately.
- Schools** do not see their role in ITE, and leave it to the HEI; they have not developed professional values neither shared responsibility for the education of student teachers.
- Professional work ethic** that promotes collaborative practice in the workplace is very weak or is not embedded in practice.
- Despite various instruments which govern teacher education and TP locally and nationally, the **gap between theory and practice as regards TP** has not been reduced.
- Due to differences and inconsistencies of legislative and practical solutions of the TP, the implementation of the **student mobility as regards TP** within the EU has been made difficult or impossible.



5

INSHIP main characteristics: CONCEPTUALISATION

- Evidence-based**
- Socio-constructivist** theoretical paradigm & Situational learning
- Collaboration** & Professional learning community
- Professional socialization & **Professional identity**
- Complementary partnership**

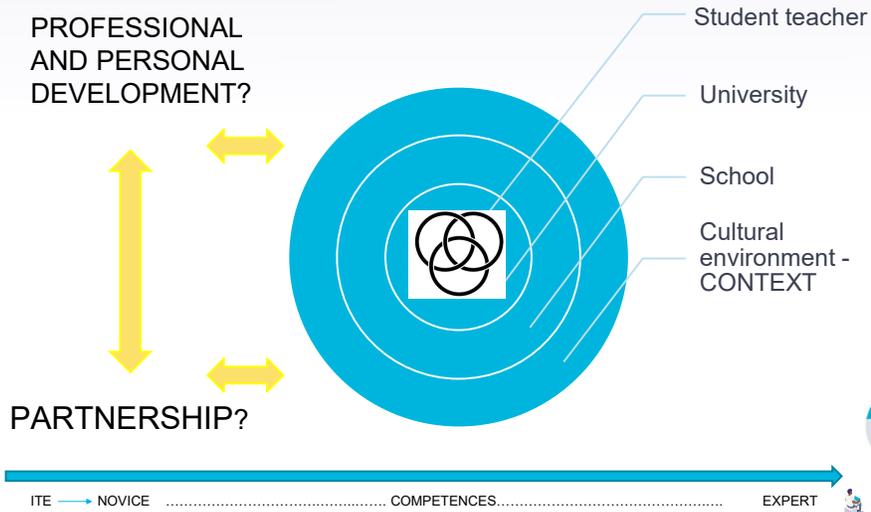


Source: Google



6

INSHIP main characteristics: CONCEPTUALISATION



7

Communication from the Commission to the Council and the European Parliament: Improving the Quality of Teacher Education, proposing that (p.24, 2007)

"more is to be done to promote creative partnerships between the institutions in which teachers work, the world of work, Higher Education and Research Institutions, and other agencies, and in order to support high quality training and effective practice, and to develop networks of innovation at local and regional levels"

8

2 Educational principles of partnership collaboration

Bohumíra Lazarová, Milan Pol,
Faculty of Arts, Masaryk University
Czech Republic
lazarova@phil.muni.cz
pol@phil.muni.cz



1

Introduction

In the past, collaboration within schools has become one of the main topics of school-focused research in many countries (Little, 1990; Mucchielli, 1996; Drago-Severson, 2004, and others).

Not only is collaboration a part of everyday life in schools but it is also an important point of the process of practical training of teacher students

Practical education of teacher students in schools of all types requires collaboration and close relations between many subjects: teacher mentors who work at schools, headteachers, academics/ supervisors at the teaching faculties, administrative staff at schools and faculties, and students as well.

The aim: to view on partnership and collaboration as interaction in which learning processes take place.



2

Schools and faculties as partners in teacher education

Partnerships are intended to strengthen schools and teacher education institutions.

Different missions, different cultures – obstacle, or challenge?

Schools have long been seen as deficient and the university as the powerful expert
Or... the school has the knowledge that really counts (hence the power) and the university is deficient and supposed to adapt to the school in order to improve the education system. (Hammond, 1994).

Faculties/universities and schools have different missions, organization, and structures. They use different kinds of communication, leadership, and culture, target groups are different. It is important for collaboration between schools and universities to recognize the culture in both institutions and bring it closer together.

It is necessary to approximate the time structures, communication and bureaucracy of both institutions (the SWOT analysis in CR – the time tables are not compatible)



3

Teachers' practical education – gap between theory and practice

Often, practical education discover the gap between theory and practice, the collaboration has a potential to bridge it.

The concept of third space:

Third space is used to illustrate possibilities inherent in collaboration between student teachers, mentors in schools and supervisors from teacher education.

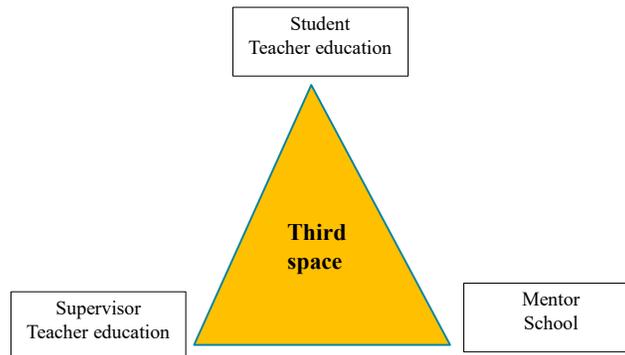
The aim is to invite the student teacher to this space where academic knowledge and knowledge from practice can be reconciled and generate new understanding and enhanced practices.

The idea is, that all participants are open for negotiations and new ways of thinking and acting. In third space, the school's practice culture meets the teacher education institution's academic culture (Lillejord & Børte, 2016; Martin, Snow, & Torrez, 2011).



4

A third space for collaboration in partnership (Lillejord & Børte, 2016)



5

Third space tensions

There are not equal partners (students – teachers, expert knowledge) – it can cause some tensions.

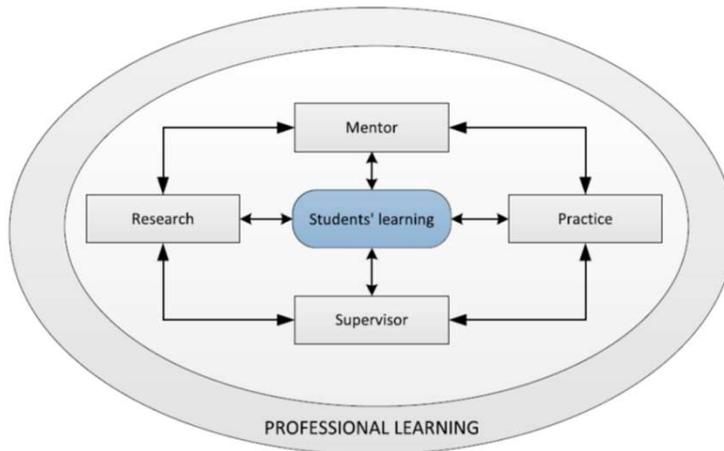
A new model for learning dialogues in teacher education partnership. This entails that the students' mentor in school and the supervisor at the university both have to relate to practice and research (theory) (Lillejord & Børte, 2016).

A help of Boundary broker facilitating the communication (Jackson & Burch, 2019).



6

A new model for learning dialogues in teacher education partnership



7

Collaboration as a key condition in partnerships

Main characteristics of collaboration (Cook and Friend, 1991):

- **Collaboration is voluntary.**
- **Individuals who collaborate share a common goal.**
- **Collaboration requires parity among participants.**
- Collaboration includes **shared responsibility for decisions.**
- **Collaboration includes sharing resources.**

And others... i.e. trust and readiness **to take a certain risk** (Pol & Lazarová, 1999), opened and non-directive communication, mutual respect and acceptance, understanding, mutual support and friendship, flexibility, open mind, etc. (Mucchielli, 1996).

8

Supporting partnership and collaboration – Practical implications

Prominent amongst the identified factors or principles supporting the successful collaboration are:

Reciprocity: At the heart of successful collaborations, there needs to be direct benefit to participating stakeholders.

Clear structures: There should be clearly defined and commonly understood structures for leadership and decision-making.

Institutional relationships: Relationships between partner organizations are stronger than relationships between individuals from those organizations.

Transparency: There should be an open and honest articulation of aspirations and expectations and some process to ensure regular review of progress towards these.

Continuity and regularity: There is consistent membership and regular communication, with clear timelines that are adhered to.

Acknowledgement of contributions: The willingness to acknowledge individual contributions and share credit should itself be a goal of collaboration.

Continuous consultation: New relationships demand the investment of time, energy and goodwill.

Belief in the collaborative process: Those involved should believe that more will be achieved by working together than working alone, and this perspective should frame interactions.



Theories and technics can help....

Humanistic and systemic approach

Active listening

Supportive interviews with open questioning

Well provided Feedback

Etc.





3 Teacher's professional socialization

University of Alicante Team
Spain
E-mail: raquel.gilar@ua.es



1



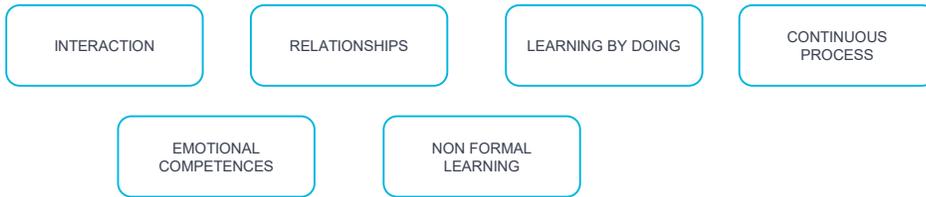
a. CLARIFYNG CONCEPTS

2



TEACHER PROFESSIONALISATION

Perez, 1998, p.198	A process of cooperative action and reflection, of inquiry and experimentation, where the teacher learns by teaching, and they teach because they learn
Eirin, Garcia and Montero, 2009	Changes in appreciation, affection and actions that increase the effectiveness of their work
Darling-Hammond ~ & Montero, 2009	It is a continuous process



3



PROFESSIONAL SOCIALISATION

The process whereby the individual becomes a participating member of the society of teachers

Zeichner and Gore (1990)

Professional socialisation is composed of the learning of values, beliefs and forms of conception of the world of a particular occupational culture.

TEACHER PROFESSIONAL IDENTITY

TPI is built in social spaces of interaction, where the image of oneself is configured according to the recognition of others.

Bolívar, Fernández and Molina, 2005



4



5



SCHOOL CULTURE

- ▶ Cooperative atmosphere
- ▶ Relations based on trust
- ▶ Learning communities
- ▶ Staff relationships
- ▶ Leadership

MENTORS

Eisensmidt (2006) points out that they need support in the following three areas:

- ▶ **Professional area:** acquisition of the functions, skills, and knowledge of teachers.
- ▶ **Social dimension:** helping them to understand the norms and values of the school to make them feel integrated into the school and their profession.
- ▶ **Personal dimension:** development of the identity as a professional teacher

6

Teachers High on Use of Emotions	Teachers Low on Use of Emotions
<ul style="list-style-type: none"> → Creative thinker → Able to inspire other members of educational community → Focuses on what is important when emotions are strong → Emotions improve thinking → Can feel what others are feeling → Feelings help to inform and change beliefs and opinions → Makes correct assumptions about members of educational community → Knows the right thing to say → Makes good predictions about what others may feel → Has rich emotional vocabulary → Understands that one can feel conflicting emotions → Has sophisticated emotional knowledge → Can cheer others up, calm others down, or manage others' feelings appropriately → Is open to one's feelings and the feelings of others → Leads a rich, emotional life → Emotions focus attention, inform decision-making, and energise adaptive behaviour 	<ul style="list-style-type: none"> → Practical and tangible → Does not motivate other members of educational community → Forgets what's important when upset → Feelings are flat or distracting → Emotions are self-absorbed and not influenced by others' feelings → Beliefs and opinions are unchanged by emotions → Misunderstands people → Feels surprised by how people feel → Finds it hard to explain feelings → Experiences on-or-off emotions → Has only a basic understanding of emotions → Has no intentional impact on others' members of educational community feelings → Shuts off feelings → Gets on people's nerves → Is surprised by how people feel → Is a slave to passions → Leads an emotionally impoverished life → Cannot connect with other people → Emotions are distracting and derail adaptive behaviour

Source: Adapted from the Mayer, Caruso and Salovey EI approach (2008)

7

6. KEY QUESTIONS

1. What kind of training do students' mentors need?
2. The importance of the first school: How do we choose schools?
3. Emotional competence and social professionalisation
4. Emotional competence and critical reflection
5. What do we consider successful professional socialisation?
6. Teaching for the future but practising in the past

8

EXAMPLE OF GOOD PRACTICES

THREE DAYS WELLCOME PLAN

DAY 1

ACTIVITY 1: Meeting with the head teacher at 9:00.

ACTIVITY 2: Coffee break

ACTIVITY 3: Visit to the center's facilities.

ACTIVITY 4: Meeting with the principal.

ACTIVITY 5: Meeting with the school tutor

DAY 2

ACTIVITY 1. Meeting with the primary school teacher coordinator

ACTIVITY 2. Each student go to the class of his/her tutor

ACTIVITY 3. At the end of the day there is a meeting with all the staff to introduce the students' teachers.

DAY 3

ACTIVITY 1. Meeting with the Teacher coordinator of new technologies

ACTIVITY 2. Each student go to the class of his/her tutor.



Thank you

INSHIP PROJECT

Spanish Team



4 Professional competencies in teaching practice

Mojca Juriševič, Neža Podlogar
University of Ljubljana, Faculty of
Education, Slovenia
mojca.jurisevic@pef.uni-lj.si
neza.podlogar@pef.uni-lj.si



1

COMPETENCIES IN TEACHING PRACTICE:

supporting teacher **competence** development (EU, 2013)

COMPETENCE: personal capacity to cope with specific situational demands

- Learnable
- Teachable

PROFESSIONAL COMPETENCE: to cope with work-related demands

(Klieme et al., 2008; Weinert, 2001a)

Models of teachers professional competencies:

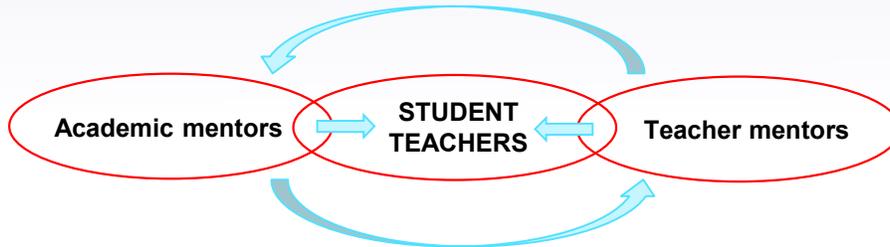
- Levels in the competence development, e. g. Berliner, 1988, etc.
- Structural components of competence, e. g. Baumert and Kunter (2006, 2013), etc.



2

COMPETENCIES IN TEACHING PRACTICE:

supporting teacher **competence** development (EU, 2013)

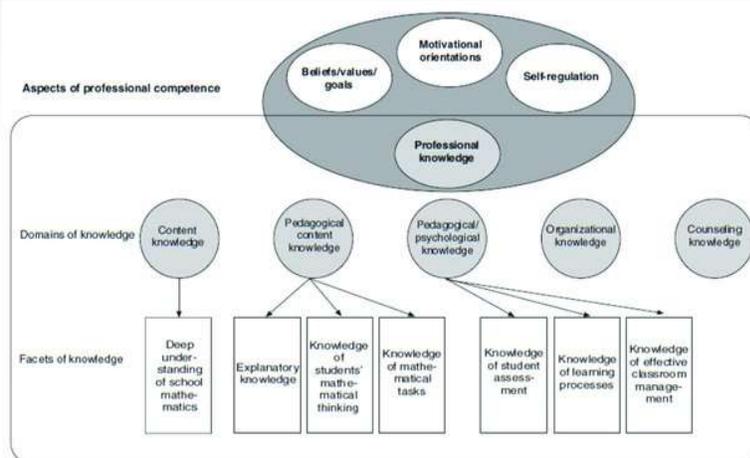


Models of teachers professional competencies:

- Levels in the competence development, e. g. Berliner, 1988, etc.
- Structural components of competence, e. g. Baumert and Kunter (2006, 2013), etc.



COMPETENCIES IN TP: COACTIV model of professional competence



Teaching practice related competences

- ▶ Didactical and methodical area
- ▶ Communication area
- ▶ Development of professional self-concept area
- ▶ Student's self-regulation and pedagogical management area
- ▶ Teaching-subject specific competences



Didactical and methodical area

- ▶ Knowing and understanding of **developmental principles, individual differences and needs**.
- ▶ Evaluating comprehensively the needs, strong and weak areas of individuals and groups, using appropriate procedures and instruments and taking into account environmental factors.
- ▶ Understanding and using curricular **theories and principles of didactics**.
- ▶ Knowing and understanding of the teaching subject content and methods.
- ▶ **Connecting contents** from different disciplines.
- ▶ Working with **special-needs children** using special education skills.
- ▶ **Assessing** pupils' knowledge and achievements of pupils and providing **feedback**.
- ▶ Using **digital resources, information and communication technology** in education context.



Communication area

- ▶ **Sensitivity/openness** to people and social situations.
- ▶ Communicative competence, **collaborative**/team work.
- ▶ **Classroom management**, group management.
- ▶ **Teacher-parent collaboration**.
- ▶ Communication with experts from different fields of education.



Development of professional self-concept area

- ▶ **Autonomy, (self) criticality, (self) reflexivity, (self) evaluation, and quality endeavour.**
- ▶ Heading towards **inclusive**, non-discriminatory work, and multiculturalism.
- ▶ Initiative /ambition, continuous personal growth and **professional development**.
- ▶ Understanding of individual **values** and value systems, coping with profession related ethical issues.



Student's self-regulation and pedagogical management area

- Skills for **time management, planning, monitoring** of plan execution.
- Knowledge and understanding of **profession related institutional frameworks** (requirements, legislation, documentation needs, legal aspects of education).
- Organizing active and independent learning, training students for effective learning.



References

- Baumert, J., & Kunter, M. (2006). Stichwort: Professionelle Kompetenz von Lehrkräften [Teachers' professional competence]. *Zeitschrift für Erziehungswissenschaft*, 9(4), 469–520.
- Baumert, J., & Kunter, M. (2013). The COACTIV model of teachers' professional competence. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss, & M. Neubrand (Eds.), *Cognitive activation in the mathematics classroom and professional competence of teachers. Results from the COACTIV project* (pp. 25-48, Mathematics Teacher Education, Vol. 8). Springer.
- Berliner, D. C. (1988). *The Development of Expertise in Pedagogy*. Microfiche.
- European Commission. (2013). *Supporting teacher competence development for better learning outcomes*. Brussels: EC.
- Klieme, E., Hartig, J., & Rauch, D. (2008). The concept of competence in educational contexts. In J. Hartig, E. Klieme, D. Leutner (Eds.), *Assessment of competencies in educational contexts* (pp. 3–22). Hogrefe & Huber.
- Pekljaj, C., Puklek Levpušček, M., & Pečjak, S. (2020). Motivacija in razvoj kompetenc na področju pedagoške psihologije – perspektiva ene generacije študentov psihologije. *Psihološka Obzorja / Horizons of Psychology*, 29, 87–97.
- Weinert, F. E. (2001a). Concept of competence: A conceptual clarification. In D. S. Rychen, L. H. Saganik (Eds.), *Defining and selecting key competencies* (pp. 45–65). Hogrefe & Huber.



Designing Teaching Practice Curriculum

Florian Hofmann, Lisa Pösse & Michaela Gläser-Zikuda
Institute for Educational Science
University of Erlangen-Nürnberg
Germany
E-mail: florian.hofmann@fau.de; lisa.poesse@fau.de;
michaela.glaeser-zikuda@fau.de



1

Designing Curriculum based on Standards of Teacher Education



(cf. Schratz, 2014)

Purpose and objectives:

- Student teachers develop their professional competencies in the four areas of teaching, education, assessment, and innovation (**for example:** Standards for Teacher Education Agreement of the KMK 2004 in Germany).



2

Aims of teaching practice

- Practice is connected with theory and research during the studies at all stages.
- The aims of the teaching practice are
 - to develop pedagogically thinking teachers
 - to develop competencies and to grow into the profession,
 - to become aware of their practical theories and views on educational matters.
- In teaching practice there are four participants whose interaction with each other plays an important role
 - a student teacher,
 - peer student teachers,
 - mentor teacher at the school where teaching practice takes place,
 - supervisor from the university.

(cf. Kansanen, 2010, 2011)



3

Principles of Student Teaching and Acting in School

- Observing instruction and school life.
- Starting to be actively involved as early as possible.
- Interaction between practice and theory.
- Every study period at university and every internship has specific aims.
- From small units of teaching to larger units.
- Systematic process of planning of teaching, reflection, feedback loops from mentor and peers, new steps of acting etc.



4

Designing Curriculum based on Standards of Teacher Education

- University practice schools belong to universities.
- University practice schools offer a safe and inspiring context for practising.
- Practice should also take place in the field schools (practical semester).
- Mentor teachers are experienced and specifically educated and qualified for this task.
- Practice is integrated in theory and research.



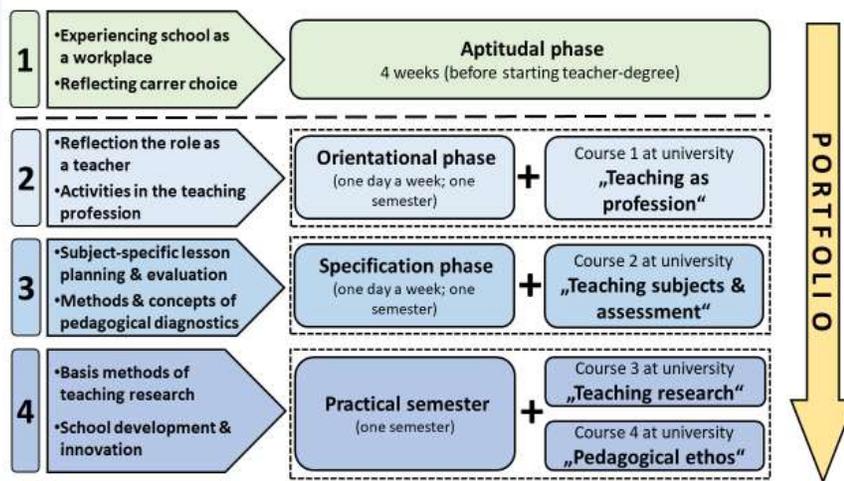
5

Inship Teaching Practice Curriculum and Practical Phases



6

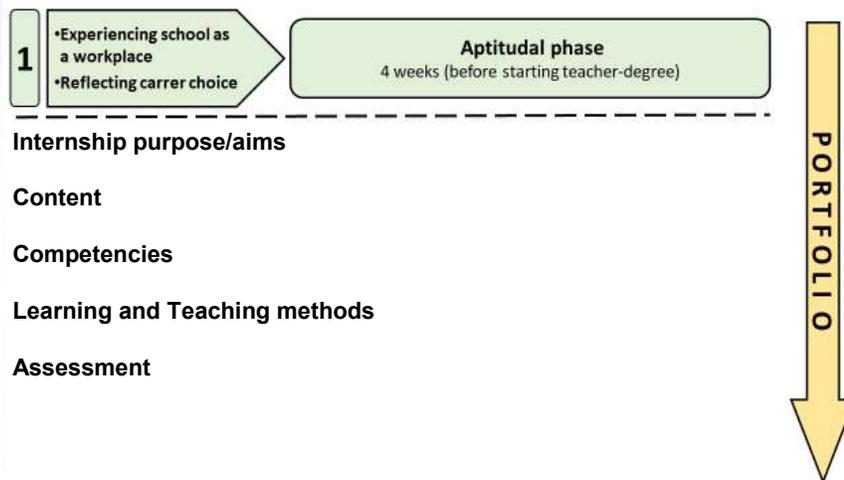
INSHIP Practical Phases



(based on Bresges & Glutsch, University of Cologne, 2014)

7

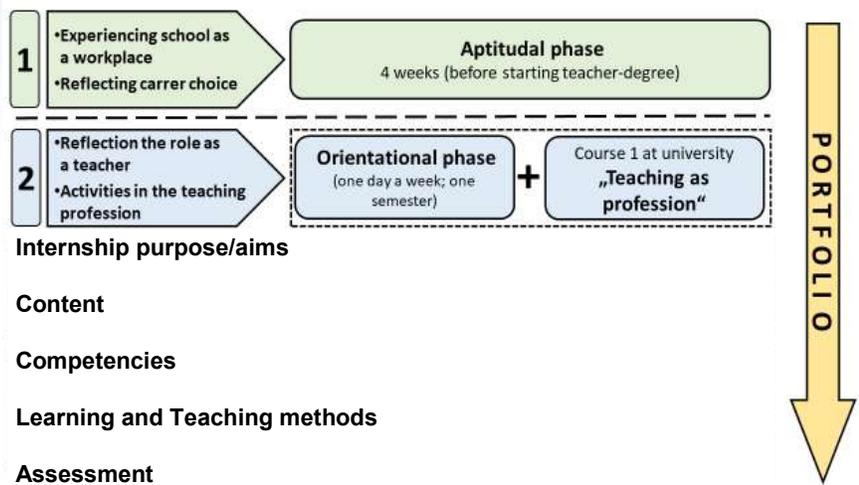
INSHIP Practical Phases



(based on Bresges & Glutsch, University of Cologne, 2014)

8

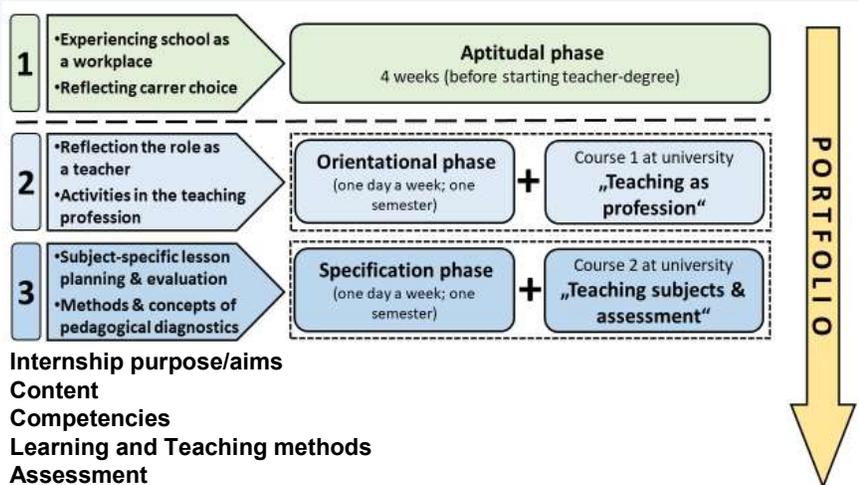
INSHIP Practical Phases



(based on Bresges & Glutsch, University of Cologne, 2014)

9

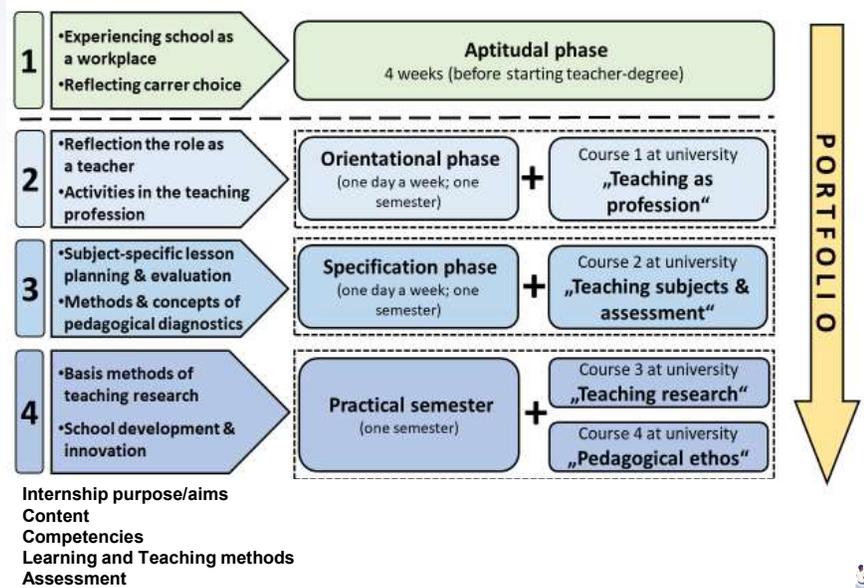
INSHIP Practical Phases



(based on Bresges & Glutsch, University of Cologne, 2014)

10

INSHIP Practical Phases



11

Self-reflection based on Portfolio

- Student teachers document and reflect their experiences and competencies in a teacher portfolio.
- Collection of documents and assignments (protocols with analysis and theoretical classification of the results).
- They reflect and assess themselves based on their portfolio.
- Student teachers get feedback from mentor teacher and by their peers based on portfolio discussions.
- Finally, mentor teachers and university teachers give final feedback in portfolio discussions, and they assess the student teachers' portfolios.



<https://ciel.viu.ca/scholarly-teaching-practical-recognition-achievements-teaching-and-learning-program/teaching-portfolios>

(Gläser-Zikuda, & Hofmann, 2016)

12

Content of the Portfolio

Topic	Foci	Task in the portfolio
Looking in classrooms	a) Criteria of effective instruction b) Observation of classroom interactions (teacher's and pupils' questions)	Observation of classroom interactions (teacher's and pupils' questions)
Looking in classrooms	a) Classroom Management b) Observation of pupils' misbehaviour and teachers' responses to it	Observation of classroom interactions
Lesson Planning: Goals, Standards, Objektives	Goals, standards, and objectives	Lesson planning
Lesson Planning: content of instruction	Reflection of the content	Lesson planning
Lesson Planning: Teaching Methods, Teaching Aids and Materials	Teaching Methods, Teaching Aids and Materials	Lesson planning
Management of pupils' data in schools and classrooms	Management of pupils' data in schools and classrooms and differentiated instruction	Description of your practicum school

(cf. Rakhkochkine, A.; Faculty of Education, University of Leipzig, 2015)



13

Content of the Portfolio

Topic	Foci	Task in the portfolio
Introduction to the course	Goals of the course, organizational issues and assessment	
School Types in Germany	a) comparison of different school types	Description of your practicum school
Looking in Schools	a) Criteria of a Good (Effective) School b) methods of school based research	Description of your practicum school
Learning about your students	Individual differences between pupils and achievement progress	Observation of pupils' behaviour
Learning about your students	Gathering and analyzing information about pupils	Observation of pupils' behaviour
Growing as a Teacher	a) Obstacles to Teacher Self-Improvement and Working Conditions for Teaching b) Interview with a Teacher	Interview with a teacher at your practicum school

(cf. Rakhkochkine, A.; Faculty of Education, University of Leipzig, 2015)



14

Inship Teaching Practice Curriculum

Training of Mentor Teachers



15

Mentor teachers' training

Therefore, in mentor teachers' training it is important to focus on

- the role
- the attitudes and beliefs
- quality in school and instruction
- types and relevance of advice

→Mentor teachers
also need communication
and advisory competencies



16

Mentor teachers' training

Topics	Competence
Structure of teacher education	<ul style="list-style-type: none">• Acquisition of basis knowledge about teacher education, professional teachers
Cooperation of university and schools	<ul style="list-style-type: none">• Knowledge about institutions, systems• School development and quality management
Mentor teachers' attitudes, beliefs and role	<ul style="list-style-type: none">• Being aware of subjective theories, beliefs• Reflecting beliefs about „good teachers“ and „good students“ and professional development• Knowing how to act as a mentor
Communication and Consultation	<ul style="list-style-type: none">• Communication with adults, comm. strategies• Techniques of consultation in teacher education
Observation of instruction, professional reflection and assessment	<ul style="list-style-type: none">• Knowing and using criteria and tools• Strategies of reflection on instruction and teacher activities• Applying feedback and formative assessment



17

Basic and advanced training programme for mentor teachers

Structure:

I. Basic training 1: Introduction of the role of a mentor teacher
(basic programme for all mentor teachers)

II. Basic training 2: Basic competencies of a mentor teacher
(advanced programme for all mentor teachers)

III. Internship-specific training (specialization programme;
mentor teachers for the specification internships and the practical
semester)



18

Thank you!

**For more details, please have a look in the
handout where the Inship teaching
practice curriculum is described.**



19

References

- Baumert, J., & Kunter, M. (2013). The COACTIV model of teachers' professional competence. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss, & M. Neubrand (Eds.), *Cognitive activation in the mathematics classroom and professional competence of teachers. Results from the COACTIV project* (pp. 25-48, Mathematics Teacher Education, Vol. 8). New York, NY: Springer.
- Becker, E.S.; Waldis, M. & Staub, F.C. (2019). Advancing student teachers' learning in the teaching practicum through Content-Focused Coaching: A field experiment. *Teaching and Teacher Education*, 83 (7), 12-26.
- Benperetz, M., Bromme, R. & Halkes, R. (Eds.). (1986). *Advances of research on teacher thinking*. Lisse: Swets & Zeitlinger.
- Berliner, D.C. (1987a). Ways of thinking about students and classrooms by more and less experienced teachers. In J. CALDERHEAD (Ed.), *Exploring teachers' thinking* (pp. 60-83). London: Cassell.
- Dann, H.-D. (1989). Subjektive Theorien als Basis erfolgreichen Handelns von Lehrkräften. *Beiträge zur Lehrerbildung* 7, (2), 247-254 - URN: urn:nbn:de:0111-pedocs-131612 - DOI: 10.25656/01:13161



20

- Fitzgibbons, R.E. (1981). *Making educational decisions. An introduction to philosophy of education*. New York: Harcourt Brace Jovanovich.
- Gläser-Zikuda, M., & Hofmann, F. (2016). Das Portfolio als Lern-, Lehr- und Assessment-Instrument im Hochschulbereich. *HDS.Journal*,(1), 4-14.
- Hattie, J.A.C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Kansanen, P. (2011). Selected theses for a sustainable teacher education programme. *Orbis Scholae*, 5(2), 51-65.
- Kansanen, P., Tirri, K., Meri, M., Krokfors, L., Husu, J., & Jyrhämä, R. (2000). *Teachers' pedagogical thinking. Theoretical landscapes, practical challenges*. New York: Peter Lang.
- Schratz, M. (2014). The European teacher: transnational perspectives in teacher education policy and practice. *CEPS Journal* 4 (4), S. 11-27 - URN: urn:nbn:de:0111-pedocs-100570 - DOI: 10.25656/01:10057



6 Teacher Practice Quality Indicators for INSHIP Model

Bohumira Lazarová, Milan Pol,
Faculty of Arts, Masaryk University
Czech Republic

lazarova@phil.muni.cz

pol@phil.muni.cz



1

Introduction

The aim of the project – to create a new INSHIP model for practical teacher education

No new model means automatically a better quality
To create a set of quality indicators is needed



2

Theoretical input

- An indicator definition: a tool that should make it possible to learn about the state of an education system (programme) and report on the state to the whole education community, in other words, the whole of the country (Sauvageot, 2003)
- An indicator (or a system of indicators) should be clearly purposed for a certain group of recipients and specific areas of education
- Qualitative and quantitative quality indicators



3

Indicators characteristics (Fitz-Gibbon 2002; NFES 2005; Shavelson, 1989; Shavelson 1991a; van Ackeren 2003)

Rely on regular and continuously updated statistical surveys

Provide valid, reliable and impartial information, verified on adequate representative samples

Provide as precise image as possible about current and potential problems

Be part of a system of indicators featured by mutual links; such a system should be more reliable than an isolated indicator

Relate to objectives stipulated for education, be clearly purposed for a concrete group of recipients and feasible in its setting

In order to construct a good indicator, one must be able to identify the most interesting phenomena to measure.



4

Creating indicators

Before creating (constructing) quality indicators or a system of quality indicators in education, it is necessary to ask the following basic questions (Lashway, 2001b):

- Why are these indicators (or rather information and data gained by means of these indicators) important for the recipient (teachers, school, region, country, and so forth)?
- How can the information and data be used?
- How complicated and expensive will it be to obtain these data (from the viewpoint of their accessibility in terms of time, financial outcome and so on)?
- How many indicators are needed necessarily for this purpose?



5

Areas of indicator-based quality evaluation

Context indicators provide information on contextual factors that affect learning, e.g., student characteristics, socio-economic conditions, cultural aspects, status of the teaching profession and issues of local community.

Input indicators primarily measure the deployment and use of resources that facilitate learning. They reveal whether the planned financial, material and human resources are being delivered in adequate quantities at all levels of the system.

Process indicators measure how educational programmes were conducted – whether they were carried out in adequate quality.

Output indicators measure the effects of programme activities in order to see whether the objectives were attained. They reveal how the education system is performing in terms of subject knowledge, competencies, repetition, progression/completion rates and employer satisfaction.



6

The starting points for INSHIP quality indicators

- Theoretical framework
- CANVAS Model for evaluation (identifying the areas for evaluation, accepted by INSHIP project)
- Erasmus+ Project output **Building University Schools in Teacher Education Programmes. Guidelines and Suggestions (<https://munispace.muni.cz/library/catalog/book/2100>)**



7

Quality Indicators of Teacher Practice Practical guidelines (areas)

Quality of TP processes

- Indicator – Preparation of TP (3 items)** i.e. Student training for teaching, tandem and individual, is supported by an academic and a mentor
- Indicator – Student’s training process (2 items)** i. e. The student has enough opportunities to carry out teaching in various classrooms and subjects
- Indicator – feedback, evaluation, reflection (7 items)** i.e. The student gains comprehensible feedback about his acting in practice, particular activities and practice as a whole
- Indicator – experimentation, innovation (2 items)** i.e. The student has opportunities to experiment based on reflected experience
- Indicator – cooperation and support (3 items)** i.e. The student has opportunities to reflect and discuss his/her experience in a group
- Indicator – students’ socialization (3 items)** i.e. The student has opportunities to learn about the life in the school and communicates with a wider group of teachers, professionals and school leaders
- Indicator – research (3 items)** i.e. The student has opportunities to carry out suitable research for his/her final thesis



8

Objectives and competences accomplishment

Indicator – accomplishment of objectives and development of competences (9 items)

i.e. The objectives of teaching practice are clearly set and comprehensible to both the student and the mentor

Contextual support

Indicator – organization of teaching practice (9 items) i.e. Teaching practice is continuous; the scope and focus of TP corresponds with current requirements for teacher education

Indicator – human resources (4 items) i.e. Mentors have access to high-quality education and supervision

Indicator – selection of the faculty school (3 items) i.e. The faculty school is selected on the basis of clearly defined criteria

Indicator – financial resources (2 items) i.e. Mentors are remunerated for their work



Guidelines

- Individual areas can be assessed by different groups of involved people (360°)
- Likert scale for each item
- Evidence-based assessment (a column where the assessor can report the evidences)
- The tool must be adjust according to the national context



7 Model evaluation: Lessons from bussiness model innovation

Authors: Anita Trnavčević, Borut Kodrič, Maja Meško

University of Primorska Faculty of management

E-mail: anita.trnavcevic@fm-kp.si
borut.kodric@fm-kp.si
maja.mesko@fm-kp.si



1

Evaluation in education

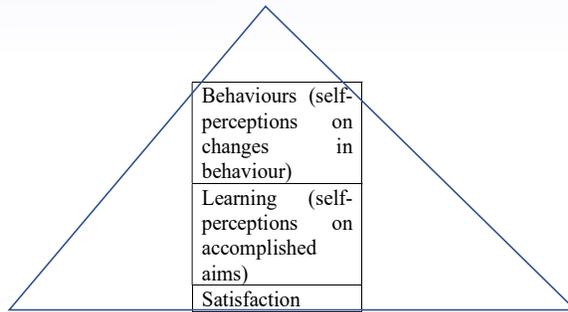
The evaluation of training and events (project members' meetings, and seminars, training sessions and conferences for stakeholders) can be grounded in Kirkpatrick's four level model of training evaluation criteria: reaction, learning, behaviour, and results (see Bates, 2004).



2

Adapted Kirkpartick's model of training evaluation

Adapted Kirkpatrick's training evaluation model



Source: Trnavčević, Meško, Kodrič, 2020



3

Business model innovation

Osterwalder, Pigneur and Clark (2010, p.14) provide definition of the business model: “A business model describes the rationale of how an organization creates, delivers, and captures value.” Furthermore, Osterwalder, Pigneur and Clark (2010, p. 14) discuss business model canvas as: “Business model canvas is a visual chart with elements describing a firm's value proposition, infrastructure, customers, and finances. It assists firms in aligning their activities by illustrating potential trade-offs.”



4

Model innovation and evaluation intertwined: How to evaluate INSHIP model

What ?

Evaluation process grounded in TP model Canvas technique consists of reflections, comments, ideas, strategic and design thinking, etc. Generally speaking, evaluation in this respect is a set of narratives that revolve around TP model canvas.

Why?

Mentors need shared understanding about the explicit and implicit aims and goals of TP. These aims and goals need to be successfully communicated with stakeholders and evaluated towards set criteria. Using TP model canvas helps to address and innovate key issues and also to evaluate them during the process of innovation/change.



5

Business model canvas

Theoretically open for discussion what the role of canvas is we used canvas as a tool to innovate and evaluate INSHIP teaching practice model. Canvas has originally been developed in management field by Osterwalder (2004) and elaborated by Osterwalder, Pigneur and Clarks in 2010. Strong focus on business models resulted in development of many types of business models. The development of business model canvas became a useful tool to conduct change in business models.



6

Initially decide on:

Target group: Create a group of 6-8 stakeholders. Groups can be formed from teachers only or can be mixed (school mentors, university mentors, students etc.). Groups can be fixed over certain period of time or changed but not completely. There can be more than one group, but it is recommended that at the initial stage only one group is formed.

- **Frequency** of using TP model canvas: 1 per year, could be biannual.
- **Format:** workshop



7

Process/stages

Construction of TP model canvas AS IS

1. Identify building blocks, either from SWOT analyses or from the literature
2. Fill the building blocks with the content (**2-3 key elements max.** per building block)
3. Identify key relationships by using arrows (thick and thin) to indicate the significance, importance of relationship)



8

Evaluate AS IS and innovate – construction of TO BE TP model canvas

1. Identify additional building blocks, either from SWOT analyses or from the literature
2. Evaluate the building blocks and their content
3. Evaluate the relationships between the blocks and redefine them, if needed.



TP canvas TO BE

Different groups develop TO BE Canvas and the result is Compiled TO BE TP Canvas

