

**AB
SALON**

UNIVERSITY
COLLEGE
ABSALON

University College Absalon

TEACHING EXPERIENCE

Teacher Education
2023-2024

www.phabsalon.dk

INTRODUCTION

Organisation of Teaching Experience

Teaching experience is rated for a total of 40 ECTS and takes place during all four study years. In the first and second study year, teaching experience is planned with spread-out periods and a period with one coherent block. In the third and fourth study year, teaching experience is planned as coherent blocks.

During teaching experience, the students gain experience in teaching the subjects of primary and lower secondary school and gain insight into other central core tasks in the work as a teacher. The teacher education programme is conducted as a combination of theory and practice – both in class and during teaching experience. The experience and insights of the students from teaching experience will therefore continuously be integrated in all subjects and throughout the studies by means of portfolio or other methods for obtaining empiricism systematically.

Teaching Experience in TE23

Teaching experience is described in act no. 374 from 29/03/2023 is characterised by being integrated in the following basic subjects of the students:

Educational Studies and General Teaching Competence, Educational Psychology and Inclusive Education and Life Enlightenment Education as well as the three teaching subjects of the students.

Teaching Experience is therefore not subject to individual competency objectives, but objectives defined in the national part of the curriculum, and the content areas of Teaching Experience partly relate to those of the basic subjects and partly to those of the teaching subjects.

The teacher education programme includes four Teaching Experience periods in schools – one period for each year; during the first two years, these periods are planned as spread-out practical training periods consisting of individual days and a short block in January, and as one coherent block in the last two years.

Each Teaching Experience period is concluded with approval based on a quantitative (compulsory attendance) and a qualitative evaluation by the school. The Teaching Experience period is in the first year part of the first-year test, and in the fourth year, the students take a profession test focussing on the practical training.

Teaching Experience is all about the practical, professional and educational task of a teacher working with pupils in school and about the other responsibility areas of teachers, for instance parent-teacher relations, focussing on the analytical task of examining, reflecting on and developing personal practice and that of others.

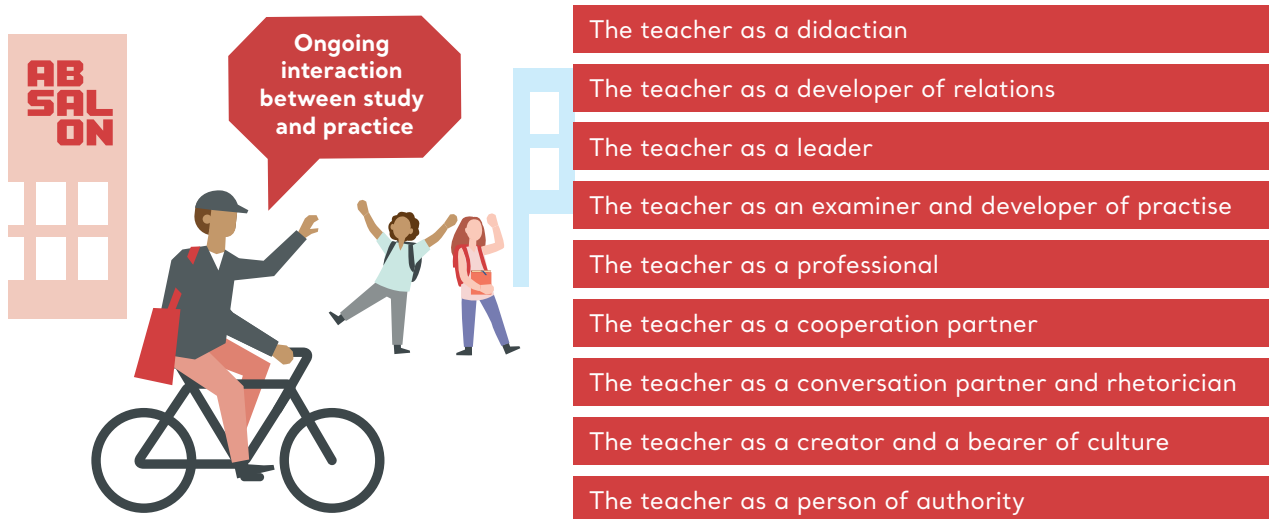
Teaching Experience provides students with the space to practice and develop all the relevant teaching skills and space to learn to examine and develop personal practice while also focussing on the professional competences, authority and judgement of students.

Teaching Experience is prepared, implemented and followed up during the relevant basic subjects, teaching subjects and in cooperation with the school.

Objectives, nine dimensions of the teacher role, progression and purpose of the practical training

The mission statement describes the different dimensions, which the teacher education should develop and make students able to handle in primary and lower secondary school. The following nine dimensions are listed in the national part of the curriculum:

- The teacher as a didactician
- The teacher as a developer of relations
- The teacher as a leader
- The teacher as an examiner and developer of practice
- The teacher as a professional
- The teacher as a cooperation partner
- The teacher as a conversation partner and rhetorician
- The teacher as a creator and bearer of culture
- The teacher as a person of authority



The progression of the teacher education is described in the national part of the curriculum by means of three lines of progression for student development:

- Practical-educational line
- Professional-personal line
- Research-based development line

All three lines of progression come with descriptions of how students work throughout all four study years.

FOR ALL STUDENTS

Students and teaching experience

During teaching experience, it is important to be curious and active, and use wonder and possible obstacles to find new ways in order to test and explore different options. Teacher professionalism is developed by testing, analysing and relating to what happens and then try again. The work with for instance action learning, cases and video clips can support this process. The Teaching Experience group is central during this learning process, since the students act as mutual sounding boards and partners.

Teaching Experience - to practice and develop practice - in the Teaching Experience school

The teaching experience of students in the school is equal to full-time work and entails that students work in the Teaching Experience school every day during the training period. When the group is not busy with teaching, the group participates in:

- yard duty and other supervisory tasks
- cooperation with other resource persons in school
- parent-teacher work
- team meetings, educational council meetings, project days
- collective preparation and follow-up on teaching and other teacher tasks
- counselling and continuous work with the teaching experience portfolio
- possible observation apart from personal lessons, for instance other lessons and subjects upon agreement with the school

The students should participate actively and work upright during the Teaching Experience, and respect the compulsory attendance in school; both in terms of solving the teacher task, in cooperating with the teaching experience group and the mentor teacher at school as well as other resource persons in school.

Teaching Experience portfolio

The students work with a Teaching Experience portfolio throughout all four study years and the content plays a significant role in the final profession test as well as the bachelor project.

The purpose of the Teaching Experience portfolio is to support learning. The students record exercises, experiences and reflections from the learning process in school and on campus. Teaching experience preparation, implementation and follow-up are part of the work in school and on campus.

The actively participating student collects materials and artefacts in school to adjust and develop personal practice during the teaching experience in order to comply with the objectives of teaching experience.



Counselling

The students work with Teaching Experience integrated in subjects on campus and receive counselling from the UC-mentor prior and after the teaching experience. During the Teaching Experience, UC-mentor will be available in the school or on campus. The students receive counselling in school from the mentor teacher at school at school for min. one hour per week during the period. On level 1, Teaching Experience further includes a tripartite meeting.

Counselling entails the agreed counselling focussing on student learning.

The Teaching Experience group/the student should prior to counselling consider the issues to be discussed during counselling.

The students will for preparation, during and after the Teaching Experience with the UC-mentor prepare an agenda and possibly bring a problem statement, action learning plan, video clip, case etc.

The basis for counselling and the agenda are forwarded to the counsellor one or two days prior to counselling in order to ensure that the counsellor is prepared for student observation.

The counselling by the mentor teacher at school at school with the students is conducted as a group interview. Counselling is based on the planning and implementation of the teaching by the group as well as the actions or initiatives they choose to include in the work of practicing and developing personal practice within the scope of the teaching experience.

Other teacher tasks can also be discussed during counselling.

The mentor teacher at school at school may prior to counselling ask to see the planned teaching plan used as basis for counselling.

If possible, the counselling sessions in the school are scheduled in advance and spread out throughout the whole period with min. one counselling session (45 min. each) per group per week. Apart from planned counselling, quick feedback should be provided after teaching sessions.

Tripartite meeting

In the first year and again in the fourth year, a tripartite meeting is planned in the middle of the period as a collective counselling session in the school between the group, the mentor teacher at school and the UC-mentor. The UC-mentor may observe the teaching of the students prior to the meeting, or the students can bring video clips of their teaching.

The purpose of the meeting is to discuss and reflect on the issues related to teaching experience in order to generalise them and focus on the relationship between theory and practice. The tripartite meeting qualifies the work of the students with for instance actions and other initiatives during teaching experience and possibly the test, which the teaching experience is part of in the first and fourth study year. The students set a date and time with the mentors.

The students choose the theme or case/video as basis of the meeting and make suggestions for the agenda, which is forwarded digitally to the mentor teacher at school and UC-mentor no later than two days prior to the meeting.

Approval of teaching experience in school

After the teaching experience period in school, the teaching experience of each individual student is deemed either approved or not approved.

TEACHING EXPERIENCE - CONTENT AND OBJECTIVE DURING EDUCATION

Practical Teaching Experience in the first year

The first Teaching Experience (TE) period during the teacher education takes place in the first study year. The teaching experience is conducted in the same school throughout the first year, partly as spread-out practical training with one whole day per week in autumn and again in spring, and partly as block practice, where students are in school five days a week.

**1 ST
YEAR**

In the first year, Teaching Experience is conducted under the motto participating viewer and the objective is for students to be able to:

- identify and collect relevant knowledge about planning and teaching;
- implement and evaluate short teaching sequences;
- explain didactical choices;
- understand and reflect on the personal teacher role.

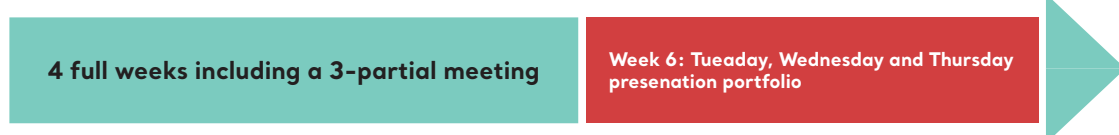
Teaching experience is integrated in the subjects and the content therefore relates to the academic descriptions of the basic subjects General Teaching Competence, Educational Psychology and the subject English.

Process for VORDINGBORG students:

Teaching Experience on Tuesdays, week 39–50



TE full weeks 2–5 + portfolio presentation, week 6



TE Tuesdays



The students are introduced to working in study and Teaching Experience groups as a path into working professionally in a team of teachers. The group mutually aligns expectations to the cooperation and content of the practical training and consult the UC counsellor and mentor teacher in terms of preparing the individual education plan.

The Teaching Experience portfolio should e.g. include initial experience with examination and description of personal practice and that of others in terms of the nine dimensions of the teacher role. It will further include initial experience with observing and examining the professional teaching issues, which the students have chosen to work with in the development of personal practice with special focus on being a didactician, professional and developer of relations.

During the spread-out Teaching Experience in autumn, the students follow a teacher throughout the day and practice short teaching sequences, where they act as teachers. They receive support for planning the teaching on campus. During campus day midway, the students work with counselling on how to develop practice, for instance by formulating action learning plans that are tested during the next teaching experience days in school, where the UC counsellors participate and observe and guide the students alongside the mentors at school.

During block practice, the students are responsible for teaching min. 12 lessons per week. They further handle other teacher tasks, for instance in terms of parent-teacher relations. Block practice is concluded with a portfolio presentation at Campus, where they are provided with feedforward towards the five spread-out days in spring and finally, the first-year test, which is an interdisciplinary test including basic subjects, teaching subjects and practical training.

During the spread-out Teaching Experience in spring, the students continue teaching and work with other teacher tasks. They practice, test and continue working with their professional teaching issues for which they were provided feedforward at the portfolio presentation.

Presentation portfolio for Teaching Experience (TE) 1st year

The 1st year focuses on "the participating observer"

Objectives of the TE in the 1st year:

- 1) The student is able to identify and collect relevant knowledge about planning and teaching.
- 2) The student is able to plan, implement and evaluate short teaching sequences and to describe personal didactical considerations.
- 3) The student is able to understand and reflect on the personal role as a teacher.

The student must further work with the nine dimensions of the teacher role with special focus on:

- ➔ The teacher as a didactician (relates especially to objective 2).
- ➔ The teacher as a developer of relations (relates especially to objective 3).
- ➔ The teacher as a professional (relates to all 3 objectives).

Teaching Experience in the second year – process description

The second Teaching Experience period of the teacher education takes place in the second study year. By rereading the portfolio from the first year, students can determine what areas are used to focus on the work with objectives of the Teaching Experience in terms of developing teaching professionalism.

**2 ND
YEAR**

The Teaching Experience in the second year is conducted under the motto examining participant and the objective is for students to be able to:

- in cooperation with others relate examining to planning, implementation and evaluation of teaching;
- participate in teaching in primary and lower secondary school based on general and didactical approaches;
- participate in cooperative relations.

Teaching Experience is integrated in the subjects and the content therefore relates to the academic descriptions of the basic General Teaching Competence, Educational Psychology & Inclusive Education and Life Enlightenment Education. The UC-mentors and the mentor teachers at school cooperate on this. The nine dimensions of the teacher role still apply and students can choose to focus on the personal role as cooperation partner, conversation partner and rhetorician as well as the teacher as a leader.

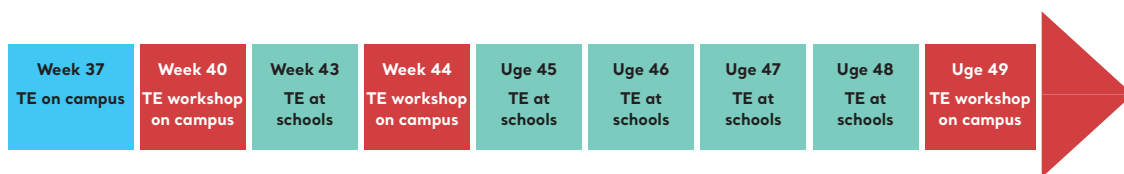
The students work in groups and mutually align expectations to the cooperation and content of the Teaching Experience and consult the UC-mentor and the mentor teacher at school in terms of preparing the individual education plan.

The students are responsible for teaching, are in school all day and also practice handling other types of teacher tasks.

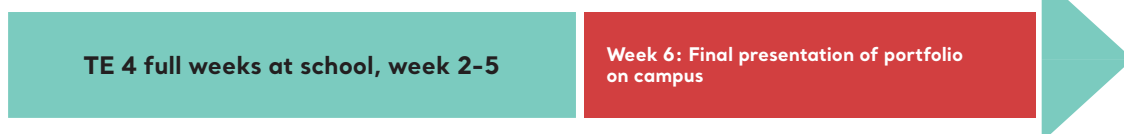
The Teaching Experience portfolio will therefore include practice in using professional and scientific methods for examining the professional teaching issues, which the students have chosen to focus on in order to develop teaching professionalism, for instance leader and cooperation/conversation partner.

Process for VORDINGBORG students:

Teaching Experience on Tuesdays, week 39–50



TE 4 full weeks at school, week 2–5 + portfolio presentation, week 6



Presentation portfolio for Teaching experience (TE) 2nd year

The Teaching Experience 2nd year focuses on "the examining participant"

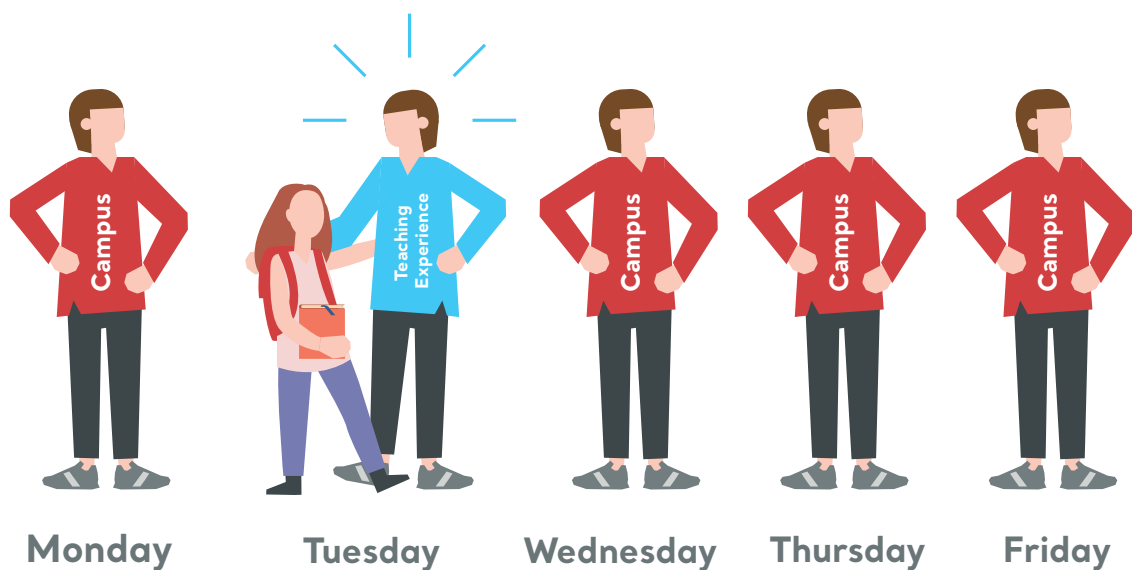
Objectives of Teaching experience in the 2nd year:

- 1) The student is, in cooperation with others, able to examine the planning, implementation and evaluation of teaching.
- 2) The student is, based on general and professional didactical approaches and perspectives, able to participate in teaching in primary and lower secondary school.
- 3) The student is able to participate in cooperative relationships.

The student must further work with the nine dimensions of the teacher role with special focus on:

- The teacher as a cooperation partner (relates especially to objective 1 and 3).
- The teacher as a conversation partner and rhetorician (relates especially to objective 1 and 3).
- The teacher as a leader (relates especially to objective 2).

Ongoing interaction between study and practice





The presentation portfolio for Teaching experience should:

- support compliance of the students with the objectives of TE
- support the TE processes of the students
- support the work with the nine dimensions of the teacher role
- enable visits by the mentor teachers as part of the school's approval procedure in case of doubts concerning approval
- support the work with the three lines of progression as a help towards the profession test in the 4th year (read more about the lines of progression on the last page)

Figure: Central dimensions in the specific year

Central dimensions the fourth year:

- The teacher as a person of authority

Central dimensions the third year:

- The teacher as an examiner and developer of practice
- The teacher as a creator and bearer of culture

Central dimensions the second year:

- The teacher as a cooperation partner
- The teacher as a conversation partner and rhetorician
- The teacher as a leader

Central dimensions the first year:

- The teacher as a didactician
- The teacher as a professional
- The teacher as a developer of relations



**The student's
progression throughout
the 4 years of study**



	First year	Second year	Third year	Fourth year
Practically-educationally	Initial experience with planning, implementation, evaluation of minor sequences, part of the planning of others.	Advanced planning, implementation and evaluation of interdisciplinary teaching.	Advanced and increasingly competent planning, implementation and evaluation of varied and differentiated teaching.	Competent and independent cooperation with others on the implementation, analysis and development of well-founded teaching in educational practice. Evaluation, handling and reflection on practical issues in a development perspective.
Professionally-personally	Initial experience with development of the personal role as teacher as well as insights into teaching as a profession.	Participation in examining (profession) communities in development of formal, professional and personal authority.	Reflective work in terms of developing a personal, professional identity and personal values in relation to the profession.	Independent and personal integration of professional knowledge, standards, opinions and values as the basis of development of professional authority, identity and educational judgement in practice.
Research and development	Initial experience with reading and analysing theoretical and scientific texts. Initial experience with examination and description of personal practice and that of others.	Advanced reading and analysis of theoretical and scientific texts. Practice in the use of professional and scientific methods for examining professional teaching issues.	Analysis and use of theoretical and scientific knowledge for evaluation of theoretical and practical issues. Use of professional and scientific methods for examining professional teaching issues.	Well-founded use of professional and scientific methods for examining professional teaching issues between theory, empiricism and practice. Mediate examinations of professional teaching issues in order to identify new actions.

Level 3 Teaching Experience

Students on level 3 will have a 6-9 weeks Teaching Experience according to the former student charter:

They work with 3 competence areas:

- Didactics
- Relation work
- Class management

The competence goals, skills goals and knowledge goals are:



Competence area 1: Didactics

Didactics is about goal setting for and planning, carrying out, evaluation and development of teaching, including learning goal-oriented teaching.

Competence goals:

In cooperation with colleagues, the student is to be able to carry out substantiated specification, planning, completion, evaluation and development of teaching.

Skill goals:

The student can

Knowledge goals:

The student is to have knowledge of

plan, complete and evaluate long-term teaching processes with consideration for pupil plans and annual plans in cooperation with fellow students and the school's other resource persons,

organisation, teaching and cooperation methods,

evaluate pupils' learning outcome and the effect of the teaching and

methods of formative and summative evaluation and

Competence area 2: Class management

Class management is about the organisation and development of pupils' academic and social learning environment.

Competence goals:

The student is to be able to manage teaching and establish and develop a clear and positive framework for the students' learning and the social community in the class.

Skill goals:

The student can

Knowledge goals:

The student is to have knowledge of

manage inclusion processes in cooperation with the pupils,

learning environment, inclusion, conflict management and bullying.

Competence area 3: Relation work

Relation work is about contact and relations to students, colleagues, parents and the school's resource persons.

Competence goals:

The student can handle the positive cooperation with pupils, parents, colleagues and other resource persons and reflect on the significance of relations with regard to teaching as well as pupils' learning and well-being in school.

Skill goals:

The student can

Knowledge goals:

The student is to have knowledge of

support the individual pupil's active participation in teaching and the social life of the class, cooperation with various parties at the school, and

acknowledging communication and equal cooperation, inclusion processes,

communicate with parents about pupils' education.

processes that promote good cooperation between school and home and cooperation methods in connection with parent meetings and parent-teacher conferences and contact groups.

Teaching experience level 3: Portfolio requirements

Before the Teaching Experience period

- Describe your learning goals for level 3 based on the skill and knowledge goals for the three competence areas of the practical placement and your experiences from level 2.
 - Explain the school's expectations for you as a student teacher and a colleague.
 - Please arrange a visit to or a contact with the school if possible. Describe the impressions you got of the school.
 - Prepare a lesson plan with clear didactic categories based on the curriculum. The plan must also be sent digitally to the school mentor.
-

During the Teaching Experience period

- Give 3-4 examples of how the teachers of the class work with the social life of the class.
 - Describe the routines and learning environment of the class/classes.
 - Describe the routines and learning environment of the school.
 - Prepare a structured observation from the practical placement school to be used for planning your future teaching in the class. Choose and describe a couple of focus points; for instance specific students, learning aids, student learning requirements..
 - Find out which teaching aids and resources that are available at the school.
 - Prepare a lesson plan with clear didactic categories with particular focus on differentiation. It must be discussed with your mentor teacher.
 - Describe how you have developed a teaching process based on guidance with the practical placement teacher and your continuous evaluation results.
 - Continuously gather artefacts for the examination assignment, such as photos, pupil statements, pupil products, handouts and presentations.
 - Describe based on one or examples that are more specific how you have cooperated with school educators and resource persons and included the policies of the school and the municipality.
 - Describe based on one or more concrete examples how you have cooperated with the parents on the learning and well-being of the pupils at school. If this is not possible, please discuss it with your mentor: does the school work with the parents.
-

After the Teaching Experience period

- Re-view your learning goals for the TE which you prepared for before your TE
 - Prepare a draft for your practical placement assignment, which will be the point of departure for the first guidance with your UC advisor.
 - Arrange guidance in week 6 or 7 with your UC advisor.
-





FORMALITIES

Workers' compensation insurance

In the Teaching Experience school, students are in case of personal injuries normally covered by the worker's compensation insurance of the school cf. the act on worker's compensation insurance for students etc. (BEK nr.185 af 23/02/2017). If students during practical training are responsible for material damage, the liability insurance of the student will cover. The teacher education at Absalon does not hold any insurance to cover material damage.

Child protection certificate

A child protection certificate is part of the criminal record and holds information on judgments concerning sexual offences against children. The students must give the Teaching Experience school permission to obtain the certificate. The certificate must be presented prior to start of the practical training. The University College is not authorised to obtain child protection certificates of students. Please refer to LBK nr.362 af 02/04/2014 (Child protection certificate act) and BEK nr.494 af 21/05/2014 (Act on obtaining child protection certificate).

Absence

The students must during the Teaching Experience inform the school about illness/absence in accordance with the rules that apply to school employees. The students must further inform the other members of the group about illness. In case of long-term illness for instance termination, the students and the school must inform the coordinator of the teacher education programme.

The registers absence. In case of concerning issues, for instance if a student repeatedly is late for class, is unprepared or frequently absent, it is important to contact the UC counsellor and coordinator on campus immediately and continue to speak to the student about possible issues.

Not approved Teaching Experience period

If the Teaching Experience period of a student is not deemed approved, the student is obliged to contact coordinators in terms of counselling.

Compulsory attendance

Attendance in Teaching Experience is compulsory (BEK § 12, stk.4). Compliance with compulsory attendance is a precondition for obtaining approval of the practical training and continuing the education programme.

Confidentiality

Rules on confidentiality apply to both mentor teachers and students. A mentor teacher can pass on confidential information to students if such information is relevant to students as part of their education. The students are under no circumstances permitted to pass on the information, neither during conversations outside counselling sessions or group work, nor in any form of electronic documents. It is further not permitted to use this information in written assignments (Administrative Act, LBK nr.433 af 22/04/2014 § 27 stk.1).

Transport

The students are responsible for transport to and from the practical training school. If a student receives SU: It is possible to change/extend the youth card during practical training periods with zones enabling transport to and from the practical training school. Please contact the SU office on: www.su.dk.

Teacher Education Mission Statement



Danish act. no. 374 from 29/03/2023

Act on the Bachelor of Education for Primary and Lower Secondary School Teachers

Objective and duration

§ 1. The teacher education programme must in cooperation with schools educate and train students in order for them to be able to conduct teaching activities in primary and lower secondary school, and contribute to high quality while performing school tasks. Students must through education gain a solid scientific, educational and didactical foundation for teaching specific subjects in primary and lower secondary school and become able to create and uphold inclusive communities that contribute to the educational and versatile development of all pupils, regardless of background. The goal is to unfold and implement the objective of the primary and lower secondary school, cf. §1 of the Danish Public School Act. The students must develop scientific teaching skills based on an independent, free and versatile methodology.

Art. 2. The teacher education programme must strengthen the professional and personal development of students and make them able to see the subjects in a historical and social context. The students must by means of knowledge, skills and dedication become able to conduct teaching tasks as well as tasks related to the development and learning of pupils. The teacher education must develop the ability of students to enter into developing and inclusive relationships with pupils along with a qualified cooperation with parents, colleagues, leaders and other partners. The teacher education must promote the professional authority, judgement, curiosity and critical sense of students. Thus, the teacher education must encourage contemplation, creativity, experience, imagination and enthusiasm as well as reflected self-development of the individual practice, the school and the teaching profession.

Art. 3. The teacher education programme must include both theory and practice, and develop the comprehension of students in terms of teaching subjects and professional skills. The education must base on practice-near experience and research-based knowledge. Further, it must be based on Danish school culture and tradition in both the primary and lower secondary school as well as independent primary schools. The teacher education must prepare students for active, independent and responsible work with developing the school in accordance with the objectives of the primary and lower secondary school and in a democratic and sustainable perspective. udgangspunkt i den danske skolekultur og -tradition, der omfatter såvel folkeskolen som frie grundskoler. Læreruddannelsen skal forberede de studerende til at virke aktivt, selvstændigt og ansvarligt i udvikling af folkeskolen i henhold til folkeskolens formål og i et demokratisk og bæredygtigt perspektiv.



University College Absalon

Vordingborg

CONTACT:**Internship coordinator**

Dorte Palm

+45 7248 2394

dpr@pha.dk



Learn more about the
programme here.