

TEACHING EXPERIENCE

Teacher Education
2025-2026

UNIVERSITY COLLEGE **ABSALON**



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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. The school prepares a schedule for the student/group which covers at least 12 lessons a week in the class and full attendance at school approx. 30 hours a week. The students may also assist the teacher besides this and be able to do observations in other classes.



Teaching Experience

Teaching experience is described in act no. 374 from 29/03/2023, and is characterized 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 teaching experience 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 focusing on the teaching experience. After second and third TE the evaluation is at university.

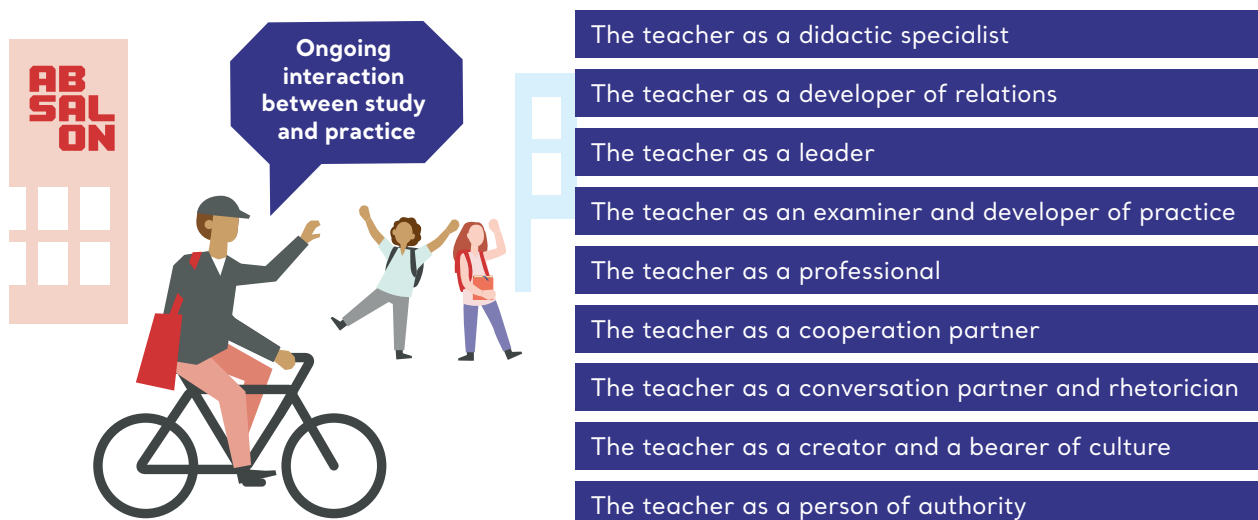
Teaching Experience is all about the practical, professional and educational task of a teacher working with pupils in school and about the other responsibility areas of teachers, for instance parent-teacher-relations, focusing on the analytical task of examining, reflecting on and developing personal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

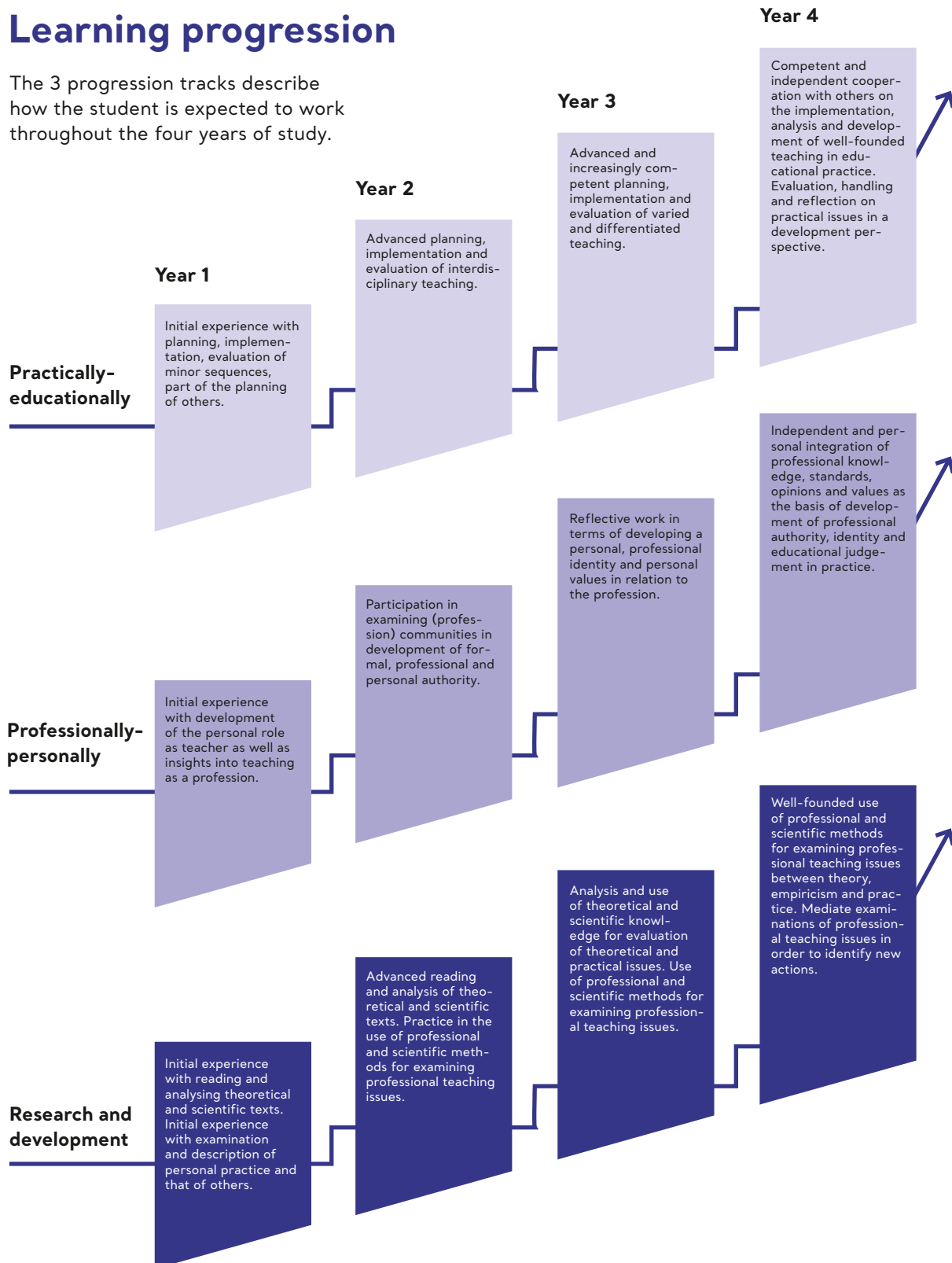
Nine dimensions of the teacher's role

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:



Learning progression

The 3 progression tracks describe how the student is expected to work throughout the four years of study.



General information

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, analyzing, 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 teaching experience teacher 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 counsellor prior and after the teaching experience. During the Teaching Experience, UC counselling will be available in the school or on campus. The students receive counselling in school from the teaching experience teacher for minimum 45 minutes per week during the period. On level 1 and 3 Teaching Experience further includes a tripartite meeting. Apart from planned counselling, quick feedback should be provided after teaching sessions.

Counselling entails the agreed counselling focusing 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 counsellor 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 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 may prior to counselling ask to see the planned teaching plan used as basis for counselling.

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, and the UC counsellor. The UC counsellor 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 counsellors.

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 and UC counsellor no later than two days prior to the meeting.

Obligations related to obtaining empiricism

The students can continuously document teaching experience, for instance in the form of pictures or in a professional portfolio. The students can document and reflect on preparation, implementation and evaluation of the teaching experience, for instance by means of lesson plans, notes etc. The students can further collect different forms of (pupil) products, artefacts, portfolios ect. that document the teaching experience. Empiricism in the form of for instance videos, observations and/or interviews is also possible.

The students are obliged to obtain permission from those photographed, filmed or in any other way part of the collected material.

The students are further obliged to maintain confidentiality and therefore obliged to anonymize experiences from teaching experience and any related activities. This applies to all experiences described in assignments of the teacher education programme including all experiences used for reflection in for instance a digital profession portfolio. All pupils, parents, teachers, and schools mentioned must be anonymized cf. the Administrative Law.

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 - Year 1

The participating viewer

Teaching experience in the first education year

The first Teaching Experience period during the teacher education takes place in the first study year. The Teaching Experience is conducted in the same Danish school throughout the first year, partly as spread-out teaching experience 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.

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 didactic 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.

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 teaching experience 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 didactic, 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 teaching experience teachers

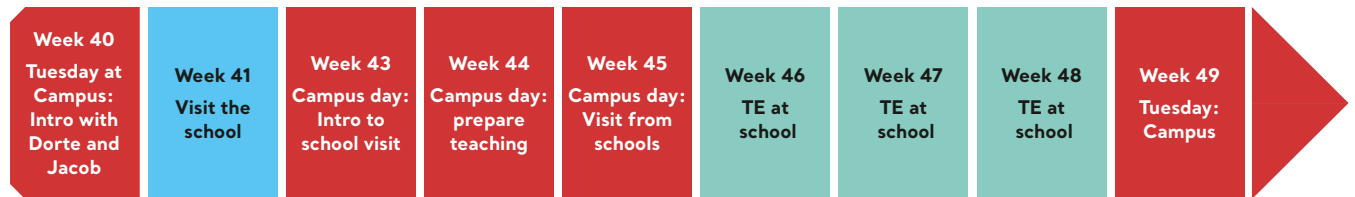
During block practice, the students are responsible for teaching minimum 12 lessons per week. They further handle other teacher tasks, for instance in terms of parent-teacher relations.

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 teaching experience.

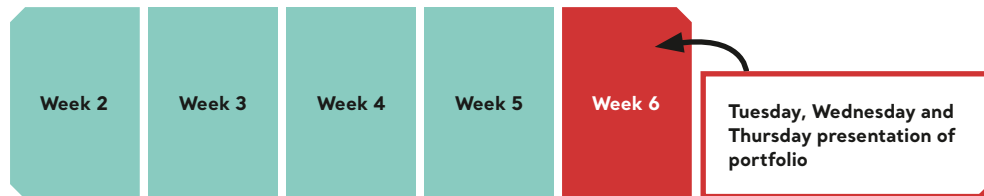
During the spread-out Teaching Experience in spring, the students continue teaching and work with other teacher tasks. They practice, test, and continue working with their professional teaching issues for which they were provided feedforward at the portfolio presentation.

Plan for the Teaching Experience - Year 1

TE on Tuesdays



TE 4 full weeks including a tripartite meeting

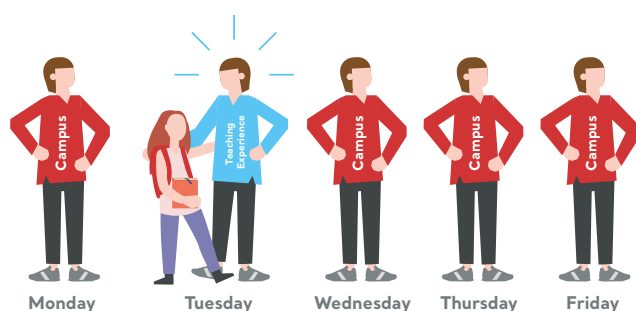


TE Tuesdays



The presentation portfolio for TE 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



Ongoing interaction between study and practice

Teaching experience - Year 2

The examining participant

Teaching experience in the second education year

The second Teaching Experience period of the teacher education takes place in the second study year at a Danish school. 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.

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 didactic 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 teachers on campus and mentor teachers 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.

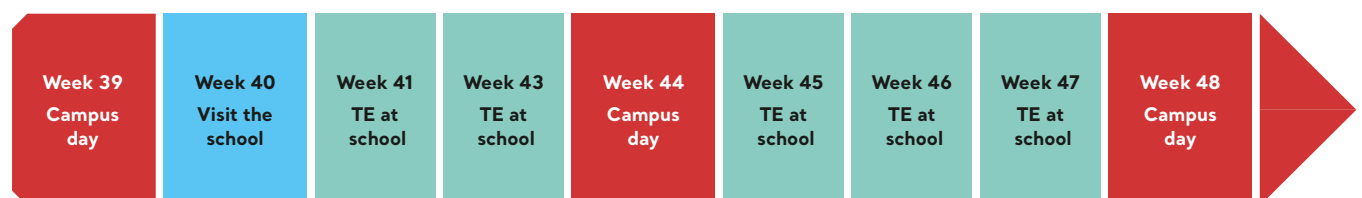
The students work in groups and mutually align expectations to the cooperation and content of the Teaching Experience and consult the UC counsellor and mentor teacher in terms of preparing the individual education plan.

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.

Plan for the Teaching Experience - Year 2

TE on Tuesdays



TE 4 whole weeks



Teaching Experience - Year 3

The reflecting examiner

The third teaching experience period can be conducted at schools abroad or in Denmark. Absalon, the student and the school sign an agreement on the framework for the internship.

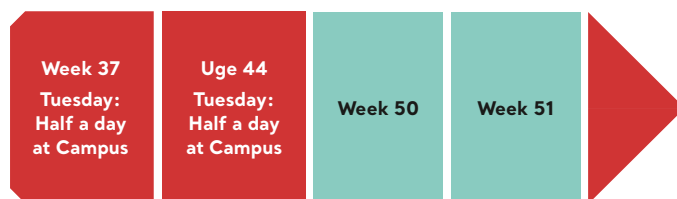
The objectives of the Year 3 teaching experience is:

- the student is able to reflect on a professional, educational and didactic level on personal experience and the complexity of teaching.
- the student is able to incorporate knowledge from different professional perspectives in a combination of theory and practice while developing professional teaching competences.
- the student is able to lead a teaching and learning community.

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.

Plan for the Teaching Experience - Year 3

TE period can be from 8/12-25 till 1/3-26 agreed with Absalon



TE 4 full weeks



Teaching experience – Year 4

The independent and well-founded initiator

The fourth teaching experience period will be conducted at Danish Folkeskoler

Evaluation and Innovation

Objectives

- The student can work independently, responsibly, and collaboratively to plan, implement, evaluate, and develop teaching sequences
- The student can collaborate with colleagues to assess and handle practical issues
- The student can take knowledge-based and well-founded initiatives aimed at developing professional teaching expertise and judgment

Plan for the Teaching Experience – year 4

TE full week



Over the past few weeks, the student prepares a teaching sequence, which is carried out at the school in collaboration with the mentor teacher and the UC-mentor. The rationale for this is included in the oral exam, which also involves an external examiner.

Approval of the TE

Immediately after the completion of TE the school submits its recommendation to Absalon whether the TE can be approved.

In case of any uncertainties, we request that you contact us without delay.





The Profession test

The test is conducted shortly after the completion of the fourth-year teaching experience. It is an individual exam consisting of submitted material and an oral presentation.

The oral exam is based on the student's submitted material. The student elaborates on the intention behind the product through analysis, discussion, and development perspectives.

The submitted material documents the student's professional development throughout all years of study. It must include a teaching sequence observed with the student as the active instructor, as well as selected elements from each year of study. In addition, the material must contain a reflection paper—a short written justification for the choice of teaching sequence and elements, as well as the coherence between them.



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 teaching experience 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 judgements 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 teaching experience. 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. 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. Approval is a prerequisite for continuing the education.

Compulsory attendance

Attendance in Teaching Experience is compulsory (BEK § 12, stk.4). Compliance with compulsory attendance is a precondition for obtaining approval of the teaching experience 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 teaching experience school. If a student receives SU: It is possible to change/extend the youth card during teaching experience periods with zones enabling transport to and from the teaching experience 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 didactic 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.





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about the
programme
here.