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UNIVERSITÄT ERFURT

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UNIVERSITÄT ERFURT

Guideline

Komplexes Schulpraktikum Abroad



Dear Sir or Madam,

At the University of Erfurt teacher students study both, a three-year bachelor- and a two-year Master of Education program. The central characteristic of both consecutive programs is an extensive and guided practical training, which culminates in the so called *complex practical phase* (Komplexes Schulpraktikum, KSP). Until then, students are provided with various opportunities to gain insight into schools' workday and to link theoretical knowledge to practical experiences in schools. In this respect, substantial theoretical training is combined with shorter practical phases, offering an increasing complexity and manageable experiences.

With the following KSP-guideline we like to inform you about the final and most complex practical element within our pre-service teacher education concept at the University of Erfurt. We offer hints for the planning and realisation of this practical element from schools' viewpoint. Additionally, we provide some support for the counselling of students in this practical phase.

The KSP aims at providing opportunity for linking, proving and developing acquired knowledge and skills from different areas. A successful realisation of the KSP demands motivated students to engage in lesson planning, teaching and willing to apply their content knowledge, pedagogical content knowledge and pedagogical knowledge. The KSP also requires schools and teachers that are open and willing to offer insights, assistance and expertise.

The following guideline consists of two parts.

The **first part** informs about the aims and key aspects of the KSP. It also names the requirements that schools should meet in order to be able to receive a student for KSP.

The **second part of the guideline** informs about competencies that students bring to the KSP and tasks they are obliged to realise.

Students also receive a written guideline with all information about their KSP. We like to encourage students and schools to use this guideline for planning and during the realisation of the KSP. Also, we want to give both parties the opportunity to contact us in case any questions arise. We are looking forward to start new collaborations and want to thank all schools for their interest in the KSP.

For the team of the Erfurt School of Education

Dr. Regina Pannke

Dr. Madlen Protzel

Characteristics of the KSP	
workload	900 working hours = 30 credits (ECTS) during Master of Education studies
two learning venues	School University
<p>school attendance (observation, teaching and other activities)</p> <p>supervision course (critical reflection of experiences)</p> <p>4 additional courses (school related topics)</p> <p>portfolio writing</p>	<p>15 weeks = 15 credits (ECTS)</p> <p>15 session = 3 credits (ECTS)</p> <p>15 sessions each = 6 credits (ECTS)</p> <p>continuous = 6 credits (ECTS)</p>

1. Prepare the KSP at school

1.1 Legal provisions

Legal provisions for the KSP are provided by the following documents:

- KMK-Standards für die Lehrerbildung in den Bildungswissenschaften (Beschluss der Kultusministerkonferenz vom 16.12.2004);
- Thüringer Lehrerbildungsgesetz in der jeweils geltenden Fassung;
- Prüfungs- und Studienordnung der Universität Erfurt für das Master of Education-Programm Grundschule und für das Master of Education-Programm Regelschule in den jeweils geltenden Fassungen;
- Praktikumsordnung der Universität Erfurt für die konsekutive Grundschullehrer- und Regelschullehrerausbildung in der jeweils geltenden Fassung.

Responsible institution is the Erfurt School of Education.

1.2 Aims

The KSP is the final and most extensive practical phase within the pre-service teacher education programmes at the University of Erfurt. It is realised at the end of the Master of Education program and spans over 15 weeks. The program regulations define the aims of the KSP as follows

- the development of the professional self by means of actively planning and conducting of lessons as well as the experiencing and participating in everyday school life
- the reflexion on practise, science and own action

Both aims are tackled with a combination of practical experience at school and reflective coursework at university. Hence, the KSP is realised at two learning venues. Per week students spend 4 days at school and one day at university. During the 15 weeks a workload of 900 hours is achieved. For the most part, the responsibility for the success of the KSP is

placed in the hands of the students. Individual goals are to be planned and learning achievements are to be documented in a student portfolio.

Students are supposed to become more confident in using theoretical background in observing and analysing teaching, as well as in initiating learning. Selective insights from former and shorter practical experiences are now to be amplified and interconnected by means of fully participating in everyday school life and the critical reflection of those experiences. Also the KSP aims at optimizing the transition into the *Vorbereitungsdienst*, the second phase of teacher education in Germany.

Areas of engagement:

- lesson planning, teaching and initiating of learning,
- recognition of schools responsibility for education,
- facilitation, recording, feedback, documentation, assessment of student achievement,
- counselling learners and their parents,
- development-oriented cooperation with people involved in school and education,
- administrative tasks,
- participation in conferences, projects and extracurricular activities

In summary:

- The KSP offers a long-term learning-space that provides complex and coherent opportunities for the development of central teacher competencies.
- The KSP demands the linking of content knowledge, pedagogical content knowledge and pedagogical knowledge and hence the development of central teacher competencies.
- The KSP demands the integration of students into everyday school life. A period of active engagement follows a short period of getting to know each other.
- The KSP demands the reflexion of practical experiences in various settings during university courses and portfolio writing.

1.3 School requirements

The KSP requires schools for primary and secondary education (For further information contact ese@uni-erfurt.de).

Students are well prepared for the KSP. They are equipped with basic knowledge and experiences in lesson planning and teaching, in diagnostics, in classroom management as well as in other fields. It is therefore assumed, that they are able to act and react autonomously and independently. Hence, the KSP requires a general willingness of teachers to share their school lessons, thoughts and experiences as well as their knowledge about the learning groups. Schools should help students getting to know the colleagues and pupils as well as central concepts, rules and processes. Also a regular feedback and support in critical self-reflexion should be enabled to foster student learning.

Nevertheless, it is the school's decision, whether to choose certain teachers and certain learning groups to support the teacher student. It is important, that students can observe and conduct lessons in their subjects. In addition, they should also get opportunities to observe lessons in other subjects. Obligatory lessons conducted by students (see 3.3) should be equally scattered over all of their subjects. In some cases variations are possible.

Students wish for a school that

- offers a wide range of training in various situations.
- supports and counsels them and answers questions.
- provides feedback to their actions.
- is open to new ideas.

1.4 Process of student distribution

If you are interested in receiving a student for a KSP, please contact ese@uni-erfurt.de

2. Students, their competencies and tasks

2.1 Competencies of the students

When students start with the KSP, they have completed four years of university studies. They have...

- completed a bachelors degree and studied at least two years in a Master of Education program.
- acquired basic content knowledge for teaching two to four school subjects.
- acquired pedagogical knowledge and completed five corresponding practical phases.
- acquired pedagogical content knowledge with regard to their school subjects and the competencies for lesson planning, conducting and reflexion.
- completed guided practical phases in their subjects with regard to lesson planning, conducting and reflexion.
- completed guided practical phases in the total of 30 credits (ECTS).

Teacher education at the University of Erfurt aims at the development of professional competencies in accordance with the standards provided by the Kultusministerkonferenz (see www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2004/2004_12_16-Standards-Lehrerbildung.pdf)

The study programs at the University of Erfurt are structured accordingly. See examples in Table below.

Area of competence	Program	Titel
<i>Teaching</i>	Bachelor	IBG Lesson Planning and Conducting Erz G270 Teaching and Learning in Primary School
	Master of Education	BW03 Diversity and Inclusion BW04 Learning and Development
<i>Educating</i>	Bachelor	PEB G160 Introduction to Childhood Education
	Master of Education	BW02 Classroom Management BW03 Diversity and Inclusion
<i>Assessing</i>	Master of Education	BW01 Diagnostics, Assessment and Counseling BW03 Diversity and Inclusion
<i>Innovating</i>	Master of Education	BW05 Educational System, School Development and Teaching Profession

2.3 Tasks

Becoming a professional teacher contains integrating and applying competencies acquired in theoretical and practical phases in a way that allows pupils to reach their learning goals.

Working and learning in practical phases is different from working and learning in theoretical courses at university. While the seminar at university allows for extensive consideration, thorough examination and complex discussions, flexible acting under pressure is characteristically in the classroom. Oftentimes there are only seconds to decide how to assess certain behaviour of pupils, how to react to it and what are the consequences resulting from different reactions. Everyday school life also demands to adapt long-term planned lessons to altered situations quickly and flexibly. This can lead to a lack of confidence for managing all these tasks. It also makes students adapting routines they observed as pupils or in former practical phases. The difference in working and learning can hence lead to a lack of carefulness and consideration regarding the observation and reflexion of the observed. Also, a concentration on one and a neglecting of other important areas of teaching can be a result.

For an optimal use of the KSP learning potential students are provided with a catalogue of tasks. It focuses the different areas of competence mentioned above and provides a broad approach to observing and engaging in school and teaching. The list of tasks separates activity tasks from reflexive tasks. While activities are aimed at active engagement in school, reflexive tasks are aimed at reasoning on the basis of theory and experience.

A German version of the catalogue can be retrieved from www.uni-erfurt.de/eese/praktikum/ksp. For a translation please ask eese@uni-erfurt.de.

A total of twelve completed activity tasks (3 per area of competence) and four reflexive tasks is obligatory for every student during the KSP. Individual agreements are possible when accepted by all parties (Student, School, Erfurt School of Education)

2.4 Workload, Duration and Parameters

The KSP has a workload of 30 credits (ECTS) or 900 hours within 15 weeks of practical experience and university courses. When KSP is realised at schools outside of Germany, the exact duration as well as the share and kind of university courses can be stipulated.

Apart from the workload and duration, an accepted KSP contains of the following parameters:

→ 20 conducted lessons

Students are obliged to plan, conduct and document 20 lessons in personal responsibility. These lessons should be equally scattered over all of their subjects. The realisation of more than 20 lessons is possible only if agreed by both parties, student and school.

→ further activities

As mentioned above (see 2.3), students are obliged to exercise certain activity-and reflexive tasks. A list of task examples can be retrieved from www.uni-erfurt.de/ese/praktikum/ksp. Furthermore, it is possible to arrange own tasks with the school.

All tasks should meet the following quality standards:

Tasks have to ...

- be terminable and fit one of the areas of competence mentioned above;
- be prepared in responsibility of the student (including initiating necessary consultations and the preparation of respective material);
- be documented by the student (e.g. observation protocols, work samples, minutes);
- enable a subsequent reflexion, meaning they should be rich in content.

→ appraisal meeting

KSP ends with an appraisal meeting between teacher student and responsible school staff. Students are obliged to prepare a short self-presentation about tasks, experiences and findings. They provide a summative reflexion on the KSP. Ideally, they get feedback for the presentation and the individual development during the practical phase. Students organize and prepare the meeting at school.

Due records	
1.	record of 20 individually planned, conducted and documented lessons scattered equally over the students school subjects
2.	record of 8 activity tasks (including documentation)
3.	record of appraisal meeting

3.4 University courses

University courses cover an additional workload of 9 ECTS or 270 hours. For the KSP in foreign countries, special programs in cooperation with local universities can be compiled or designed. Please contact ese@uni-erfurt.de for further details.

Due records	
1.	record of development task
2.	course and supervision records: individually stipulated