



**UNIVERSITÄT  
ERFURT**

Erfurt School of Education

**GUIDELINE**

# **The Complex School Internship Abroad (KSP)**

Dear all,

at the University of Erfurt teacher students study both, a three-year bachelor- and a two-year Master of Education programme. The central characteristic of both consecutive programmes 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'd 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 the schools' viewpoint. Additionally, we provide some support for the counselling of students in this practical phase.

It is KSP's goal to provide opportunities for linking, road-testing and developing acquired knowledge and skills from different areas. A successful realisation of the KSP demands motivated students to engage in lesson planning and teaching, willing to apply their content and pedagogical knowledge. The KSP also requires schools and teachers to be 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 the KSP. The second part of the guideline presents necessary skills that students should bring to the KSP and tasks they are obliged to realise. Students also receive a written guideline with all the information concerning their KSP. We'd like to encourage students and schools to use this guideline for planning and also during the realisation of the KSP. Also, we would like to encourage both parties to contact us when they have questions. We are looking forward to starting new collaborations and would like to thank all schools for their interest in the KSP.

For the team of the Erfurt School of Education

Dr. Madlen Protzel

## CHARACTERISTICS OF THE KSP

-  **workload:**  
900 working hours = 30 credits (ECTS) during Master of Education studies
-  **two learning venues:**  
School, University
-  **school attendance (observation, teaching and other activities):** 15 weeks = 15 credits (ECTS)
-  **supervision course**  
**(critical reflection of experiences)**  
15 session = 6 credits (ECTS)
-  **intercultural training:**  
15 sessions each = 9 credits (ECTS)

## PREPARE THE KSP AT SCHOOL

### Legal provisions

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

- KMK-Standards für die Lehrerbildung in den Bildungswissenschaften (resolution by the Conference of the Ministers of Education, from Dec 16, 2004);
- Thüringer Lehrerbildungsgesetz (Thuringian Teacher Training Act), the current version;
- Examination and study regulations of the University of Erfurt for the programmes Master of Education Primary School („Grundschule“) as well as Secondary School („Regelschule“) in the current versions;
- traineeship arrangement of the University of



Erfurt for the consecutive qualification of teachers for Primary and Secondary Schools, each in the current versions. The Erfurt School of Education is the concerned authority.

### 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 programme and spans over 15 weeks. The programme regulations define the aims of the KSP as follows:

- development of the professional self by means of active planning and conducting of lessons as well as the experience & participation in everyday school life;
- reflection on practise, science and own action.

Both aims are tackled with a combination of practical experiences at schools and reflective coursework at the university. Hence, the KSP is realised at two learning venues. Students spend 4 days per week at a school and one day at the 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 in the hands of the students themselves. Individual goals must 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. Now insights from former, shorter practical experiences are 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 school's responsibility for education
- facilitation, recording, feedback, documentation, assessment of student achievement
- counselling pupils, learners and their parents
- development-oriented cooperation with people involved in school and education
- administrative tasks
- participation in conferences, projects and extra-curricular activities

### **In summary:**

- The KSP offers a long-term learning-space that provides complex and coherent opportunities for the development of pivotal teacher skills.
- The KSP demands the linking of content and pedagogical knowledge and hence the development of key teacher skills.
- 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 reflection of practical experiences in various settings during university courses and portfolio writing.



### **School requirements**

The KSP requires schools for primary and secondary education (For further information contact [ese@uni-erfurt.de](mailto: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 to get to know the colleagues and pupils as well as key concepts, important rules and processes. A regular feedback and support in critical self-reflection should also be enabled to foster student learning. Nevertheless, it is the school's decision, whether to choose certain teachers and learning groups to support the teacher student. It is important, that students can observe and conduct lessons in their own subjects. In addition, they should get opportunities to observe lessons in other subjects as well. Obligatory lessons conducted by students should be equally arranged 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.

### **Process of student distribution**

If you are interested in receiving a student for a KSP, please contact [ese@uni-erfurt.de](mailto:ese@uni-erfurt.de).

## **STUDENTS, THEIR SKILLS AND TASKS**

### **Skills of the students**

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

- completed a bachelor's degree and studied at least two years in a Master of Education programme;
- 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 reflection;
- completed guided practical phases in their subjects with regard to lesson planning, conducting and reflection;
- 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 German Conference of the Ministers of Education: [https://www.kmk.org/fileadmin/Dateien/ver-oeffentlichungen\\_beschluesse/2004/2004\\_12\\_16-Standards-Lehrerbildung.pdf](https://www.kmk.org/fileadmin/Dateien/ver-oeffentlichungen_beschluesse/2004/2004_12_16-Standards-Lehrerbildung.pdf).

The study programmess at the University of Erfurt are structured accordingly:





## Tasks

Becoming a professional teacher contains integrating and applying skills 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 seminars at the university allow for extensive consideration, thorough examination and complex discussions, flexible acting under pressure usually takes place in the classroom. Oftentimes there are only seconds to decide how to assess a certain behaviour of pupils, how to react to it and to draw consequences resulting from different reactions. Everyday school life also demands to adapt to long-term planned lessons to altered situations quickly and flexibly. Managing all these tasks at once can lead to a lack of confidence. It also makes students adapt to routines they may have 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 reflection 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 on the different areas of skills 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 [https://www.uni-erfurt.de/fileadmin/einrichtung/erfurt-school-of-education/Praktika\\_ESE/PORTFOLIO\\_02042025\\_Formular.pdf](https://www.uni-erfurt.de/fileadmin/einrichtung/erfurt-school-of-education/Praktika_ESE/PORTFOLIO_02042025_Formular.pdf). For a translation please ask [ese@uni-erfurt.de](mailto:ese@uni-erfurt.de).

A total of 12 completed activity tasks (3 per area of competence) and four reflexive tasks are obligatory for every student during the KSP. Individual agreements are possible when accepted by all parties (student, school, Erfurt School of Education).

### **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 the KSP is realised at schools outside of Germany, the exact duration as well as the share and kind of university courses can be agreed upon. 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 spread 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, students are obliged to exercise certain activities and reflexive tasks. A list of task examples can be retrieved from the [https://www.uni-erfurt.de/fileadmin/einrichtung/erfurt-school-of-education/Dokumente/Praxisphasen/Praktika/KSP/2025-04-03\\_KSP\\_Leitfaden.pdf](https://www.uni-erfurt.de/fileadmin/einrichtung/erfurt-school-of-education/Dokumente/Praxisphasen/Praktika/KSP/2025-04-03_KSP_Leitfaden.pdf). Furthermore, it is possible to arrange own tasks with the school.

All tasks should meet the following quality standards:

Tasks have to ...

- be temporary 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

The 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 summarizing reflection of 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 equally arranged over the student's school subjects
2. record of 8 activity tasks (including documentation)
3. record of appraisal meeting

## University courses

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

## Due records

1. participation in intercultural training
2. course and supervision records: record of development task

[www.uni-erfurt.de/ese/praxisphasen/  
praktika/komplexes-schulpraktikum-ksp](http://www.uni-erfurt.de/ese/praxisphasen/praktika/komplexes-schulpraktikum-ksp)

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