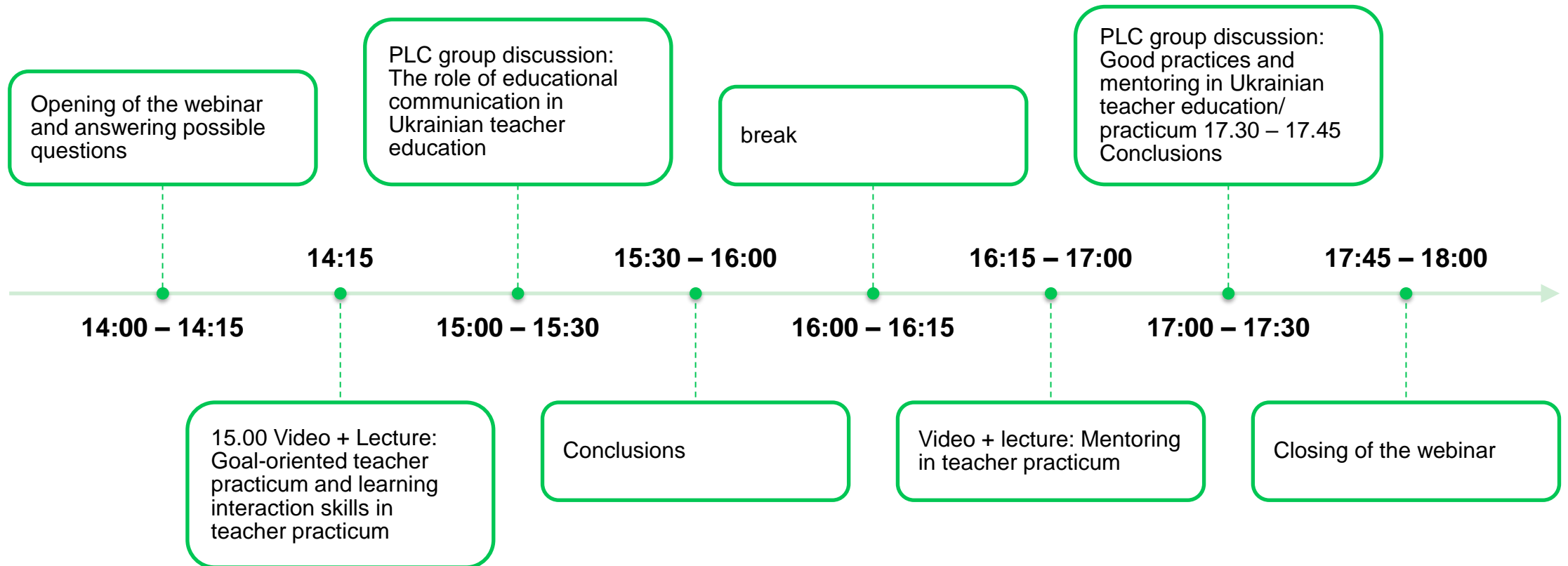


**PRESETT training and development
programme – training of trainers
Assessment in teacher education
December 2021**

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● ● 14.12.2021



Goal-oriented teacher practicum and learning interaction skills in teacher practicum

14.12.2021 at 14.15-15.00

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Teaching practicums– different functions in different practices

Master's teaching practice



Multidisciplinary teaching practice

1. Subject-based: Multidisciplinary practicum (basic practicum, first practicum) on the 3. year of teacher education

In teacher practice teacher students learn

- to set goals for one's own practice and follow them during the practice
- to teach different subjects and get acquainted to their specific didactic skills
- to plan and implement periodic plans and lesson plans for teaching
- to plan and implement the structure of lessons and pupils' learning processes
- goal oriented action in the classroom: using versatile learning methods, giving instructions, maintaining motivation, etc.

Competence goals for Multidisciplinary teaching practice

- After completing the teacher practice course, the student
 - understands the student's perspective and class interaction, and is acquainted with practical schoolwork
 - can set goals for the teaching entity, implement them using different teaching methods (including drama) and evaluate them, and understand which knowledge and skills the entity requires
 - understands the basics of different disciplines when making subject-specific didactic solutions
 - can use different learning environments and implement multidisciplinary learning entities in one's educational and teaching work
 - understands the basics of discipline-based integration or phenomenon-based learning and can apply them in collaboration in teaching
 - under guidance can identify different learners and is acquainted with different forms of support
 - can work as a co-teacher and co-operate in practical schoolwork

Course content of Multidisciplinary teaching practice

- Students
 - build activities in the classroom on the basis of class and pupil knowledge achieved, particular attention is paid to the child's role as a member of the community and as a holistic learner
 - practice teaching both independently and collaboratively, using a variety of work methods and visualization tools
 - examine both one's own teaching and teaching in relation to the curriculum, the starting points of different disciplines, multidisciplinary learning entities and one's own teacher practice goals
 - have the opportunity to integrate teaching in a field-based or phenomenon-based way
- students of *educational psychology* have the opportunity to implement a phenomenon-based entity combining subjects

1st week of Multidisciplinary practice

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Info at 9-10	Group meeting Guidance (supervision- mentoring) by lecturer in subject didactics	Group meeting Guidance by lecturer in subject didactics	Group meeting Guidance by lecturer in subject didactics	Group meeting Guidance by lecturer in subject didactics
Observing one's own class 3 h during 10-14	Lecture for all Goals and planning of the teaching, periodic plans/overall plans	Lecture for all Transversal competencies and multidisciplinary learning entities	Lecture for all Guidance by lecturer in subject didactics	Lecture for all Guidance by lecturer in subject didactics
Meeting in own class Guidance by class- lecturer (classroom teacher) after the school day, collaborative planning	Lecture for all Practical theory	Observing one's own class	Meeting in own class Guidance by class-lecturer, planning of a multidisciplinary learning entity	

2nd week of Multidisciplinary practice

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lecture Pedagogical café: 2 themes, 20 min/theme(assessment of learning, diverse learners)	Lecture Pedagogical café: 2 themes, 20 min/theme(working methods, digitalization to support learning)	Preparing periodic plans Observing In one´s own class	Preparing periodic plans Observing In one´s own class	Preparing periodic plans Observing In one´s own class
		Guidance by class- lecturer as agreed	Guidance by class- lecturer as agreed	Guidance by class- lecturer as agreed
		Clinic for subject didactics as agreed	Clinic for subject didactics as agreed	Clinic for subject didactics as agreed

5 weeks teaching in one's own class, guided observations once a week in different classes

- **3rd week** – teaching in pairs about 10 lessons – after the school day is the reflection session with the supervising teacher
- Guided observation and group reflection: **Goal-orientation of the teaching sessions – theory and practice.**

4th week- teaching in pairs about 10 lessons - after the school day is the reflection session with the supervising teacher
Guided observation and group reflection: **Motivation and commitment during the teaching session- theory and practice**

5th week- teaching in pairs about 10 lessons – after the school day is the reflection session with the supervising teacher
Guided observation and group reflection: **Interaction and feedback system to support the pupil's learning: learning climate in the class, encouragement, support, peace for work- theory and practice**

6th week – teaching in pairs about 10 lessons -- after the school day is the reflection session with the supervising teacher
Guided observation and group reflection: **Performance of the class: overall performance, working methods, class culture-theory and practice**

7th week – teaching in pairs about 10 lessons -- after the school day is the reflection session with the supervising teacher – students reflect their practical theory - **self assessment report.**

Assessment of Multidisciplinary teacher practice

- The course is graded on the scale of *passed - to be completed - failed*
- The teacher practice must be supplemented if the goals have not been achieved or the tasks included in the teacher practice period have been performed incompletely
- After the practicum student writes one's own report, self-reflection of the practicum: assesses goals, achievements, reflection of one's development and practical theory, set goals to the next practicum = master's practicum

2. Master´s practicum on the 4th-5th year of teacher education

Planning and implementing in practice

- in the beginning writes one´s own plan for the practicum: set goals, continue one´s own practical theory, use sources and referencies
- whole weeks Mon- Fri (20 lessons) teaching
- whole days (4-5 hours) teaching
- projects and multidisciplinary learning moduls
- co-teaching with the student fellow

2. Master´s practicum on the 4th-5th year of teacher education

- Pupil´s learning assesment (formative and summative)
- School and home cooperation (weekly letters, messages, parent´s evening or other happening)
- support and differentiation

To become aware of pupil welfare and school administration, principal´s work, how to apply teacher´s job, teachers rights and responsibilities etc.

Competence goals for Master's teaching practice

- After completing the teacher practice course, the student
 - is able to plan, implement and evaluate the teaching work and class performance of whole school days
 - understands the ethical nature of the classroom teaching profession as well as the diversity and social significance of teaching work
 - understands the importance of school as part of the local community
 - understands the school as a forum for leadership, development and collaboration, and as a learning organization
 - is able to structure one's own teaching with the help of theory and practice, and is able to act as a co-teacher
 - recognizes different learners and knows different forms of support

Content of the Master's teaching practice course

- the student is responsible for teaching and classroom activities throughout the school days, both independently and with a peer
- the student observes and reflects holistically the school community and its collaborating partners
- the student learns to make justified pedagogical solutions, and looks for new development challenges
- the student practices multi-professional collaboration and co-operation with parents/guardians
- the student's teacher practice report reflects and analyses one's own teaching, teaching and school work in relation to the curriculum, one's own teacher practice goals, and literature

In connection with the teacher practice, the following plans are made:



a personal development plan for one's own teacher (teacher identity)



a periodic plan



a weekly plan



lesson plans

● ● Assessment of Master's teacher practice

- The teacher practice course is graded on the scale of *passed - to be completed - failed*
- The teacher practice must be supplemented if the goals have not been achieved or the tasks included in the teacher practice period have been performed incompletely

Educational communication skills are important!

- There has been signs, that teachers graduate without an adequate guidance in knowledge and skills related to educational communication
- The most significant impact on the resilience and workload of primary school teachers is the interaction with students!
- Teachers' educational communication skills have been brought in to focus and they are supported during the teaching practicums
- Teachers' descriptions of the processes involved in coping
 - between the teacher and the student
 - within the teaching community and
 - interaction between teacher and guardian.

Why teach educational communication to teacher students?

- to increase students' awareness of the phenomena related to the teacher's professional interaction skills and their role in creating a positive teacher-pupil / student group interaction
- expand the use of information related to professional interaction in guiding students
- support students' ability to create pedagogical leadership, group guidance and a positive learning atmosphere through professional interaction
- share theory-based pedagogical material and new tools to guide students

● ● Educational communicatoin skills

1. **teacher sensitivity and positive atmosphere** - the teacher must be aware of the individual needs of the students and respond to them in a timely and sensitive manner. The positive atmosphere is built on a sense of security and class relationships
2. **group activities, organization and motivation** - the organization and motivation of the group's activities promote students' learning and attachment to work, focusing on the goals of learning and working
3. **feedback** - guides the learning process and promotes understanding
4. **dialogue** - the teacher promotes learning interaction by considering the principles of dialogue in teaching, which are the cumulative nature of teaching, appropriateness, collectivity, reciprocity and incentive

● ● The teaching interaction- two levels

1. Content and didactic level

- How does the teacher organize classroom practices and activities from goals to practice?
- What teaching methods, tools, and materials does she/ he use?
- How the teacher mentally supports students' activities and attachment to work, promotes learning and the focus of learning on work goals?
- What kind of concepts, teaching and guidance communication, and feedback that supports learning, learning skills and self-direction does the teacher use?

● ● The teaching interaction – two levels

B. Relationship and pedagogical level

- What kind of professional interaction does the teacher create at the level of both verbal and nonverbal communication with individual students and the group?
- How warm and sensitive is her / his interaction with students?
- How she / he, on the other hand, supports and limits students' negative activities?
- What is the emotional climate like in the classroom?

● ● How to teach educational communication?



OBSERVATIONS



ANALYZE FORMS AND
DISCUSSIONS