

# European University of Luxembourg

## Master in Education, M.Ed.



## Teaching Practice Internship



**European University of Luxembourg**  
Wiltz Campus | Online Campus

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## Overview Teaching Practice year 1 – 4

	Year 1	Year 2	Year 3	Year 4
<b>Weeks</b>	2 x 2 weeks	8-9 weeks	9-10 weeks	10-11 weeks
<b>Dates<sup>1</sup></b>	TBA	TBA	TBA	TBA
<b>Focus</b>	I	<b>(I) teach my subject (field)</b>	<b>(I teach my subject (field)) to students</b>	<b>(I teach my subject (field) to students) as a professional</b>
<b>Professional Identity: Main Question per year</b>	Am I capable of studying and teaching in an international setting?	<i>And...</i> am I capable of applying what I learn, teaching my subject field, to further my development?	<i>And...</i> am I capable to differentiate in my teaching activities, responding to all students' needs?	<i>And...</i> am I capable of demonstrating my professional identity as a teacher in an international setting, now and in the future?
<b>General Learning Outcomes TP/PI</b>	I provide classroom activities in a guided situation in the (semi-) authentic context of international (or bilingual) education. My lessons are planned according to the basic principles of teaching and learning (my subject (field)). My lessons are appropriate for students from different backgrounds. I connect with students and dare to take the lead. I underpin pedagogical and didactic choices by using theoretical concepts.	<i>And...</i> I provide classroom activities in the authentic context of international (or bilingual) education under supervision. My pedagogical content knowledge is sufficient enough to facilitate student's learning in the chosen subject (field) and aligned with the way of teaching in international education. I show interest in students and provide an orderly learning environment most of the time	<i>And...</i> I provide classroom activities independently in the authentic context of international education. I teach my subject (field), responding to students' social, emotional and cognitive development and its differences, by providing an inclusive classroom.	<i>And...</i> I provide all responsibilities of a teacher independently in the authentic context of international education. I integrate cultural values and global events into lessons and support students for their future careers. I use actual knowledge and research to improve my teaching and students' learning and I formulate an own vision on how to teach the chosen subject field in the different contexts of international secondary education. I plan how to further my professional career as a teacher in an international context.
<b>Teaching Practice: Main Question(s) per year</b>	Does/Is the student-teacher... <ul style="list-style-type: none"> <li>- connect with students</li> <li>- show enthusiasm teaching their subject (field)?</li> <li>- aware of (cultural) diversity?</li> <li>- reliable and helpful</li> </ul>	<i>And ...</i> is the student-teacher able to... <ul style="list-style-type: none"> <li>- present his/herself as a teacher</li> <li>- create an orderly and task-orientated learning environment most of the time</li> </ul>	<i>And ...</i> is the student-teacher able to ... <ul style="list-style-type: none"> <li>- address international and global issues in their teaching activities</li> <li>- see differences among students and to create an</li> </ul>	<i>And ...</i> is the student teacher able to ... <ul style="list-style-type: none"> <li>- to create an inclusive, safe and engaging learning environment</li> <li>- where students are encouraged to discuss their personal</li> </ul>

<sup>1</sup> See also the EU Calendar

	<ul style="list-style-type: none"> <li>- willing to learn from mistakes?</li> </ul> <p><b>Ready to accept and to adopt the role of teacher in international education?</b></p>	<ul style="list-style-type: none"> <li>- provide engaging teaching activities responding to the way of teaching of the placement school</li> <li>- address intercultural awareness in teaching activities</li> <li>- monitor students' progress embedding assessment for learning?</li> </ul> <p><b>Being able to further own development becoming a teacher in international education?</b></p>	<p>inclusive and engaging learning environment</p> <ul style="list-style-type: none"> <li>- manage the classroom in an effective way, paying attention to both the whole class and individual students</li> </ul> <p><b>Ready to start teaching independently with supervision from a distance?</b></p>	<p>involvements to become active international citizens</p> <ul style="list-style-type: none"> <li>- design long-term lesson planning embedding assessment for learning</li> <li>- cooperate constructively with colleagues and staff</li> <li>- share ideas about learning and teaching (their subject (field)), based on research, with the work field</li> <li>- formulate own qualities and areas for improvement for the induction stage?</li> </ul> <p><b>Ready to start as a professional?</b></p>
<b>Role of the student in TP</b>	Observer, inquisitive, participant	Active player	Independent organiser	Professional teacher
<b>Level of command</b>	Simple, exploratory, observing, assisting, actively cooperating	Acting (semi-)independently, implementing, designing, showing initiative	More in-depth, analysing, planning professionally, self-evaluating	Professional, determining point of view, considering alternatives, both individually and in consultation with others, specialising
<b>Responsibility</b>	Operating under the direct supervision of the mentor-teacher and monitored intensively by supervising lecturer	Operating under supervision of the mentor-teacher and monitored by the supervising lecturer	Increasing responsibility under supervision of the mentor-teacher leading to teaching independently, monitoring reduced and the more and more from distance, also by the supervising lecturer	Operating in the secondary school under their own responsibility. Supervision takes place from a distance by the school mentor teacher. Monitoring takes place on demand.
<b>Complexity</b>	Observing and interpreting student interaction and learning activities, carrying out parts of tasks and easy teaching activities in simple situations	Carrying out educational tasks in the classroom, appropriate for different levels and backgrounds of students and for longer periods during the day	Carrying out all professional tasks, whole and sequential lessons, if possible own class(es), participating in tasks connected to school development	All professional tasks, including maintaining contacts with parties outside the school (e.g., parents, other stakeholders, etc.)
<b>Indication of Teaching Activities led</b>	TP 1.1: 4 (small) teaching activities total/2 weeks	Average of 6 (-8) teaching activities per week, starting in week 2 with small	Average of 8 (-10) classes of 60 minutes per week (starting in week 2) or an	Average of 8 (-10) classes of 60 minutes per week (starting in week 2) or an

<b>by the Student-teacher/week</b>	4 days <sup>2</sup>	activities building up to providing complete lessons in week 5 – 8 (9)	equivalent that suits the educational approach in the school	equivalent that suits the educational approach in the school
	TP 1.2: 3 -5 (small) teaching activities/week  4 days	4 days	4 days	4 days
<b>Structure of Teaching Activities*</b>	<b>Week 1:</b> Observational week, shadowing multiple classrooms, grade levels and subject fields <b>Week 2:</b> Small teaching activities, e.g. working with small groups or individual students	<b>Week 1:</b> Introduction week for the Student-teacher to observe and to work with students in small groups and individually as they learn school routines, student names, and plan with the Mentor-teacher for the upcoming weeks <b>Weeks 2-4:</b> The Student-teacher continues to work with small groups and individual students, but also facilitates learning with the whole class for several selected classes, as agreed upon by the Student-teacher and Mentor-teacher <b>Weeks 5-(8)9:</b> If possible, the Student-teacher is directly engaged with two or three classes	<b>Week 1:</b> Introduction week for the Student-teacher to observe and to work with students in small groups, individually and whole group as they learn school routines, student names, and plan with the Mentor-teacher for the upcoming weeks <b>Weeks 2-5:</b> If possible, the Student-teacher is directly engaged with three or four classes <b>Weeks 6-(9)10:</b> The Student-teacher is directly engaged with three or four classes (if this level is not met by the final 4 weeks, a failure for TP is possible)	<b>Week 1:</b> Introduction week for the Student-teacher to observe and to work with students in small groups and individually as they learn school routines, student names, and plan with the Mentor-teacher for the upcoming weeks <b>Weeks 2-(10)11:</b> The Student-teacher is directly engaged with three or four classes, depending on the situation (if this level is not met by the final 4 weeks, a failure for TP is possible)
	<b>Week 3 and 4:</b> Continuing with working with small groups and providing teaching activities for the whole group, e.g. part of a lesson			
<b>Other activities beside classroom activities during TP</b>	Participating in other activities organized for students, observing meetings, etc.	Participating in other activities organised for students, observing meetings, etc.	And observing progress meetings between teachers and caregivers (parents), participating in meetings.	And taking full responsibility for contact with caregivers and participating actively in meetings, etc.
<b>Learning about teaching in international schools: key topics per year</b>	Learning and teaching, adolescents, diversity, English in the international classroom, Democratic Citizenship, subject field didactics, eg MYP, IB DP	Classroom management, assessment for learning, differentiation, student agency, inquiry learning, online learning and digital literacy, subject didactics	Inclusive education, differentiation	Subject didactics, student-teachers work on own professionalisation goals.

<sup>2</sup> 4 full days (or an equivalent spread out over 5 days) allowing students to work on flanking EU assignments.

<b>Flanking Assignment(s) to be carried out during TP</b>	Project Educational Studies 1.2: how to teach adolescents from different backgrounds?	Online Learning Arrangement (research-based educational design) about digital literacy	Differentiation (research-based educational design) – Lesson Study	Bachelor Thesis (research-based educational design)
				Project Educational Studies 4: event with workshops (related to own professionalisation goals)
<b>Formative Assessment<sup>4</sup></b>	<b>Supervising lecturer: week 1 or 2:</b> online progress meeting with the Student-teacher; <b>week 3 or 4:</b> progress meeting between Student-teacher, mentor-teacher and supervising lecturer based on observed teaching activity (onsite < 600km)	<b>Supervising lecturer:</b> every two weeks online progress meetings with the Student-teachers; <b>week 4</b> online progress meeting between Student-teacher, mentor-teacher and supervising lecturer based on observed teaching activity (online or onsite ; <b>week 8 or 9:</b> online final Student-teacher, mentor-teacher and supervising lecturer on the basis of the final TP Evaluation Form.	<b>Supervising lecturer:</b> every three weeks online progress meetings with the Student-teachers; <b>week 5</b> online progress meeting between Student-teacher, mentor-teacher and supervising lecturer based on observed teaching activity (online or onsite ; <b>week 9 or 10:</b> online final Student-teacher, mentor-teacher and supervising lecturer on the basis of the final TP Evaluation Form.	<b>Supervising lecturer:</b> : every three weeks online progress meetings with the Student-teachers; <b>week 5</b> online progress meeting between Student-teacher, mentor-teacher and supervising lecturer based on observed teaching activity (online or onsite ; <b>week 11 or 12:</b> online final Student-teacher, mentor-teacher and supervising lecturer on the basis of the final TP Evaluation Form.
	<b>Mentor-teacher:</b> ongoing formative feedback (lesson feedback form), <b>week 3 or 4:</b> progress meeting between Student-teacher, mentor-teacher and supervising lecturer (onsite < 600km), final TP Evaluation Form.	<b>Mentor-teacher:</b> ongoing formative feedback (lesson feedback form); <b>week 4</b> online progress meeting between Student-teacher, mentor-teacher and supervising lecturer; <b>week 8 or 9:</b> online final Student-teacher, mentor-teacher and supervising lecturer on the basis of the final TP Evaluation Form.	<b>Mentor-teacher:</b> ongoing formative feedback (lesson feedback form); <b>week 5</b> online progress meeting between Student-teacher, mentor-teacher and supervising lecturer; <b>week 9 or 10:</b> online final Student-teacher, mentor-teacher and supervising lecturer on the basis of the final TP Evaluation Form.	<b>Mentor-teacher:</b> ongoing formative feedback (lesson feedback form); <b>week 5</b> online progress meeting between Student-teacher, mentor-teacher and supervising lecturer; <b>week 11 or 12:</b> online final Student-teacher, mentor-teacher and supervising lecturer on the basis of the final TP Evaluation Form.
<b>Summative Assessment</b>	<b>EU:</b> TP portfolio year 1 (peer-assessment)	<b>EU:</b> TP portfolio year 2	<b>EU:</b> TP portfolio year 3 (peer-assessment)	<b>EU:</b> TP portfolio year 4 (peer-assessment). FINAL WORK
<b>Credits</b>	5 ECTS	5 ECTS	10 ECTS	10 ECTS
<b>TP Admission Requirements</b>	None	Before commencing their Year 2 Teaching Practice, Student-teachers must have at least 50 ECTS obtained in year 1, and passed ME301 (Curriculum Design and Instructional Decision Making)	Before commencing their Year 3 Teaching Practice, Student-teachers must have passed their Year 2 Exams, have gained at least 80 credits of Year 1 and 2 of the major programme and passed their Year 1 Teaching Practice	Before commencing their Year 4 Teaching Practice, students must have earned 100 credits and passed their Year 3 Teaching Practice.

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<sup>4</sup> See also the TP Checklist

# 1 EU TP Calendar

Year	Quarter 1									Quarter 2									Quarter 3									Quarter 4								
Week	1	2	3	4	5	6	7	8	TW	1	2	3	4	5	6	7	8	TW	1	2	3	4	5	6	7	8	TW	1	2	3	4	5	6	7	8	TW
Year 1																																				
Year 2																																				
Year 3																																				
Year 4																																				

\*including Spring Break (between 3.3 and 3.4) (9 weeks)

\*\*including Winter Break (between 1.7 and 1.8) (9 weeks)

\*\*\*including Spring Break (between 3.3 and 3.4)

## 2 EU Teaching Practice Checklist

Below is a final checklist to ensure that Student-teachers return to EU with all of their required documents. This also serves as a guide for the Student-teachers, Mentors and Visiting Lecturers, identifying the aspects they are all required to complete. The Teaching Practice Guide outlines all of the components in more detail and includes all forms.

Teaching Practice Requirements	Year 1	Year 2	Year 3	Year 4
Number of Weeks in the Classroom	TP 1.1: 2 weeks	8-9 weeks	9-10 weeks	10-11 weeks
	TP 1.2: 2 weeks			
Percentage of Time and Days per week Teaching/Leading Groups during TP by the <b>Student-Teacher</b>	TP 1.1: 4 (small) teaching activities total/2 weeks <i>4 days*</i>	Average of 6 (-8) teaching activities per week, starting in week 2 with small activities building up to providing complete lessons in week 5 – 8 (9) <i>4 days*</i>	Average of 8 (-10) classes of 60 minutes per week (starting in week 2) or an equivalent that suits the educational approach in the school <i>4 days*</i>	Average of 8 (-10) classes of 60 minutes per week (starting in week 2) or an equivalent that suits the educational approach in the school <i>4 days*</i>
	TP 1.2: 3 -5 (small) teaching activities/week <i>4 days*</i>			
<b>Supervising Lecturer</b> contacts <b>Mentor-teacher</b> via email; introduction, TP process, sharing of TP documents	<b>Supervising Lecturer</b> tracks these	<b>Supervising Lecturer</b> tracks these	<b>Supervising Lecturer</b> tracks these	<b>Supervising Lecturer</b> tracks these
Starting Meeting with <b>Student-teacher, Mentor-teacher</b> and <b>Supervising Lecturer</b> (~15 min); <i>online</i>				
Progress Meeting with <b>Student-teacher, Mentor-teacher</b> and <b>Supervising Lecturer</b> (~30 min); <i>online for students &gt;600 km</i>				
<b>Mentor-teacher:</b> Ongoing, Formative Feedback <b>Lesson Feedback Form</b>	No minimum	No minimum	No minimum	No minimum
<b>Mentor-teacher:</b> Formal Lesson Observation (30+ minute lesson) <b>Lesson Feedback Form</b>	1 Final Copy	2 Final Copies	3 Final Copies	3 Final Copies
<b>Supervising Lecturer:</b> Formal Lesson Observation (30+ min lesson;video) <b>Lesson Feedback Form</b>	1 Final Copy	1 Final Copy	1 Final Copy	1 Final Copy
<b>Mentor-teacher:</b> Overall Teaching Practice Evaluation (Year Specific) <b>Teaching Practice Evaluation Form</b>	1 Final Copy signed	1 Final Copy signed	1 Final Copy signed	1 Final Copy signed

<b>Student-teacher:</b> Original Video Permission Form (Only students beyond the 600 km visiting range) <b>Video Submission Permission Form</b>	<b>1 Final Copy signed</b>	<b>1 Final Copy signed</b>	<b>1 Final Copy signed</b>
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*\*4 full days (or 5 short days) allowing students to work on flanking assignments.*

### 3 EU Structure of teaching activities per week during TP

Below are suggested trajectories and expected outcomes for Student-teachers on their Teaching Practice. Student-teachers focus on teaching their own subject field, but are allowed after consultation of their supervising lecturer, also teach other subjects. The suggestions are based on a student's readiness, as determined by the Mentor- teacher and Student-teacher, to take on various roles, including but not limited to:

- working 1:1 with a student
- leading small groups on a task during a lesson
- facilitating whole class learning opportunities

Year	Suggested Trajectories and Expected Outcomes
<b>TP 1.1</b> 2 weeks	<b>Week 1:</b> Observational week (based on observational tasks), shadowing multiple classrooms, grade levels and subject fields <b>Week 2:</b> Small teaching activities, e.g. working with small groups or individual students (based on assignments)
<b>TP 1.2</b> 2 weeks	<b>Week 3 and 4:</b> Continuing with working with small groups and providing teaching activities for the whole group, e.g. part of a lesson (based on assignments)
<b>TP 2</b> 8-9 weeks	<b>Week 1:</b> Introduction week for the Student-teacher to observe and to work with students in small groups and individually as they learn school routines, student names, and plan with the Mentor-teacher for the upcoming weeks <b>Weeks 2-4:</b> The Student-teacher continues to work with small groups and individual students, but also facilitates learning with the whole class for several selected classes, as agreed upon by the Student-teacher and Mentor-teacher <b>Weeks 5-(8)9:</b> If possible, the Student-teacher is directly engaged with two or three classes teaching complete lessons
<b>TP 3</b> 9-10 weeks	<b>Week 1:</b> Introduction week for the Student-teacher to observe and to work with students in small groups, individually and whole group as they learn school routines, student names, and plan with the Mentor-teacher for the upcoming weeks <b>Weeks 2-5:</b> If possible, the Student-teacher is directly engaged with three or four classes <b>Weeks 6-(9)10:</b> The Student-teacher is directly engaged with three or four classes (if this level is not met by the final 4 weeks, a failure for TP is possible)
<b>TP 4</b> 10-11 weeks	<b>Week 1:</b> Introduction week for the Student-teacher to observe and to work with students in small groups and individually as they learn school routines, student names, and plan with the Mentor-teacher for the upcoming weeks <b>Weeks 2-(10)11:</b> The Student-teacher is directly engaged with three or four classes, depending on the situation (if this level is not met by the final 4 weeks, a failure for TP is possible)