Building University Schools
in Teacher Education Programmes
Guidelines and Suggestions

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Acknowledgement

Authors

Bohumíra Lazarová, Milan Pol, Vladimír Moškvan (Masaryk University)

Karl-Heinz Gerholz, Jörg Neubauer, Hannes Reinke, Anne Wagner (University of Bamberg)

Nils Marko, Johannes Seitle, Karl Wilbers (University of Nuremberg)

Bjorn Ivar Midjo, Kari Smith, Ingrid Stenøien (Norwegian University of Science and Technology)

Luis Tinoca, Tiago Tempera (University of Lisbon)

Content

Introduction

This digital handbook is one of the outputs of the Erasmus+ EdUSchool project (*Enhancing European Teacher Education through University Schools*). The aim of the project is to develop a common European understanding of university schools and their concepts among all stakeholders.

The objective of the digital handbook is to offer different possibilities to implement university school concepts in teacher education programmes.

First of all, it is necessary to clarify the terms we will work with throughout the text:

- University: in the text, this term refers to higher education institutions that deal with teacher education.

- University school or school: these terms refer to schools of all levels (nurseries, basic schools, lower and upper secondary schools, vocational schools) in which practical teaching of student teachers take place.

- Internship: this term refers to the practicum of teacher education students (practical phase of teacher education) which takes place in university schools.

- University-based teacher educator: this term refers to university teachers who are responsible for the practical part of education at their institutions. Their roles (organizational, teaching…) vary from country to country and university to university.

- School-based teacher educator or also mentor: these terms refer to teachers in university schools who supervise student teachers in internships in schools.

- Students, student teachers, teacher education students: this term refers to students of the teacher education programme who perform internships in university schools.

The handbook can serve as an inspiration or as a specific tool for implementation of university school concept – setting and development of collaboration between universities and schools which offer internships. Users could therefore be academics at universities, teachers and school leaders or politicians in the educational policy area. Further general ideas and specific steps are presented in this structure: organization of practices including collaboration support, internship activities and requirements for school-based teacher educators' competences.

The first two parts of the text proceed from (among others) the analysed experience of participating countries collaborating on the project (IO1), examples of good practice (IO2) and the analysis of expert-level sources focused on the given topic. The foundation is also the EdUSchool framework Triple Helix (IO2) which expects three fundamental processes in student to teacher practices: professionalization of student teachers and school-based teacher educators, research and development and, as a result of these processes, school improvement. The third part draws from (among others) the proposal of an education module (IO3) and offers a more detailed conception of competences and education of school-based teacher educators.

We are aware that the handbook has its limitations, as contexts of student internship are greatly diverse. No handbook can reflect all specific needs for a specific practice. Using this handbook therefore anticipates creativity and adaptation based on local conditions.
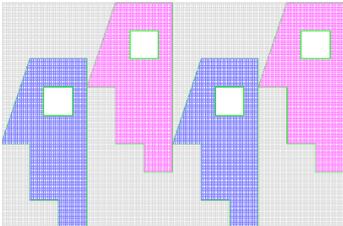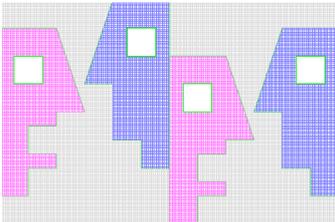
Organization of student teachers' internship	Internship activities	Requirements on school-based teacher educators
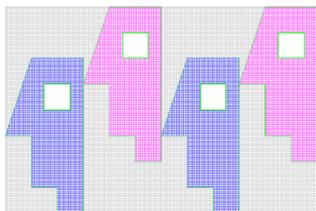
1. Organization of student teachers' internship

1.1 Selection of the university schools

It can be expected that to be a university school is a prestigious affair, as the status of the university can bring the school benefits and prestige in the public eye – from parents and local community as a whole. The main objective behind the collaboration of universities and a university school is the internship of student teachers, however, improvements in the quality of the work of teachers and in schools are no less important effects. Collabora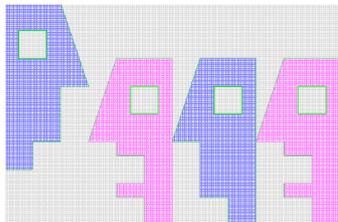tion of schools and universities also includes joint research which can become a basis for innovation and teaching improvement in both institutions.

The concept of university schools takes on different meanings in various contexts. In some countries, there may be found a different width and depth of collaboration between schools and universities.

Three forms of school and university partnerships (Gerholz et al., 2020; Smith, 2016):

Practical (practice) schools

Only loosely coupled connections between university and school are enabled. The university is responsible for the theoretical and the schools for the practical insights for the students. In the practice schools, the students are mentored by teachers, school-based teacher educators, who are not required to have any form of mentor education. The communication between the university and the school is mainly written, and there are few face-to-face meeting points other than, perhaps, a pre-practicum information meeting.

Partner schools

Stable relationships exist between the university and the partner schools. The practical internship is well-planned by both sides and the university prepares the schoolteachers for their role to guide the students. Regular meetings take place for the further development of the school internship, reflection of the existing design of the internship or discussion of current challenges. In Norway, the collaboration between university and partner school is initiated when the university sends out a call to schools to apply to become partner schools. Schools have to present their qualifications, such as the number of educated mentors, innovative projects, and to write a brief statement about

wanting to work closely with the university. The schools are also used as contexts for research and development projects under the aegis of the university. The partnership contract is time limited.

The university that 'owned' the partnership, provided the resources, decided which schools were selected as partners, and had the responsibility for the final assessment of the practicum.

University schools

The intention of university schools is to build a strategic alliance with a university to educate future teachers in study programmes and to co-operate in research and development. A strong relationship exists between the university and the schools in which students can participate, not only in school internships but also in common research and development projects between the university and the university school. The teachers have completed a mentoring education at the university and mentor the students. University schools can have the same status as university hospitals. Learning takes place in both arenas, and the involved actors have dual positions in the university school as well as at the university. Research and developmental projects involve researchers in both contexts, and jointly they pilot new approaches to teaching and teacher education, and there is shared responsibility for resources needed for the joint activities.

The selection of university schools therefore also depends on expectations and there are various criteria for selecting practice schools, partner schools and university schools. However, the situation is different in European countries – in some countries, the schools where students' internships take place are not formally differentiated, although it is clear that partnerships and collaboration with some schools have deeper roots and a broader scope.

It is, however, anticipated that not every school that shows interest can be a university school, but only the schools that meet the required criteria that the university determines.

Not forgetting the quality of teaching in a selected school and its openness to learning and change, it is still important that a school is active in the second phase of teacher training, i.e. that it is a seminar school. This is to ensure that there is basically enough expertise at the school to provide pedagogical guidance and support for the students.

In sum, a set of criteria for the selection university school can therefore be recommended (see Smith, 2016).

- **Relevance** – the potential university school is a school with innovative and quality teaching, ready for change, with a sufficient number of quality teachers (mentors) who have experience in leading students. The school has sufficient resources for leading students' internships and the implementation of other research and development activities. The partnership is built on mutual respect and acknowledgement of diverse

expertise and does not depend on specific persons, but on a shared vision of how to improve education.

- **Motivation** – the potential university school and the people in it (school leaders, teachers, administrative staff) have a clear motivation for collaboration with a university, they are aware of their needs and share the expectations and goals of collaboration with the university. The selection of a university school expects the administrative and all educational staff to be motivated not just for supervision of internships, but also for wider cooperation, individual development and innovation.

- **Willingness to invest** – the potential university school is willing to invest in collaboration with the university, it is able to prepare the conditions for the successful implementation of internships of students, to participate in innovations, research, educational activities, joint meetings, etc. Furthermore, a partnership involves risks, especially when the aim is to develop, to go beyond the comfort zone of all partners, and it can be time-consuming.

- **Expected benefits for both: the school and university** – the potential university school realizes that both parties may benefit from the collaboration, it prefers win-win strategies. Teachers in a university school improve, as does their entire school thanks to collaboration with the university. Similarly, university teachers draw on the knowledge and skills of the school-based teacher educators. Partnerships are to be mutually beneficial, both organizations draw on different kinds of expertise necessary to achieve the shared goal.

Another selection criterion may be the **specific focus of the school** which suits the teacher education programmes at the university.

The establishing entity of the university school also indisputably has its role in the process and it should be debated with it at least at some level. The fact that the authorities are involved as partners in some cases is encouraging, especially in relation to resources, commitment, and sustainability (Smith, 2016).

Examples of practice

An example of a good practice **Selection Process for University Schools** is available at
https://www.university-schools.eu/project-outputs/

Appendix 1 **Resolution and Faculty school status**. An example from Masaryk University.

1.2 Partnership, collaboration and agreements

University schools and universities become partners working together to achieve shared goals. Therefore, collaboration is the essence of a functioning partnership. Cooperating partners should trust each other and be open to listening to and accepting different opinions and solutions. Collaboration can work only if the details of collaboration are clarified and negotiated.

Characteristics of collaboration

The definition of collaboration also includes several concepts that can best be thought of as characteristics. Cook and Friend (1991, p. 7) offered the main **characteristics** of collaboration. These include the following:

- **Collaboration is voluntary**. We cannot stress enough that school professionals must choose to carry out collaborative activities. Administrators or others with administrative authority may mandate that individuals work in proximity to each other, but selecting collaboration as a style is the choice of participants.

- **Individuals who collaborate share a common goal**. Having a shared goal seems like an obvious element of collaboration, but it may be difficult to accomplish. Too often, school professionals note that they want "what is best for the student" and assume that goal establishes a basis for collaboration. Unfortunately, it is too broad to enable the professionals to understand what each expects for the student. Shared goals should be specific enough so that they can be operationalized and evaluated.

- **Collaboration requires parity among participants**. The parity element of collaboration encompasses the idea that participants must believe that they have something valuable to contribute to the collaborative activity and that this contribution is valued by others.

- Collaboration includes **shared responsibility for decisions**. Parity creates the basis for the required shared responsibility for decisions. This basis characterizes collaboration. Even though school professionals may divide tasks to be completed for the sake of efficiency, if they are collaborating they should agree on the key aspects of that decision. It also implies that placing fault on individuals is not appropriate; in collaboration if a problem occurs, it, too, is shared.

- **Collaboration includes sharing resources**. As implied throughout this discussion of the characteristics of collaboration, a sense of ownership is essential. Contributing resources, whether they are time, money, materials, or others, assists in the development of that sense of ownership.

Schools and universities as partners represent various types of organizations with **different missions, cultures and history**, however, instead of seeing differences as an obstacle to collaboration, it can be viewed as a benefit and provide opportunities for mutual learning.

Schools and universities – differences as resources for learning

Schools and universities differ in purpose, function, structure, clientele, reward systems, rules and regulations, ambience, ethos … To engage productively in such contexts requires partners to understand how differences in values, cultures and practices between distinct professional and institutional groups can be capitalised on and linked up in socially coherent and intellectually stimulating ways, and through these, maximise the potential for individual learning and organisational change (Day et al., 2021, p. 21).

Different purposes of these institutions require different behaviour and partners represent **different culture and expertise**. People often speak a "different language", use different terminology and different working procedures. Getting to know these milieus of both institutions and making them compatible is a foundation of a successful collaboration.

The university and the school both have different types of expertise originating from their aims and purpose but both types of expertise have their value (Hammond, 1994). Therefore, the people should be open to and respect different forms of expertise, and also see value in it for the common interest. Liebermann (1992) says that it is necessary to get closer the milieu of both institutions in these fields: the type of communication, bureaucracy and time structure.

Partnerships between schools and universities based on collaboration involve a wide range of actors: leaders of both institutions, school-based teacher educators and university-based teacher educators, students and teachers, students among themselves, administrative and organizational staff and other stakeholders. It is therefore necessary that all these people have:

- access to the necessary information,
- good conditions and resources for work,
- acknowledgement corresponding with their efforts.

A partnership based on collaboration cannot do without more or less formal agreements. Written agreements are a good prevention against possible misunderstandings and conflicts.

1.2.1 Formal agreements on the organization of practices – information and methods

Before engaging in collaboration (and gradually in its progress as well) objectives, activities and other conditions are negotiated. Subjects for negotiations might be these topics:

- **Aims of collaboration.** A shared purpose, a fit-for-purpose structure, trusting relationships and planned collaborative activities are four indispensable components that determine the direction, sustainability and impact of the enterprise (Day et al.,

2021). We can ask the question: *How will the collaboration between university and university school benefit both sides?*

- **Time structure.** A part of the agreement must be a clear vision of time demands related to both participants. A time plan must neither disrupt the teaching of students at university nor the everyday daily schedule of teachers at school.

  The continuity of practice is important in order for the students to have the option to come back with the reflection of practices to the same or similar milieu and to experiment with their new knowledge. We can ask the questions:

  When will the practices take place? (months, days, hours)

  How long will it last?

  What is the time schedule for individual activities?

  How often will the meetings of university-based teaches educators and school-based teacher educators – concerning the clarification of collaboration, changes, innovations, limitations, education and more – happen?

  How time consuming is the work of school-based teacher educators?

- **Flow of information.** Both parties formulate an agreement concerning communication. The flow of information includes planned exchange of information (e.g. regular meetings) and current information and questions, for which an electronic platform is usually used. Therefore, the following questions arise:

  What is the main communication platform for all the stakeholders? How easily is it accessible and to whom?

  Where is the current information made public and who is responsible for doing so?

  What is the plan for joint face-to-face meetings? Who are they for and with what goals?

  People of partner institutions need to know whom they may contact in connection with the organizational or professional matters. University-based teacher educators should have available information on how internships at school work and reciprocally school-based teacher educators should have information on how the university has been preparing for practical training, what professional training the student has already completed. They should be kept informed of any changes. The following questions may arise:

  With whom do the school-based teacher educators and school leaders communicate at the university about administrative issues?

With whom do the school-based teacher educators and school leaders communicate at the university about expertise issues?

Transparent and simple communication platforms apply not only to educators in both partner institutions, but also to students who need to know whom should they contact at the university concerning matters relating to the organization of internships, such as their rights and obligations.

Throughout the year, joint meetings of both participants from university schools and universities are usually planned. During these meetings, the collaboration is evaluated, needs of both sides are identified, needs of students are reflected, new ideas discussed and potential changes are planned.

Documentation and archiving of all activities are important parts of practical training (for example: certification of completing an internship, evaluation of students, contracts and the like). Many universities tend to have digital databases for student evaluation including a deposit space. It is necessary to clarify who has access to this deposit space, how is it secured against misuse, etc. School-based teacher educators have to be trained in the use of online communication university systems.

- **Division of students into university schools.** Agreements also include an estimate regarding the number of students taking part in internship at one school or under one teacher-mentor, or if the students are attending more different workplaces (schools, classes, etc.). Organization of group practices of students is useful as the student has the option to discuss their progress with other students, providing one another support and encouragement. The following questions may arise:
  How many students may be trained in one university school?
  How many students may one school-based teacher educator take care of?

- **Clarification of responsibilities of all participants.** All participants are aware of their responsibilities and understand their role – university-based teacher educators, school-based teacher educators, leaders of both institutions, administrative staff and students.

All information is usually clarified and passed on in joint meetings and published in student internship documents. Sometimes, important points concerning collaboration are also confirmed in legal documents – contracts between partner institutions or people and institutions.

1.2.2   Written contracts – legal documents

A formal contract between universities and university schools is usually drafted and signed by authorized representatives of both institutions. A formally written contract is a legal document, which defines the collaboration between:

- the university and/or the university school,
- between university and school-based teacher educators (a work contract),
- schools and students.

Similar contracts are very specific and depend on the context and legislative requirements of the given country. Contracts to varying degrees of detail include, for example: objectives of collaboration and framework activities, validity of the contract in a specific period, responsibilities of the contracting parties, responsibilities for potential damage and ethical norms, financial conditions (of mentors, possibly school administration, administration and possibly even students if the system allows for it), etc. Usually, it is expected that these contracts are created in collaboration with the legal departments of universities. Nevertheless, also informal contract or oral arrangements are conceivable.

Examples of practice

An example of a good practice **Institutionalization of co-operation within university school programme** is available at https://www.university-schools.eu/project-outputs/

Appendix 2 **Preparation of rules and measures: Analysis of concerns, temptations and tendencies**
In this appendix, we offer a useful tool for teamwork that may help formulate the rules and measures needed to organize student teachers' internships and set the rules for collaboration between the university and university school.

1.3 Resources

For successful organization, it is necessary to secure resources – these include human resources, financial resources, professional and other types of support.

1.3.1 Human resources

School-based teacher educators. A university school has to have the human resources – good teachers willing to supervise students on internships. In some countries, expanding the role of a teacher to a mentor (teacher educator) may be part of a professional development of a teacher.

University-based teacher educators. Employees who are in close contact with the schools and focus on the expertise part of internships. They usually prepare students for internships, negotiate applications for internships, check outputs and evaluations of mentors and organize reflection groups at the university. The time spent on working with the schools should be acknowledged as part of their academic work, as time for research and development. Their education, roles and responsibilities vary depending on the context. It is useful when the people responsible for university internships are somehow organized, guided and have the opportunity to peer-meet and discuss various issues with each other.

Administrative and other support staff. Organization of internship cannot do without the support of administrative staff in both institutions – universities and university schools. Usually, these employees are entrusted with ensuring contracts between different entities. The support of lawyers, IT workers and economists are often important as well – depending on the customs and rules of the university or education system.

School leaders and other educational staff in schools. School administration and other educational staff in university schools are part of the processes and collaboration between universities and schools. They have access to information and participate in the activities when it is needed. School leaders negotiate the conditions of student internships and involvement of the school in wider collaboration with the university, they select and reward teachers for their participation in these tasks. School leaders also create conditions for collaboration with the university and they are responsible for the successful course of the internship and safety of all stakeholders. School leaders support the culture of innovation, evidence-based teaching, openness, collaboration and mentoring in the school. The culture of openness, collaboration and mutual support frees students from worries and motivates them to experiment.

The culture of mentoring

Mentoring requires a culture to support its implementation and fully integrate it into the organization. Without cultural congruence, the challenge of embedding mentoring into the organization is daunting. … Alignment between the organizational culture and the mentoring effort must be well established in order to promote cultural integration (Zachary, 2005 p. 7).

Other teachers and other educational staff (educators, assistants, school counsellors, etc.) have also contributed to the socialization of students and possibly even research, therefore, their role cannot be neglected either.

Student teachers. The primary objective of internships is the professionalization of student teachers, therefore, it has to be in the main focus of attention. Moreover, it is important to take into consideration that their presence in school also contributes to the functioning and development of the school. At the same time, their objective is to support their peers and share experience as well. Intrinsic motivation of students is a basic condition for a successful internship. A negative experience may demotivate students and result in a loss of interest in the teaching profession.

1.3.2 Finances

If the school-based teacher educator (mentor) is to perform well, he/she must be rewarded for performing so. Systems of financing vary in their dependence on school contexts. There are rules established for financing mentors and potentially for other internship or research participants in university schools (administration staff, other educational staff…) as well.

1.3.3 Literature and education

At the same time, in-service training for school-based teacher educators (mentors) is secured from both institutions – university and university school. Both university-based and school-based teacher educator (mentor) should have the literature available and the option to participate in seminars and supervisions (more in details in Part 3 Requirements for school-based teacher educators).

Examples of thematically focused literature

Day, C., Gu, Q., Townsend, A., & Holdich, C. (2021). *School-University Partnerships in Action: The Promise of Change*. Routledge.

Douglas, A. S. (2014). *Student Teachers in School Practice. An Analysis of Learning Opportunities*. Palgrave Macmillan.

Gerholz, K.-H. (2020). Universitätsschule als Kooperationsformat zur Theorie-Praxis-Verzahnung in der Lehrer Innenbildung. In R. Jahn, A. Seltrecht, & M. Götzl (Eds.), *Ausbildung von Lehrkräften für berufsbildende Schulen. Aktuelle hochschuldidaktische Konzepte und Ansätze* (pp. 107–124). Bielefeld.

Gerholz, K.-H., Ciolek, S., & Schlottmann, P. (2020). Linking theory and practice through University schools – An empirical study of effective learning design patterns. *ZFHE, 15*(2), 147–166.

Gerholz, K.-H., & Gillen, J. (2021). Kooperation ist mehr als Theorie-Praxis-Verzahnung – Relevanz und Illustration von Kooperationen zwischen Schulen und Universitäten in der beruflichen Lehrerbildung. *Bildung & Beruf*, *4*(1), 18–24.

Gerholz, K.-H., & Wilbers, K. (2019). Universitätsschulen als modernes Kooperationsformat zwischen Schule und Universität. *SchulVerwaltung Bayern, 42*(9), 255–260.

Smith, K. (2016). Partnerships in teacher education – Going beyond the rhetoric, with reference to the Norwegian context. *Centre for Educational Policy Journal, 6*(3), 17–36.

Tillema, H., van Westhuisen, G., & Smith, K. (Eds.) (2015). *Mentoring for Learning. Climbing the mountain.* Sense Publishers.

Ulvik, M., Helleve, I., & Smith, K. (2018). What and how student teachers learn during their practicum as a foundation for further professional development. *Professional Development in Education, 44*(5), 638–649.

1.3.4   Time

Time is a key element. School-based teacher educators spend time with their students not only during the direct work in classes, but also while supervising a large amount of other activities (as described below). Therefore, it is necessary to provide teachers-mentors with enough time concessions from their direct work in classes.

1.3.5   Space

Students and mentors have rooms available in schools. They may use these premises for preparation of teaching material, relaxation and other team activities, such as individual or group reflection of the internship and gaining new experiences.

1.3.6   Online support

Learning Management Systems (such as Moodle or Blackboard) are used to facilitate communication and documentation. These systems (usually administrated by universities) are used to exchange information, evaluate students, delegate tasks, document contracts and activities or submit of students' outputs.

Students' practical training also concerns newer concepts of learning, which are based on the development of electronic media – blended learning and third space learning. Therefore, in connection with internships, it is also useful to develop online teaching resources that may

support online peer discussions and student discussions with teachers, they may make available a variety of online resources to all students – practical examples and theoretical texts.

Use of electronic resources

Blended learning is evolving over the last four decades from the use of a combination of classroom formats, books, and handouts to a blend of face-to-face instruction and technologically-mediated approaches.

Third space can be defined as the intersection where new knowledge and discourses emerge from the blending and merger of understanding and experiences from a child's (student's) home, community, and peer network with the more formalized learning encountered in schooling. In the digital world, 'third space' thinking can be conceived of as the intersections created by online and offline play experiences. Third Space is generated when people socialize together in and through language, blending every day and academic knowledge (Pane, 2009, p. 8).

In sum...

…there is a close relationship, understanding and respect between universities and university schools. Successful co-operation may be developed under carefully set conditions. Universities and university schools have different cultures – to recognize and respect them is the first step to successful collaboration.

Becoming a university school, inviting students for the internship and implementing mentoring in schools requires a change of culture. Mentoring a student is not a matter of one single school-based teacher educator. The mentoring, respectively, students' internship is a matter of the whole school.

For inspiration

Ten messages about successful school-university partnerships (Day et al., 2021, p. 82):

1. The learning worlds of academics and school practitioners are very different. The worlds of the practitioners are characterized by 'busyness' and multiple social interactions, whereas the worlds of academics are characterized by the demands of knowledge production.

2. Academically derived knowledge needs to be expressed in terms which are perceived to be meaningful by the practitioner recipients, because principals themselves are likely to have different dispositions towards the value of research, be in different phases of their own development, and be managing different sets of challenges in their schools.

3. To influence it must be able to become integrated with the personal and practical contextual, situated knowledge of school practitioners.

4. New academic knowledge in itself is unlikely to have lasting influence without the closely associated credibility and trustworthiness of the academic partner as critical friend.

5. Credibility and trust need to be earned by academic partners, rather than assumed. It takes time to be established. They grow through engaging in processes of 'sustained interactivity'. There are no shortcuts.

6. To influence successfully, academics themselves, therefore, need particular sets of both technical and human relating qualities and skills.

7. Knowledge exchange partnerships need to be understood as being developmental over time, and likely to require shifts in cultural mindsets of both academics and school educators.

8. Knowledge of processes of social influence and the capability to apply these is essential to academics who wish to engage in these partnerships.

9. The success of academic-practitioner partnership work rests upon the nature, forms and quality of the collaboration.

10. Successful school-university partnerships are likely to stimulate incremental rather than transformational change. However, such change is likely to be sustained.
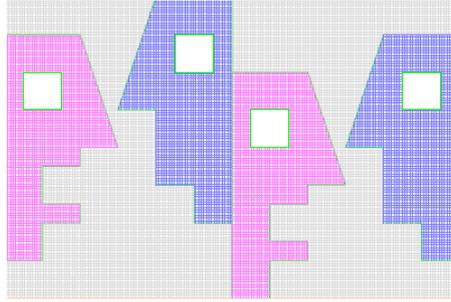
2. Internship activities

During the process of internships, a number of activities take place. Models of involving students in practical training are different. Sometimes, at the beginning of the internship, students are placed into schools to observe teaching, students, relationships, support systems, etc. without being familiar with the theoretical literature. Then, they spend time at the university to become acquainted with the relevant theory and they are encouraged to reflect on and understand their experiences via a theoretical lens. In other systems, students are involved in internship during or rather at the final stage of theoretical training.

2.1 Enrolling students for internship and their socialization in school

One of the objectives of practical preparation of students is that the students become aware of school milieu, its culture, time structure, relationships and responsibilities of teachers in and out of class. In other words, the objective is to get to know the teaching profession from many perspectives as a start for shaping their professional teacher identity (self-concept, professional beliefs, teaching beliefs, etc.). For that reason, it is necessary to allow the student to experience the school and teaching not just through being in one class during the presence of his/her mentor but also through other people in the school. Possible activities during enrolling for student internships:

- Interview with the school leader.
- Interview with the school-based teacher educator (potentially with other organizational employees in the school as well).

The output of the enrolment dialogue is the Internship plan (activities, time-table), which is approved by the student, school-based teacher educator, school leader and university-based teacher educator.

Further introductory "socializing" activities may include the following:

- Meetings and conversations with other teachers, school counsellor, etc.
- Getting to know the documents of the school (yearly reports, websites, time-tables, regular activities, etc.).
- Inviting the student to a group work meeting of teachers and other educational staff (work meeting, meeting of subject groups, group teacher reflections, evaluation meetings, etc.), potentially parents' evening and other work meetings, etc.

Students' socialisation

Through socialisation in the workplace teachers become part of the profession and get access to knowledge embedded in the community. … Socialisation is a matter of being part of a profession … (Ulvik, Helleve, & Smith, 2018, p. 640).

It is important to highlight the possible tensions and contradictions in the learning opportunities for student teachers working within subject departments. The relative isolation of departments as independent units with geographically separate classroom teaching areas and departmental work routines (meetings, assessment considerations, policy decisions and teaching practices, for example) suggests that comparing and contrasting them as situations for student teacher learning is important, as such comparisons are not readily appreciated in the school context (Douglas, 2014, p. 14).

Some school-based teacher educators (or school counsellors, school psychologists) prepare for their students taking part in the internship case-studies of their pupils so that they can gain knowledge of different cases they can encounter in the school and how teachers and counsellors work together to develop support measures for the inclusion of pupils/students at risk.

Examples of practice

An Example of Good practice Br1 **Student reception in the elementary school** is available at
https://www.university-schools.eu/project-outputs/
An Example of Good practice Br2 **Analysis of case studies** is available at
https://www.university-schools.eu/project-outputs/
An Example of Good practice Br3 **Monitoring of school life** is available at
https://www.university-schools.eu/project-outputs/
An Example of Good practice Nu4 **Exploring the field of activity of teachers outside the classroom**
is available at https://www.university-schools.eu/project-outputs/

2.2 Observation in and beyond the classroom

At the beginning of an internship, students observe their school-based teacher educator (and other teachers) in class. After the observation, a dialogue with the mentor usually takes place. The student may notice and record the following areas of observation:

- *How did the teacher work with class objectives?*
- *How did the teacher structure the lesson?*
- *What was the teacher's time-management like?*
- *Which teaching methods seemed to be effective?*
- *What other methods and approaches of the teacher were effective?*
- *What would the student try to do different if he/she was in the teacher's shoes?*
- *What ideas did their observation inspire?*
- *What did the student learn?*
- *Etc.*

Observation may be more structured or aimed at other student's fields of interest. Different observation schemes may be used for this purpose.

Observations and interviews with teachers do not have to take place only in the classroom, but they may take place in the whole school. Extracurricular activities of students play an important role as well. They may get experience with working in a school club, managing sport or culture-oriented activities for children, participate in parents' meetings, etc.

Examples of practice

An Example of Good practice Ba2 **Concept of observation (hospitations, i.e. sitting on classes) during the school internship** is available at https://www.university-schools.eu/project-outputs/

Appendix 3 **Observation sheet class leadership – field of action class "manage, organize, lead, and represent"**

2.3 Tandem teaching

Nowadays, tandem (peer) teaching, respectively teaching in pairs teacher – assistant, teacher – teacher is becoming more and more common in schools. Similar models (for example student – mentor) involve careful preparation for the class, division of roles in the class and group work.

If the internship of more students is in progress at a time, these students may teach together in a tandem class and therefore support and help one another. School-based teacher educators provide feedback.

2.4 Lesson preparation and individual teaching

Students prepare lessons by themselves or in the group, they are expected to teach individually. The school-based teacher educator is supervising students' efforts, respectively, provides the students with feedback on their preparation for the current class and later on his/her individual teaching. The teacher observes and conducts a reflective conversation with the student about the observed lesson, provides the student with formative feedback. The feedback may be provided in writing based on specific criteria (e.g., comprehensibility). Based on reflections and feedback, students should be encouraged to further experimentation – that requires the continuous character of the internship.

Examples of practice

Observation is a powerful strategy in supporting the professional learning of teachers. The professional conversations that we undertake as part of the mentoring relationship are an opportunity to carefully look at students as they go about their learning and to observe what teachers actually do as part of their classroom practice. Appendix 4 **Observation sheet**

Giving and receiving feedback. This is about exchanging information on the impact of an action or some specific behaviour. In the case of a teacher mentor, feedback to the beginning teacher supports the development of knowledge and skills in teaching practice (A learning guide for teacher mentors, 2010). Appendix 5 **Effective feedback**. Rules for providing feedback.

2.5 Individual and group reflection with school-based teacher educator(s)

Individual and group reflections are an important component of teacher training and cover all phases, respectively, internship activities (teacher observation, training, teaching itself, etc.). The reflections represent an unassessed examination in the modules. They take place either at the university school or at the university – depending on the context and organization of internships.

Reflection – a key element of teacher education

Reflection has since long become a keyword in the education of teachers … reflection enables professionals to analyse, discuss, evaluate and change their own practice … Strong professionals learn from their experiences in a conscious and systematic manner (Korthagen, 2014, p. 73).

Examples of practice

An Example of a Good practice Nu6 **Reflection of the team process** is available at

https://www.university-schools.eu/project-outputs/

An Example of a Good practice Nu5 **Reflection on individual professional development** is available at

https://www.university-schools.eu/project-outputs/

Appendix 6 **Reflection concept in Bamberg**

2.6 Students as researchers

Students are also supported in becoming "school researchers", in other words, they are to identify topics, which are interesting for their studies and may in some way help the university school at the same time.

As a practical phase, students may write theses in collaboration with university schools. In the process, students are presented with real-life problems from the schools, which they work on in modules or as part of their bachelor's or master's thesis. This may be either conceptual or empirical in character. The development of teaching materials for new training professions or a concept for in-service training for teachers in the area of digital literacy may be the examples of conceptual final theses. In the case of empirical work, students conduct surveys using questionnaires or interviews with school students or teachers on various topics, such as the organizational design of the use of digital technologies at the school or the perception of teaching from the students' perspective.

It is expected that university-based teacher educators work closely with the students on these practical activities. All these activities contribute not only to professionalization, but also support students in getting to know all aspects of school life and also contribute to the development of the school.

2.7 Evaluation and documentation of the internship by the student

The student taking part in the internship keeps a reflective diary and/or compiles a portfolio. Into the reflective logbook (diary), he/she notes down his/her experience from teaching and follow-up reflection. At the end of each record, it should be mentioned "what the student has learnt from the given experience, what does he/she take from it for his/her future practice or his/her own life."

At the end of the internship, the evaluation dialogue between the school-based teacher educator and the student takes place, potentially also between the student and the school leader. Students are also usually questioned by the university regarding the course of the internship as well (for example by online evaluation systems) and the results of this evaluation serve for the potential planning of changes and improvements of the internship.

2.8 Documentation of internships by the mentor

The documentation of the internship course is based on the agreement between the university and school-based teacher educators according to the demands of the university. Currently, the documentation is usually processed in an electronical form following the rules of GDPR.

Usually, the mentor is asked to assess the performance of students and, at the same time, the university requires feedback on the course and organization of the internship. The school-based teacher educator should be individually questioned about his/her experience and needs.

It is also expected that a good school-based teacher educator gains a lot of new experience for his/her own self-improvement.

In sum…

… it is important to emphasize that all the activities mentioned above take place as a part of collaboration between the university school and university and that university-based teacher educators participate on a number of these activities.

The offer of activities related to the practical training of student teachers is certainly not complete and it depends on the context and agreements between the university school and the university, as well as on the needs and possibilities of the institutions and all the participating individuals. It is clear that all these activities should be closely linked to the profile of the graduate of the teacher study programme and in line with the curriculum.
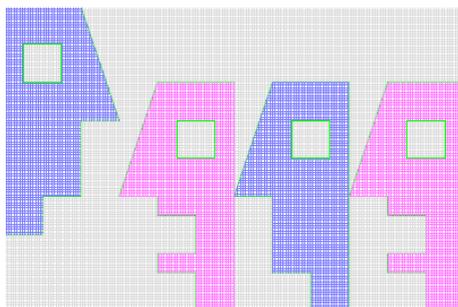
3. Requirements for school-based teacher educators

3.1 Selection of the school-based teacher educators

School-based teacher educators are usually chosen by the school leader, who may assess their skills and possibilities. Every good teacher does not always become a good mentor, but more often, it is a good teacher who may transfer his/her own experience and establish and maintain contact with the student. For this reason, the teacher needs not only teaching, but also mentoring competences.

In case of student internships, it is common that the mentor is the teacher of the same subject that the student studies. It is not, however, a rule in every case as part of the internship may be supervised by a mentor knowledgeable in a different subject as well (in the case it is effective, see Part 2.1 Enrolling student for practice and his/her socialization in school). The teacher accepts the role of the mentor voluntarily and is rewarded for this work.

A good mentor

So, what makes a good mentor? Is it just a matter of being a highly accomplished teacher? Certainly that´s a good starting point, but it´s not enough. Commitment to promoting excellence in the teaching profession? That's important, too. But even more is required (Jonson, 2008, p. 11).

Motivated school mentors are expected to provide student teachers with work-integrated learning … mentors are expected to be models of professionalism for the student teachers… (Singh & Mahomed, 2013, p. 1373).

3.2 School-based teacher educator's competences

School-based teacher educators work as mentors, i.e. experienced teachers who accompany student teachers. After all, their role is different from the one of the mentors who accompany beginning teachers or colleagues at different stages of their career. This concerns mainly the

relationship differences arising from a somewhat less equal role and sometimes from the obligation to evaluate the student for the internship, or at least to report on the successful completion of the internship.

What is mentoring?

The success of the mentoring relationship rests on the mutual excitement the mentor and beginning teacher have about a particular field and the commonality of their own working and learning styles. In the most successful partnerships, participants achieve intellectual and creative growth with shared ideas acting as a stimulus for that growth. Research tells us that mentoring is:

Reciprocal

The experienced and new teacher work together in an equal professional relationship where they are both teachers and learners.

Dynamic

Mentoring influences/changes the context; and the context shapes the relationship. The relationship is organic. An understanding of mentoring is needed to underpin the approach but a formula does not work.

Reflective

The mentor facilitates reflection on the part of the beginning teacher to support the development of the beginning teacher's professional identity as a teacher; the mentor professionally challenges the beginning teacher in developing their theory of teaching, and sense of teacher efficacy. In doing this the mentor continuously reflects on their own practice and self-image as a teacher.

Based on professional support

While personal support is inherent in a mentoring relationship, the emphasis is on professional support, in this case supporting the growth of teaching expertise (A learning guide for teacher mentors, 2010, p. 20).

Nevertheless, the working procedures and techniques used by school-based teacher educators and mentors (for beginning teachers and colleagues) are the same in many aspects. Therefore, even competencies for school-based teacher educators may be derived from the competencies of a mentor.

A range of authors offer different summaries of a mentors' roles, activities and the skills a good mentor should have.

What does a mentor need to know?

According to Jonson (2008, p. 12) … "a good mentor is a teacher who:

- Is a skilful teacher.
- Is able to transmit effective teaching strategies.
- Has a thorough command of the curriculum being taught.

- Is a good listener.
- Can communicate openly with the beginning teacher.
- Is sensitive to the needs of the beginning teacher.
- Understands that teachers may be effective using a variety of styles.
- Is careful not to be overly judgmental."

While summarizing the different models of mentor competences, we may present an integrated model (Smith, 2019; Smith & Ulvik, 2015):

The structural/practical knowledge:

- Knowledge about the national and local educational system.
- Knowledge about work-related issues, rights and responsibilities for teachers.
- Knowledge about the organization of the current school.
- Knowledge about, in and of teaching.

Theoretical knowledge:

- Knowledge about theories of learning, specifically adult and work-based learning.
- Research knowledge about mentoring.
- Research knowledge on the professional learning of teachers.
- Research knowledge on internship in teacher education.
- Knowledge about and skills in assessment, assessment for learning such as feedback and feedforward.
- Knowledge about motivation theories/self-efficacy.

Inter/intra-personal knowledge and skills:

- Mentoring skills, including communication skills and collaboration skills.
- Knowledge and skills on how to nurture reflection.
- Skills in analysing their own work and making their knowledge about teaching accessible to others.

Mentoring competences are gained and improved during training (see below).

3.3 School-based teacher educator's education

In order to gain mentoring competences, individual education, short information seminars, self-study or abilities to lead and support are usually not enough. A school-based teacher educator is able to maintain a relationship and use techniques only through group trainings after supervision over a longer period of time (for example 200 hours of training minimum).

These courses are organized and offered differently in different countries – accredited courses may be offered by a number of education institutions, different associations, but also as a unified field of study by universities.

Even though in a number of school systems mentoring education is not compulsory, there is a consensus that education in mentoring may improve the quality of internships. It is without a doubt useful if both the school-based and university-based teacher educators tasked with governing internships and internship reflections were trained in mentoring, as it simplifies mutual communication and understanding.

The content of education for mentors usually focuses on (inspired by Lazarová, 2010; Smith, 2015):

- **Teaching value of mentoring in teacher education.** Including for instance: Theory of mentoring and clarification of key terms and associated terminology (mentoring, supervision, coaching, etc.).
- **System of teachers' education**, trends, purpose of internships, specific university requirements.
- **Schools as community of learning.**
- **Theories and research on teachers' professional learning**. Including for instance psychological approaches clarifying processes of teaching and relationships with clients (humanistic approach, cognitive-behavioural approach, systemic approach).
- **Communication and ethical aspects of mentoring.** Mentor's self-reflection, understanding of mentoring work, etc.
- **ICT and mentoring**, i.e. organization and documentation of internships, university information systems.

Other skills, such as planning, reasoning, implementing (practicing mentoring) require more practical trainings and exercises under supervision:

- Process of helping and support, stages, negotiations of objectives and orders, agreement on the form of supervision with a client.

- Active listening skills and ways of questioning.

- Techniques and tools used in mentoring, creation of own tools (methodology).

- Reflection of internships (theory and practice), forms and specific methods (i.e. inspired by Balint groups, Wanda, Andersen's reflective groups, Vermersch's explication interview, etc.).

- Establishing trust and orientation on relationship, role of authority and power.

- Specifics of working with students, role of the student in an internship.

- Specifics of learning relationship.

- Providing feedback, formative assessment.

Examples of practice

An Example of a Good practice Ba5 **In-service teacher training** is available at
https://www.university-schools.eu/project-outputs/
An Example of a Good practice Tr1 **School-based professional courses for teachers in University schools** is available at https://www.university-schools.eu/project-outputs/

3.4 Supervision and further support for school-based teacher educators

Similarly, as teachers in all stages of career development, school-based teacher educators must have access to regular support in the form of supervision, regular meetings of them with university-based teacher educators, peer meetings, etc. It is an advantage if the university or another education institution offers mentoring courses, regular supervisions for mentors or group reflective peer meetings.

Financing, and also the "setting of these meetings being compulsory or voluntary" are always open questions. Compulsory supervision or reflection decreases the openness of participants and introduces a risk of reducing this education activity only to a formal act.

Awards for mentors

Extra time, effort, and commitment are required. Increased contact with colleagues, professional stimulation, and sense of accomplishment are likely. Tangible compensation – never enough; intangible rewards-priceless (Jonson, 2008, p. 12).

… school-based teacher educators are not only experienced and quality teachers, but they must also have mentoring and methodological skills. Their main "working tools" are observation and reflective conversations. A successful mentor creates and maintains partnerships and relationships based on trust and he/she is a real support for students. These skills are usually acquired by mentors in long-term training under supervision. If they are to provide effective support to students, they themselves need support (emotional, cognitive, financial…) not only from their own school leaders and colleagues, but also from university-based teachers and other stakeholders.

Conclusion

Practical education of students is still a key issue in undergraduate teacher education. It requires continuous and well-organized collaboration between universities and university schools. University schools are no longer seen only as institutions for "placing students into internships", but they are becoming real partners of universities participating in research and promoting innovation in teaching.

Only those schools that are able to create appropriate conditions for the education of student teachers and also for research and development are eligible to become university schools and benefit from links with universities. Teachers in university schools should therefore be the best teachers who are able to constantly improve the quality of their teaching, collaborate, share their knowledge and skills and support not only students, but also their colleagues at school.

Practical training of students takes a number of forms, which depend on school systems and school policy, traditions, as well as the resources available to one country or another. The knowledge and interconnection of some systems were the main impulses for the Erasmus+ project *Enhancing European teacher education through University schools (EdUSchool).* This handbook is one of its outputs, which offers structured guidelines and inspiration for organizing and leading student internships in teaching. Its starting point was the international experience and professional resources gathered within the project.

We are aware of the fact that the contexts of undergraduate teacher education are very different and therefore the guidelines and examples provided in this handbook may not be applicable for everyone. Nevertheless, we think that this handbook may become an inspiration for universities, university schools and all stakeholders who are involved in the practical education of students.

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Appendices

Appendix 1

Resolution and Faculty school status

Resolution 1/2019 of the Faculty of Arts of Masaryk University

Declaration of the Status of Faculty School of the Faculty of Arts of Masaryk University

According to Section (§) 28, Sub-section 1 of Act 111/198 regulating higher education institutions as amended by subsequent regulations, I publish this Resolution:

Part One

Starting points and objectives of this regulation

The Faculty of Arts of Masaryk University is aware of a demand for close cooperation among higher education institutions, secondary schools and basic schools as an inevitable precondition for high-quality education of prospective teachers, support to extraordinarily gifted students at secondary schools and implementation of life-long education projects for in-service teachers. To optimize the education and training of teachers (faculty graduates), it is necessary that undergraduate students perform their teaching practice in selected schools and/or schooling institutions that can guarantee comprehensive and high-quality teaching in subjects studied as teaching specializations at the Faculty of Arts of Masaryk University. Therefore, the Faculty of Arts will award the title Faculty School of the Faculty of Arts of Masaryk University to high-quality basic and secondary schools and schooling institutions.

Part Two

Declaration of Status

I declare the establishment of the Status of Faculty School of the Faculty of Arts of Masaryk University. The wording of the Status is in Annex 1 of this Resolution.

Part Three

Final provisions

(1) I charge the Vice-dean for Admissions and Programme Development to continuously update this regulation.
(2) I charge the Vice-dean for Admissions and Programme Development to explicate the provisions of this Measure.
(3) This regulation shall come into force and effect on the day of its signing.

Status of Faculty School of the Faculty of Arts of Masaryk University
(as of 5 February 2019)

Article 1

Introductory provisions

Selected basic and secondary schools and/or schooling institutions of extraordinary quality which guarantee comprehensive and high-quality teaching in subjects studied as teaching specializations at the Faculty of Arts of Masaryk University (hereinafter "the Faculty") shall be awarded the title Faculty School of the Faculty of Arts of Masaryk University (hereinafter "Faculty School"). The objective is close cooperation at all levels of schooling for the purpose of high-quality education of prospective teachers, support to extraordinarily gifted students at secondary schools and implementation of life-long education projects for in-service teachers.

Article 2

Criteria for awarding of the denomination
"Faculty School of the Faculty of Arts of Masaryk University"

A school that strives to be awarded the denomination Faculty School of the Faculty of Arts of Masaryk University must meet the following criteria:

(a) The school provides high-quality teaching delivered by qualified teachers and, at the same time, equipment such as teaching aids, materials and technical facilities appropriate for teaching.
(b) Modern methods are used in the teaching of most subjects at the school, particularly for practical exercises and fieldwork, and innovative trends and inter-subject relations are reflected in teaching methods and/or projects.
(c) The school provides specialized classrooms and laboratories, appropriately equipped with teaching aids, audiovisual technologies and specialist literature that are used in teaching.
(d) School leaders and teachers at the school are interested in intensive communication with employees of the Faculty and, as part of teaching practice, students of the Faculty, in order to enhance the efficiency of undergraduate teacher and educator training and participate in their own development as well as that of the students.
(e) School leaders and teachers at the school are interested in active cooperation in the training of prospective teachers. They facilitate the course and development of teaching practice (for both sitting-in and teaching as such). Practice teaching is based on intensive cooperation among the mentor/accompanying teacher, the student/group of students and the teacher/educator. Accompanying teachers are involved in the evaluation of students and possibly in further cooperation with the Faculty. School leaders and teachers at the school may cooperate with the Faculty in preparation and implementation of seminars for students of teaching programmes at the Faculty, provision of consultancy and creation of teaching materials.
(f) Also, the school is interested in active participation in the training of prospective professionals in schooling and education (including students on non-teaching programmes), therefore facilitating student research projects (projects as part of teaching

practice and preparation for final theses), cooperation of students in organization of extracurricular activities and preparation of various school projects.

Article 3

System of cooperation between the Faculty School and the Faculty

(1) The Faculty School undertakes to implement the cooperation as follows:

(a) The Faculty School enables realization of problem-free teaching practice for prospective teachers as based on contractual relations between the school, individual teachers and the Faculty.
(b) The Faculty School offers good conditions for the verification of new teaching methods and forms of work, methodological procedures and teaching aids prepared as part of the research activities of university teachers and grandaunts at the Faculty. Also, the school provides relevant conditions for student research and other student activities as part of teaching practice.
(c) The Faculty School is ready to provide the Faculty with use of its premises and technical/material equipment. More detailed conditions are subject to contractual arrangement between the Faculty school and the Faculty.
(d) Cooperation is carried out according to Act 101/2000 on protection of personal data and other regulations modified in consultation with pupil/student documents and by processing of anonymized data on pupils/students as part of study tasks.

(2) The Faculty implements the cooperation as follows:

(a) The Faculty provides promotion for the Faculty School, mainly in the form of presentations on the Faculty's website and Facebook.
(b) The Faculty provides gratuitous consultation for teachers of the Faculty School in order to contribute to high-quality teaching for students at the Faculty School and prospective teachers as students of teaching subjects at the Faculty.
(c) Cooperating teachers and leaders of the Faculty School are informed about events organized by the Faculty for pupils and teachers. Also, teachers and leaders are apprised of recent findings in specific fields.
(d) On agreement with particular workplaces at the Faculty, teachers of the Faculty School can participate in writing and evaluation of theses and projects related to improvement in education.
(e) Cooperation with the Faculty makes it possible for the Faculty School to recruit new high-quality teachers.
(f) The Faculty can provide the Faculty School with premises and technical/material equipment under conditions stipulated in detail by contractual arrangement between the two parties.

Article 4

Process of awarding the denomination
"Faculty School of the Faculty of Arts of Masaryk University"

(1) Based on a proposal made by one or more workplaces of the Faculty, the leaders of the school and the management of the Faculty shall approve the Faculty's intent to denominate a

school as a Faculty School to express their willingness to cooperate in the spirit of this status award. The rights and duties of both parties shall be specified subsequently by a written agreement of cooperation.

(2) In continuation, based on the consent of both parties, the school shall be awarded the denomination "Faculty School of the Faculty of Arts of Masaryk University." The Faculty shall produce a certificate of the award to be presented to the school.

(3) Annually, at the beginning of each school year, both institutions shall specify areas and forms foreseen for cooperation or express their will to continue cooperating in the existing mode.

(4) In the case that the Faculty School does not comply with the conditions of the status award, the Faculty can divest the school of the denomination, or the school can return it, with effect from the date at the beginning of the school year.

(5) Schools are awarded the denomination "Faculty School of the Faculty of Arts of Masaryk University" for a definite period, which is stated in the certificate by which the denomination is awarded.

Article 5

Economic provision for the cooperation

(1) In order to provide for cooperation in teaching practice, the Faculty and the Faculty School shall sign a written agreement on leadership in teaching practice. Based on this, practice leaders (teachers and, if need be, school leaders) will obtain one-off remuneration for student practice they carry out.

(2) Events related to innovative trends in education and teaching of specific subjects (educational excursions, lectures, seminars, etc.) for practice leaders and other cooperating staff are held free of charge (if the Faculty workplace can finance them from specific grants received) or with a discount.

(3) In the case of the provision of premises or technical/material equipment, the Faculty and the Faculty School shall sign a written agreement. As a rule, mutual loan of teaching aids is free of charge.

Brno, 5 February 2019
XXXXX
Dean

Preparation of rules and measures: Analysis of concerns, temptations and tendencies

Analysis of concerns, temptations and tendencies

It is absolutely natural that any newly implemented collaboration between institutions and between people has to be well thought out in order to avoid misunderstandings or even conflicts. Any misunderstanding and partial failure may undermine mutual trust.

We offer a tool that may help set the rules and measures necessary for the smooth running of any newly introduced collaboration – including collaboration between universities and university schools. This version is inspired by the *Peurs, Attraits, Tentations – Miroir* tool (Le Cardinal, et al., 1994) and a modified version of the Preparing for Change tool (Lazarová & Pol, 2011).

The tool in the original version is based on the premise that any change creates uncertainty and concern for the people involved, which may be the source of their "undesirable behaviour", i.e. resistance, passivity, defiance, escape or other temptations to oppose the changes. It is therefore in the interest of the initiators of the change to reveal these possible temptations before putting it into practice (by "holding up a mirror" to the endangered group and trying to look at it through its eyes) and to regulate its future behaviour by appropriate measures or through targeted communication.

The aim of the tool is to enable anticipation and analysis of possible reactions of people (in our case at school or university, e.g. students, teachers, school leaders, etc.) to the planned change that directly affects them. On this basis, the initiators of change or collaboration may choose appropriate strategies for its implementation.

Number of people involved
People work in a group of 3–20. With a higher number of people, the team is divided into smaller teams of 3 to 6 people.

Material
Work is performed in a room that should, if possible, be equipped with movable chairs and tables. We need a flipchart with papers, markers, adhesive (glue tack).

Time
The usual working time is (at least) two hours. However, depending on the severity of the situation and the number of people, we may work significantly longer with breaks. If we want detailed proposals for action, the time may be arbitrarily extended or the partial results may be followed up in the next discussion. The authors of the original version even considered all-day and multi-day events, if any really detailed measures were to be created.

Work procedure
The tool requires presence of a **moderator**, who may be a designated school employee or invited external entity.

The first four steps involve working openly with the whole group. It should be a group of "leaders." That is, those who **set the rules of collaboration**. (Alternatively, it is possible to work in small teams from the first step, however, we consider it more valuable to first identify all the concerns, temptations and tendencies of the whole group in which people inspire each other).

Step 1:
The moderator will notify the working group of the situation it will work on. In our case, it may be a matter of implementation/setting up rules for collaboration with the university school.

We identify **groups of people who will be most affected by this collaboration** (These may be school-based teacher educators, university-based teacher educators, students, etc.). From this possible range, we will select only one group to which we will "hold up a mirror." It should be the group that is likely to be most concerned about the new collaboration and that is expected to have the most possible "resistance."

Step 2:
The moderator will ask the whole group of leaders to "hold up a mirror" to the selected target group which will be affected by the change and to **anticipate and formulate their possible CONCERNS** (brainstorming technique). If the changes affect, for example, school-based teacher educators, then the team of school leaders anticipates their possible concerns. The list of identified concerns is written down by the moderator directly on the flipchart (until the group runs out of ideas).

Step 3:
The moderator will once again ask the whole plenary to **identify possible TEMPTATIONS** – in what way does the selected group feel attracted by the change/new collaboration (brainstorming technique). The list of possible temptations is written down on the flipchart (until the ideas are exhausted).

Step 4:
The moderator asks in the same way the group to **identify possible TENDENCIES** (i.e. tendencies in the behaviour of those to whom "a mirror is held up") that may be **a result of the action of the identified concerns and temptations**. List of possible behaviours (desirable and undesirable) is written down on another flipchart (until the group runs out of ideas).

Step 5:
Work in smaller teams if the whole group is too large. The moderator asks the individual teams (3 to 6 people) to **propose possible measures, rules and methods of communication** which will lead to **reducing concerns** and **increasing** the **effect of temptation**, so that they result in the regulation of temptation, i.e. negative attitudes and behaviours. At the same time, the participants follow the lists written down on the flipcharts earlier. All measures and methods of communication are written down in the teams and then the individual teams present them to the plenary. If the group of leaders is small, it may involve the mere agreement upon rules and measures formulated in one team.

Step 6:
The whole group together **selects from all the proposed measures** those that are feasible and suitable for use in a specific environment and propose a detailed form of individual measures right away.

References

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Observation sheet class leadership

– field of action class "manage, organize, lead, and represent"

Each class is assigned a class leader. The management of a class includes various areas of responsibility:	
Pick a topic that is exciting to you, check it off, and interview different teachers about it! *(Supporting questions on the areas are available.)*	☐ School absences ☐ Contact with training company/trainers ☐ Grades/performance level of students ☐ Report cards ☐ Educational activities
a) Write down the essential information you have received!	
b) Describe and evaluate significant differences or similarities that you found when interviewing the various teachers!	
c) Draw a mind-map with all the points you spontaneously think of regarding the surveys (ideas, open questions, possibilities for improvement, etc.)!	
Supporting questions **The questions for the individual areas can, but do not have to be used. They are only intended to assist with the survey.** *(Tip: Many teachers have gaps – non-teaching hours – in their schedules. Often, they then complete many of the above tasks in the teachers' lounge.)*	
Area 1: School absences	
How do you manage absenteeism?	
What do you need to do about it?	
What is the role of the other teachers who teach in the class?	
How must excuses be submitted?	

When do you inform training companies about school absences?
How do you inform training companies about school absences?
How can a training company excuse a student from vocational school?
How often do you check your students' absences from school?
How do you proceed if a student is absent from performance assessments?

Area 2: Contact with training companies/trainers

When do you contact the training companies?
How do you mainly make contact (e-mail, letter, telephone, …)?
Which topics do you primarily discuss with the training companies?
How often do you hold training company meetings? What topics are discussed there?
Who organizes trainer consultation days?
Who takes part in the trainer consultation days?
How successful are the trainer consultation days?
What is the contact like with the training companies?

Domain 3: Grades/performance level of students

Where do you enter the notes?
Who enters all the grades?
How many grades must be made in each subject?
Who determines this?
When do you inform the training companies and, if applicable, guardians about bad grades?
How do you inform the training companies and, if applicable, guardians about bad grades?

Area 4: Certificates

What report cards are awarded and how do they differ?
How do you calculate the report card grades?
Who calculates the report card grades?
What is the process for preparing the certificates?
Where are certificate comments necessary? / How are they written?
Who writes the report cards?
How long before the certificates are issued do you start?

Area 5: Educational work

How do you implement this task?
What information do you need to pass on to trainees during a school year?
What role does values education play?
When do you hold discussions with the trainees?

How do you conduct conversations with trainees?

When do you have conversations with guardians?

How do you hold discussions with the legal guardians?

When do you hold talks with the training companies?

How do you hold talks with the training companies?

Observation sheet

Name, first name: …………………………… **Matriculation number:** ………………………………… **Date:** ………………………

School type: …………………………………… **Subject:** …………………………………… **Observation period:** ………………….........……

Teaching methods					
Inductive		**Deductive**		**Analytical**	
◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*
Comments					

Motivation

Job-related teaching entry		Mobilization of prior knowledge		Student world teaching entry	
◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*

Comments

Forms of action

Presenting				Elaborating				Letting discover	
teacher lecture		student's speech		question developing		impulse setting			
◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*

Comments
(e.g., learner responses to questioning technique, types of stimuli)

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Social forms							
Teacher-centred teaching		**Individual work**		**Partner work**		**Group work**	
◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*	◯ *observed*	◯ *not observed*

Comments (e.g. implementation)

Use of media					
Board	○ observed	○ not observed	**Pinboard**	○ observed	○ not observed
(Interactive) Whiteboard	○ observed	○ not observed	**Overhead projector**	○ observed	○ not observed
Textbook	○ observed	○ not observed	**Worksheet**	○ observed	○ not observed
Notebook	○ observed	○ not observed	**Movie**	○ observed	○ not observed
Tablet/PC/Laptop	○ observed	○ not observed	**Internet**	○ observed	○ not observed
Comments (e.g. functions)					

Characteristics of action-oriented teaching

Holistic		Complexity		Student orientation		Reflection	
○	○	○	○	○	○	○	○
observed	not observed	observed	not observed	observed	not observed	observed	not observed

Comments

Activity orientation in the sense of the phases of a complete process

Orientation		Informing		Planning		Execution		Presentation		Reflecting	
○	○	○	○	○	○	○	○	○	○	○	○
observed	not observed	observed	not observed	observed	not observed	observed	not observed	observed	not observed	observed	not observed

Comments
(e.g. design)

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Method large-scale forms

Roleplay		Case study		Business game		Project		Station learning		Group puzzle	
◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
observed	not observed	observed	not observed	observed	not observed	observed	not observed	observed	not observed	observed	not observed

Comments
(e.g. functions)

Learning objective levels

Reproduction		Reorganization		Transfer		Problem-solving thinking	
◯	◯	◯	◯	◯	◯	◯	◯
observed	not observed	observed	not observed	observed	not observed	observed	not observed

Comments

Levels of competence							
Expertise		**Social competence**		**Self-competence**		**Methodological competence**	
○ observed	○ not observed	○ observed	○ not observed	○ observed	○ not observed	○ observed	○ not observed

Comments

Questions for the mentor teacher

Benefits of effective feedback

Effective feedback does many things, including:
- honouring competence and reinforcing desired behaviours,
- helping align expectations and priorities,
- filling gaps in knowledge,
- enabling people to know where to take corrective action,
- alleviating the fear of the unknown.

It's important that good preparation be made prior to the feedback session. Finding the right time and place and having all the information to hand is a good start. Giving the feedback is an opportunity to listen with open ears, open mind and open heart to the beginning teacher's point of view and to hold an enabling conversation that is focused at building the capacity and confidence of the beginning teacher.

Techniques for giving effective feedback

- be aware of your motive – it should be helpful,
- focus on the behaviour, not the person,
- speak for yourself only use 'I' not 'you',
- restrict your feedback to things you know for certain,
- focus on descriptions, not judgments,
- feedback should be lean and precise,
- check the other person understands the feedback, accepts it and is able to do something with it,
- always end feedback with a request for future action.

The mentoring relationship is a dynamic and reciprocal one where both the experienced and new teacher work together in an equal professional relationship where they are both teachers and learners. Sometimes the mentor will seek feedback or the beginning teacher will offer feedback to the mentor.

Reference

A Learning Guide for Teacher Mentors (2010). State of Victoria, Department of Education end Early Childhood Development. Available at:
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Reflection concept in Bamberg

Preparing Module (before practical phase):

Reflection impulse 1: "What is for you good teaching in vocational schools?"
Reflection impulse 2: "What are your expectations for the practical phase at university school?"
Reflection impulse 3: "What makes for you a good learning situation?"
Reflection impulse 4: "What challenges do you see in lesson planning?"

During the practical phase:

Reflection impulse 5: "What observations could you make in the field of action class (lesson)?"
Reflection impulse 6: "What observations could you make in the field of action subject area (course of occupation) or in the field of action school (organization of school)?"

Follow-up module (after practical phase):

Reflection impulse 7: "What events cause me to have to deviate from my lesson planning?"

Example for instruction:

Dear students,

when planning lessons and creating corresponding materials, you have to make a variety of didactic decisions. However, this plan cannot always be put into practice 1:1. Often you are forced by external influences to deviate from your plan. Sometimes, however, it is a conscious decision on the part of the teacher not to stick rigidly to his or her concept. Perhaps you have been able to gather your own experiences in the course of your teaching experiments, which you can include into your reflection.

Please reflect on which influences can lead to deviating from a lesson plan and which reasons you can identify for this. Evaluate when a deviation is counterproductive or when it can even be didactically useful. Please, also give reasons for your (subjective) evaluation! Please, develop recommendations for action to prevent counterproductive deviation from the didactic plan.

Building University Schools in Teacher Education Programmes

Guidelines and Suggestions

Authors:

Bohumíra Lazarová, Milan Pol, Vladimír Moškvan (Masaryk University)

Karl-Heinz Gerholz, Jörg Neubauer, Hannes Reinke, Anne Wagner (University of Bamberg)

Nils Marko, Johannes Seitle, Karl Wilbers (University of Nuremberg)

Bjorn Ivar Midjo, Kari Smith, Ingrid Stenøien (Norwegian University of Science and Technology)

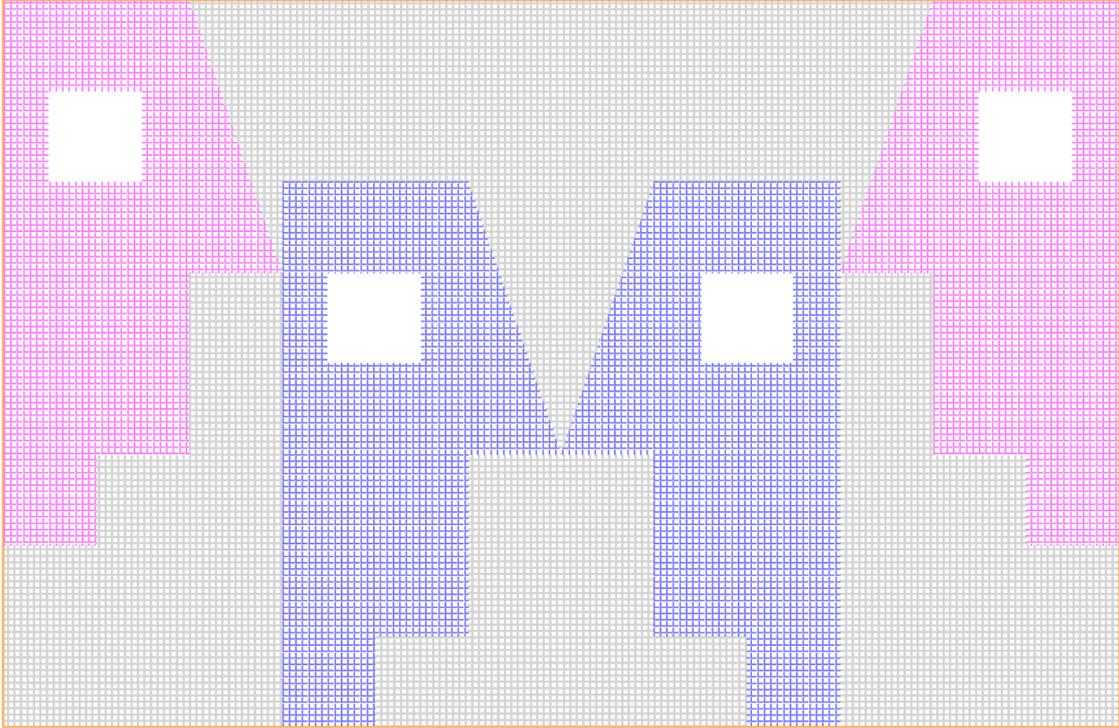Luis Tinoca, Tiago Tempera (University of Lisbon)

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