

Uddannelsesplan for praktikskolen

Lolland International Skole

§ 11. Stk. 2. Praktikskolen udarbejder i samarbejde med professionshøjskolen en uddannelsesplan for praktikken i overensstemmelse med krav om tydelig progression i den studerendes opgaver og ansvar. Uddannelsesplanen godkendes af begge parter.

Basic Information:

Name: Lolland International School

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Discover LIS and our culture:

Lolland International School is characterized by its commitment to providing a holistic, inclusive, and internationally minded education. We emphasize the development of each student's academic, social, and emotional skills, preparing them for a globalized world. Our school integrates a diverse curriculum that blends Danish educational traditions with international best practices, ensuring a well-rounded education for all students.

Our objectives as an educational institution

Inclusive Learning Environment: We prioritize creating a supportive and inclusive atmosphere where students from diverse backgrounds can thrive. Our tailored approach addresses individual learning needs, promoting both academic excellence and personal growth.

Focus on Sustainability and Community Engagement: The school actively engages in sustainability projects, many of which are based on the Sustainable Development Goals, reflecting our commitment to global citizenship. We encourage students to participate in community initiatives, helping them develop a sense of responsibility and belonging.

Innovation in Teaching Methods: Our school embraces innovative teaching approaches, integrating technology and project-based learning to foster creativity and critical thinking. We aim to equip students with the skills needed to succeed in an ever-changing world.

Language and Cultural Diversity: With a strong emphasis on language acquisition and cultural exchange, our school offers a bilingual environment where students develop proficiency in multiple languages while appreciating and respecting cultural diversity.

Teaching Experience at LIS

Student Teaching Coordinator (Praktikvejleder)

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The Student Teaching Coordinator is responsible for ensuring that the student teachers receive the support, guidance, and resources needed to become effective and reflective educators. They manage the collaboration with the teacher training program and hold the responsibility for coordinating the planning of student teachers' internships and their ongoing engagement during their placement at the school. As Lolland International School is a teaching school, all teachers are available to mentor students going through their teaching experience. However, we do our utmost to align student teachers with mentors and subjects that correspond to their education focus.

The Organisation of the Teaching Practice

The internship at Lolland International School is structured to provide a clear, progressive development of student teachers' skills and responsibilities, aligned with the goals for each year of their training. Student teachers should contact LIS by week 36 to arrange a meeting to take place in week 40. Included in our response will be information regarding the mentor teacher and a schedule for the interns to prepare themselves for their first day in class in week 41.

Interns are expected to be present full-time, typically for approximately 30 hours per week, aligning with the regular school schedule from 8:00-16:00. This includes a minimum of 12 teaching hours per week, where student teachers lead lessons independently or co-teach under the supervision of a mentor teacher. Beyond teaching, interns participate in various school activities, such as team meetings, supervision duties, and parent-teacher interactions, to gain a well-rounded understanding of the professional responsibilities of a teacher. The schedule is designed to balance teaching practice with opportunities for observation, planning, and reflection, following the guidelines set out in the internship booklet from Absalon.

At Lolland International School, internship guidance is a key part of our student teachers' growth. Students have weekly 45-minute sessions with their mentor teacher to go over lesson planning, classroom management, and reflect on their teaching. The feedback is personalized and practical, helping the students improve step by step. Besides these scheduled sessions, student teachers also get quick feedback right after their lessons, allowing them to make immediate adjustments. They also take part in meetings with their mentor and university counselor, which give them deeper insights into their progress and how theory connects to practice. This setup ensures they receive ongoing, hands-on support throughout their internship.

At Lolland International School, student teachers get real experience using a variety of teaching tools that align with our mission of creating an inclusive and engaging environment. Student teachers will learn how to adapt lessons to meet the needs of our diverse students and use digital tools to make learning more interactive and fun. They will also explore ways to assess student progress, making sure feedback is useful and meaningful. Furthermore, they will pick up practical strategies for managing classrooms and creating a welcoming, culturally aware space that matches our values. This hands-on approach helps them feel confident and ready to lead their own classes.

What we expect of our student teachers:



- **Be Professional:** Show up on time, be prepared, and demonstrate a positive attitude towards both colleagues and students.
- **Engage Actively:** Take initiative in planning, teaching, and participating in school activities. Be open to learning from observations and hands-on practice.
- **Adapt Lessons:** Use differentiation techniques to accommodate the diverse needs of our students, ensuring every child feels supported and engaged.
- **Embrace Our Values:** Incorporate the school's mission and values into daily teaching practices, focusing on inclusivity, collaboration, and global mindedness.
- **Use Feedback Constructively:** Be open to feedback from mentor teachers and supervisors, using it to reflect on and improve their teaching strategies.
- **Communicate Effectively:** Maintain clear and respectful communication with students, colleagues, and parents, aligning with the professional standards of the school.
- **Demonstrate Classroom Management Skills:** Apply practical strategies for managing a diverse and dynamic classroom environment, ensuring a positive and productive atmosphere.
- **Show Commitment to Student Development:** Focus on supporting student progress through meaningful assessment and providing constructive feedback.
- **Participate in Teamwork:** Collaborate with other teachers and staff, contribute to team meetings, and be an active part of the school community.
- **Be Reflective:** Engage in self-reflection to continually improve teaching practices, linking practical experiences with theoretical knowledge gained in their training.

What student teachers can expect of Lolland International School

- **Supportive Mentorship:** Weekly mentoring sessions with experienced teachers who provide guidance, feedback, and practical tips to help you grow as an educator.
- **Hands-On Experience:** Opportunities to plan and teach lessons, manage classrooms, and participate in school events, gaining real-world experience in a supportive environment.
- **Constructive Feedback:** Regular, actionable feedback on your teaching practices, both during scheduled sessions and immediately after lessons, to help you make adjustments and improve.
- **Inclusive and Diverse Environment:** A welcoming atmosphere where you work with a diverse group of students, learning how to apply differentiation techniques and promote inclusivity.
- **Access to Modern Teaching Tools:** Training on digital platforms and innovative teaching methods that enhance interactive learning and help develop your tech skills.
- **Collaboration Opportunities:** Engagement in team meetings and school projects, giving you the chance to collaborate with colleagues and be part of a professional learning community.
- **Connection Between Theory and Practice:** Support in linking your theoretical knowledge to practical teaching experiences, making your internship a valuable learning opportunity.
- **Safe and Respectful Workplace:** An environment where you are respected as a professional, with clear expectations and consistent support to help you succeed.
- **Opportunities for Reflection:** Structured time for reflection and portfolio development, allowing you to assess your growth and set goals for your teaching practice.

Formalities

Workers' compensation insurance-

In the Teaching Experience school, students are in case of personal injuries normally covered by the worker's compensation insurance of the school the act on worker's compensation insurance for students etc. (BEK nr 185 af 23/02/2017) If students during practical training are responsible for material damage, the liability insurance of the student will cover. The teacher education at Absalon does not hold any insurance to cover material damage.

Child protection certificate-

A "suitability to work with children" certificate is a background check containing information on judgements concerning all offences against children. Praktik students must give the Teaching Experience school permission to obtain the certificate via Eboks. The certificate must be presented prior to start of the practice training. The practice teaching experience could be delayed if not received before the start of the teaching period. The University College is not authorised to obtain child protection certificates for students. Please refer to LBK nr 362 af 02/04/2014 (Child protection certificate act) and BEK nr 494 af 21/05/2014 (Act on obtaining child protection certificate).

Absence-

The students must during the Teaching Experience inform the school about illness/absence in accordance with the rules that apply to school employees. The students must further inform the other members of the group about illness. In case of long-term illness, or for instance termination, the students and the school must inform the coordinator of the teacher education programme. In case of concerning issues, for instance if a student repeatedly is late for class, is unprepared or frequently absent, it is important to contact the UC counsellor and coordinator on campus immediately and continue to speak to the student about possible issues.

Not approved Teaching Experience period-

If the Teaching Experience period of a student is not deemed approved, the student is obliged to contact coordinators in terms of counselling.

Compulsory attendance-

Attendance in Teaching Experience is compulsory. (BEK § 12, stk 4) Compliance with compulsory attendance is a precondition for obtaining approval of the practical training and continuing the education programme.

Confidentiality-

Rules on confidentiality apply to both mentor teachers and students. A mentor teacher can pass on confidential information to students if such information is relevant to students as part of their education. The students are under no circumstances permitted to pass on the information, neither during conversations outside counselling sessions or group work, nor in any form of electronic documents. It is further not permitted to use this information in written assignments (Administrative Act, LBK nr 433 af 22/04/2014 § 27 stk 1).

Transport-

The students are responsible for transport to and from the practical training school. If a student receives SU: It is possible to change/extend the youth card during practical training periods with zones enabling transport to and from the practical training school. Please contact the SU office.

Smoking-

There is a complete smoking ban in all municipal buildings, at administrative workplaces, in the municipality's service vehicles and buses, and in municipal indoor facilities. The ban also applies to e-cigarettes. You may smoke outside of work hours (8:00-16:00), and out of sight of the school.

Student Teacher Objectives

The mission statement describes the different dimensions which the teacher education should develop and make students able to handle in primary and lower secondary school. The following nine dimensions are listed in the national part of the curriculum:

1. The Teacher as a Didactic Specialist: Expert in planning, delivering, and assessing educational content.
2. The Teacher as a Developer of Relationships: Building strong, positive relationships with students, colleagues, and the school community.
3. The Teacher as a Leader: Leading the classroom and school activities effectively, ensuring a safe and productive learning environment.
4. The Teacher as an Examiner and Developer of Practice: Evaluating and reflecting on teaching practices to continuously improve and innovate.
5. The Teacher as a Professional: Demonstrating professionalism in conduct, communication, and collaboration within the school environment.
6. The Teacher as a Cooperation Partner: Collaborating with colleagues, parents, and other stakeholders to support student development.
7. The Teacher as a Conversation Partner and Rhetorician: Engaging in meaningful dialogue with students, parents, and colleagues, using communication skills to influence and guide.
8. The Teacher as a Creator and Bearer of Culture: Promoting and nurturing the school's culture, values, and traditions within the classroom and beyond.
9. The Teacher as a Person of Authority: Establishing a respectful and authoritative presence that supports learning and fosters a positive classroom environment.

Progression of Teacher Education

The progression of the teacher education is described in the national part of the curriculum by means of three lines of progression for student development:

Practical-educational line

Professional-personal line

Research-based development line

All three lines of progression come with descriptions of how students work throughout all four years of study.

Year 1: Observation and Assistance

Student teachers start as "participating viewers," focusing on observing and assisting experienced teachers. They gradually get involved in classroom activities and small group instruction to become familiar with classroom routines and effective teaching practices.

Year 2: Developing Teaching Competence

Student teachers take on a more active role, planning and delivering short lessons under supervision. They participate in school activities like team meetings and parent-teacher communications, building basic teaching skills and engaging in collaborative work.

Year 3: Independent Teaching and Leadership

At this stage, student teachers manage lessons more independently, demonstrating growing autonomy. They lead classroom activities, handle parent-teacher conferences, and engage in interdisciplinary projects to develop professional judgment and leadership skills.

Year 4: Mastery of the Teaching Role

In the final year, student teachers assume full responsibility for a class, managing all aspects of teaching and assessment. They engage in reflective practice, using their portfolios to set goals and refine their skills, demonstrating readiness for independent teaching.