

Future of Teacher Education in Europe: the Role of
University Schools
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Building University Schools in Teacher
Education Programmes
Guidelines and Suggestions

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Objective of Guidelines and Suggestions

- The objective of the Guidelines and Suggestions is to offer different possibilities how to implement the idea of university schools.
- The Guidelines and Suggestions can serve as an inspiration or a specific tool for implementation of university schools – setting and developing the collaboration between universities and schools which provide internships.
- Users could therefore be the academics, teachers, school leaders, and more.



Structure of Guidelines and Suggestions

Organization of internships, including support of collaboration

Activities of the internship

Requirements related to school-based teacher educators' competences

- **Based** (besides other) on IO1 (analyzed experience from project countries), IO2 (examples of good practice) and IO3 (proposal of an education module)
- Completed with short theoretical inputs, references to examples of good practice, videos, and other practical material,



Limits

Contexts of student internship are greatly diverse.

Different organization/system, different terms/terminology in different countries.

No Guidelines can reflect all specific needs for a specific practice. Using this booklet therefore anticipates creativity and adaptation based on local conditions.

Organization of student teachers' internship

Selection of the university schools

Three forms (Gerholz et al., 2020; Smith, 2016):

- **Practice school,**
- **Partner schools,**
- **University school** – the requirements differ according to the expected role

Criteria:

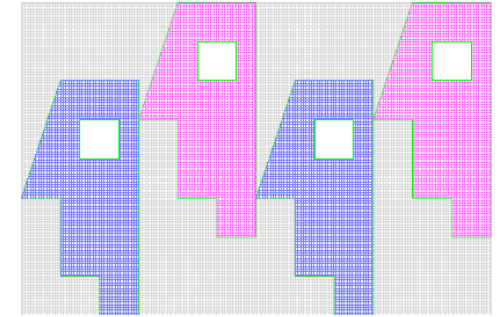
- Relevance,
- Motivation,
- Willingness to invest,
- Expected benefits to both: the school and the university
- (but also specific school focus, geographical proximity...)

Partnership, collaboration, and agreements

The main principles of collaboration (aims, voluntarity, parity, shared resources...)

Different cultures (purpose, function, structure, clientele, reward systems, rules and regulations...) **as challenge for learning and improvement**

Formal and informal agreements on... (aim, time, flow information, responsibilities, rights and duties...)



Resources

- human,
- finances,
- literature and education,
- time,
- space,
- online support - for documentation and „third space“ learning

Activities of Internship

Enrolling students for practice and their socialization in school

... introduction, interviews with...)

“Tandem” teaching

Lesson preparation and individual teaching

Observation in and beyond the classroom

We offer tools for observing...

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

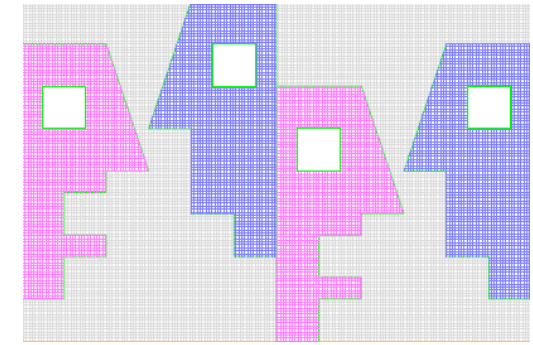
Reflection as a key element

Students as researchers

Diploma thesis, school evaluation, school improvement, experimentation – action research... academic support

Evaluation and documentation by students and mentors

Student portfolio and diaries, on-line systems...



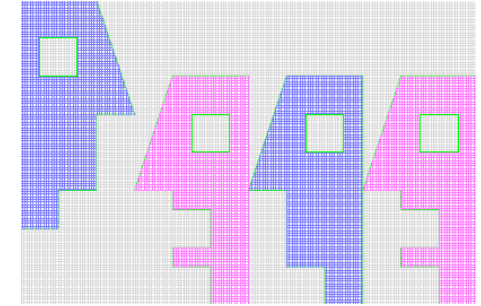
Requirements on school-based teacher educators

Selection of the school-based teacher educators

Who is a good mentor? A good teacher?...

School-based teacher educator's competences

- The structural/practical knowledge
- Theoretical knowledge
- Inter/intra-personal knowledge and skills



School-based teacher educator's education

- Pedagogical value of mentoring in teacher education and induction
- System of teachers' education
- Schools as community of learning
- Communication and ethical aspects of mentoring
- ICT and mentoring
- Other practical **trainings and exercises under supervision**

Supervision and further support for school-based teacher educators



Conclusion

- Student teachers' internship remains a key issue of pre-service teacher education. It requires continuous and well-organized collaboration between universities and university schools.
- University schools are not any more understood only as a location where „to place the students for internships“; they become real partners of universities, participating in research and supporting innovations.
- We are aware of a diversity of contexts of pre-graduate teacher education; therefore guidelines and suggestions as well as examples of good practice have their limits, as for their use.
- We still believe the guidelines and suggestions can inspire universities, university schools as well as all the stakeholders related in teacher education.



Thank you for your attention

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