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Master's Degree in Secondary Education Training

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Master's Degree in Secondary Education Training

- ▶ The Master's Degree in Secondary Education provides a **professional qualification for teaching in both public and private schools, in the upper and lower secondary education cycles, vocational studies and language teaching.**

Master's Degree in Secondary Education Training

- ▶ It is structured into **different specialties**: Biology and Geology; Drawing; Economics; Physical education; Philosophy; Physics and Chemistry; Foreign language: German, French, English, Italian and Portuguese; Geography and History; Classical languages and cultures: Greek and Latin; Spanish language and literature; Catalan (Valencian) language and literature; Mathematics; Music; Counselling; Technology and industrial processes; Career guidance; Vocational education specialties: Health; Social, cultural and community services; Business, Trade and Tourism; Computer Science and Electronic Systems.

Master's Degree in Secondary Education Training

- ▶ Number of credits: **60**
 - ▶ Compulsory credits: **16**
 - ▶ Learning and personality development 4
 - ▶ Educational processes and contexts 8
 - ▶ Society, family and education 4
 - ▶ Elective credits: **28**
 - ▶ Learning and teaching in (* field of knowledge) 16
 - ▶ Additional training for the specialty of (*field of knowledge) 6
 - ▶ Teaching innovations and introduction to education research in (field of knowledge) 6
 - ▶ Master's Final project : **6**

- ▶ **Practicum (Work placement/internship):10**

Internship module= Practicum

- ▶ This module aims at providing teachers-to-be with a **first contact with the school reality**. Through the **observation of school life**, students of the master in secondary education will acquire certain skills that will be very useful in the future.

Main goals of the internship module

- ▶ **Observe and analyze** the school context in a critical way.
- ▶ Understand the **organization and regulations** of the school
- ▶ **Work cooperatively** with the members of the educational institution.
- ▶ Design, develop and assess **lesson plans**
- ▶ Reflect in a critical way about their teaching practice in order to **innovate and improve** the quality of teaching.
- ▶ **Relate** the theoretical and practical knowledge acquired during the Master's degree to the practicum experience.
- ▶ **Analyze and assess** the observation experience at the school.
- ▶ Understand the **teacher's professional role**
- ▶ Learn to use the IT tools and other teaching material properly.
- ▶ **Acquire social skills and educational intervention competencies** that will improve the students' teaching.

The internship is divided into two phases:

1. Observation

(students *observe* their tutor and become familiar with the school reality: timetable, groups, textbooks and lesson planning).

▶ **What we do** during this *job shadowing*:

- ▶ In our **first meeting** I like talking to them about **the school, the premises** so that they become familiar with the school, I show them their **timetable** (which is actually MY timetable) and I always try to learn a bit more about them for example **whether they have any teaching experience**. It's important to tell them about the **different groups and levels they'll come across**. I also show them the **textbooks and the material** we use and introduce them to the rest of **my colleagues** from the department.
- ▶ The **first day they come with me to class** I ask them to **introduce themselves to my students** and explain why they're here, they can talk about the Master's Degree and their intention of becoming (English) teachers.

The internship is divided into two phases:

- ▶ Then they can start “observing” and taking notes of everything that happens in class. After each class I like them to give me some **feedback** (what the first impression of the group was like) and I like them to tell me the things they would do in a different way. I like being a Tutor of the Practicum because students can give me a different perspective of things and I learn a lot from them.
- ▶ **Communication is very important** , there's lots of talking and exchange of ideas because I think that the most important goal of this internship should be to provide them with certain classroom skills which will be very useful when they become teachers. **I pay special attention to time management and lesson planning** (I think they are key factors for a successful class).

The internship is divided into two phases:

2. Teaching implementation

(with different degrees of responsibility and always under the supervision of their tutor)

▶ What we do

- ▶ **Lesson planning.** After a few weeks of observation and when they feel ready, they choose a topic related to the unit we are looking at in class at that moment and prepare at least **two sessions with those groups they feel more comfortable with.**
- ▶ **I advise them** on the kind of material that can be useful and interesting to see in class and then they prepare a lesson plan. Then it's me who becomes the observer. After the class I give them some **feedback** and ask them how they have felt teaching a big group of students. We have a look at **those things that could be improved** (maybe some pronunciation mistakes or an activity which was confusing or too difficult and they also tell me about **those things they would have liked to do differently**).

Assessment

- ▶ When the internship period (**150 hours**) finishes, it is time for the assessment.
- ▶ I give them a mark according to their **performance and effort** and hopefully that time they have spent with me in my classes will be useful for them in the future.

Assessment

- ▶ In order to assess the student I, as tutor, need to **take into account the following aspects** :
 - ▶ Attendance and punctuality
 - ▶ Motivation
 - ▶ Cooperation
 - ▶ Responsibility and professionalism
 - ▶ Good relationship with staff /students
 - ▶ Ability to motivate students
 - ▶ Ability to keep order and discipline
 - ▶ Ability to plan lessons and implement them
 - ▶ Use of new technologies in class
 - ▶ Capacity for reflection and criticism on the teaching practice carried out

Mentors vs. Tutors

- ▶ I think that Internship tutors should be more **“mentors”** than “tutors”, after all, our “mentees” are university graduates doing a master's degree and they have received good academic and theoretical training. **What we CAN teach** them are certain **classroom skills** that only years and experience can give you.

Conclusion

- ▶ If we want to give students the best education possible we definitely need to have **the best teachers** and in order to achieve that, **a good teacher training programme is essential together with a life-long learning attitude towards teaching.**
- ▶ Teachers should be **eternal students** ,always learning and trying to improve their skills.