

Integrated School Placement (10 ECTS credits)

(As defined in the national section of the curriculum, section 3.1)

The teacher education programme collaborates closely with schools on the educational mission. The purpose of this close cooperation between the two arenas of teacher education is to prepare students for professional practice as teachers. The continuous collaboration between the education programme and the schools supports the students in developing a professional, personal, pedagogical, and didactic foundation for teaching and fulfilling the objectives of primary and lower secondary school.

School placement is an integrated element of the teacher education programme. In collaboration with placement schools, the students develop professional authority, including training and developing the various dimensions of the teacher role.

The integrated school placement contributes to the development and application of practice-oriented and research-based knowledge, enabling students to teach the subjects of primary and lower secondary school. In the integrated placement, theory and practice interact throughout the education programme, helping students take knowledge-based and well-founded initiatives that support the development of their professional teacher identity, authority, and judgement.

Organisation of Integrated School Placement, Placement Periods and Placement Groups

Schools are assigned by the teacher education programme.

The teacher education programme in Aarhus has partnership agreements with the municipalities of Skanderborg, Odder, Favrskov, Syddjurs, Norddjurs, Horsens, Randers, and Aarhus.

The placement period is prepared, carried out, and followed up in collaboration between the subject of Pedagogy and General Didactics and the placement school. This collaboration and responsibility are managed by a teaching team affiliated with the respective year group and placement school.

School Placement – Organisation

Placement is organised as an alternating model combining school-based periods and on-campus teaching.

Students have consecutive placement weeks at the placement school, followed by campus sessions where experiences from the placement are analysed and linked to the

programme's subjects.

The placement is completed in placement groups. The teaching team consists of educators from the subject Pedagogy and general didactics

Objectives for School Placement

Progression and Focus Areas in the Teacher Role Dimensions

The dimensions are distributed with a view to progression in relation to Pedagogy and General didactics.

Insight and Trial – The Participating Observer

Objectives:

- The student can identify and collect relevant knowledge about teachers' planning and teaching.
- The student can plan, carry out, and evaluate short teaching sequences and explain their didactic considerations.
- The student can understand and reflect on their own role as a teacher.

Students begin to gain experience in investigating and describing their own and others' practice, begin to observe, and begin to explore professional teaching-related issues.

Teacher Role Dimensions - Focus in Integrated Placement

- The teacher as a didactician
- The teacher as a leader

Conditions for Approval of Each Placement Period and Procedures for Recommendations from Placement Schools

(As defined in the national section of the curriculum, section 3.4)

Each placement period must be assessed as approved or not approved by the university college, based on a recommendation from the placement school. Attendance during placement is mandatory.

After the student's placement period, the placement school must submit a written recommendation to the university college indicating whether the placement is assessed as approved or not approved. The assessment is based on whether the student has met the attendance requirement and fulfilled the objectives set for the placement period.

Approval of the placement is a prerequisite for the student to continue in the programme.

In cases where the placement school recommends that the placement is not approved, the university college must obtain a written statement from the student regarding the placement period.

The university college makes the final decision, which is communicated to the student. A non-approved placement must be accompanied by a justification.

If a student does not have their placement approved, they may apply for an exemption to undertake a new placement. The university college may, in cases of special and compelling circumstances, allow the student to repeat a placement period.

Reference is made to the Examination Order's regulations on interrupted placement (§5).