



Teaching Diploma

TEACHING INTERNSHIP MANUAL 2024-2025

1. PRESENTATION OF THE TEACHING INTERNSHIP

The internship takes place in a school, in a specific cycle (either middle school or high school), and the discipline must be related to the intern's area of specialization. The intern's goal is to develop and consolidate the required teaching competencies in their field of concentration, whether at the middle school or high school level.

The internship is a practical training experience based on the learning by doing pedagogy which bridges the gap between theory and practice. This approach paves way for a profound interaction between theoretical and procedural knowledge, leading to both action and reflection. As such, formal knowledge and skills are molded into professional contextual competencies, promoting the transformation of academic knowledge into real-life professional skills.

2. COURSE OF THE TEACHING INTERNSHIP

The internship is divided into three phases: **the internship seminar, the observation phase and the supervised practice phase (practice review).**

Throughout the semester and during the various phases of the internship, trainees are supervised by **the internship supervisor**, with regular meetings scheduled according to a provisional timetable.

During these meetings, the student presents to the internship supervisor a teaching-learning sequence plan that includes at least three sessions related to the course theme they will address in the course. The activities for each session are clearly outlined and organized in a synoptic table. Once the sequence is validated in terms of content, approach, teaching methods, pedagogical tools and assessment methods, the student proceeds to practice and deliver the course in class.

3. INTERNSHIP SEMINAR

The internship seminar aims to provide all trainees with support throughout the various phases of their internship. Its purpose is to encourage reflection on the internship experience, offer guidance, share practices, exchange experiences, and address any professional challenges trainees may encounter. Attendance at the seminar is compulsory.

In addition, during the semester, interns are required to attend various cultural events, such as films, plays, musical performances, round tables or meetings with authors. These experiences are designed to enrich cultural understanding and develop critical analysis skills. Following each event, students must include a personal reflection and an in-depth analysis of their observations and insights in their internship report.

4. OBSERVATION PHASE

The observation takes place at the host school. The student is chaperoned by the veteran field teacher who is usually an experienced teacher. This teacher helps the intern to become familiar with the institution's operations. **Observation hours** are divided up as follows:

- Observing the functioning of the academic institution
- Attending coordination meetings
- Participating in tutoring and professional support for teachers
- Classroom observation

4.1 Observing the Academic Institution's Operations

The intern attempts to gather the maximum amount of information about the school's operations, including its rules regulations, and yearly project. They collect information about the available services, such as the library, laboratory, computer lab, auditorium, school psychologist, overhead projectors, interactive boards, and information and orientation center. They observe the school's daily routines: how and when the bells ring, how students enter their classrooms, how they leave, and how the sanctions' system functions.

This observation allows the intern to understand how the institution functions and how the school climate influences learning.

4.2. Coordination Meetings

The trainee attends two coordination meetings. These meetings will enable them to:

- Clearly identify the purpose of the program and understand the progression of pedagogical objectives by cycle and discipline;
- Become familiar with the programs and their implementation into a learning sequence;

- Understand the underlying logic of a teaching sequence;
- Learn to work in a team and coordinate with school partners

4.3. Tutoring and Professional Support System for Teachers

The trainee observes and analyzes the tutoring system set up to support teachers. This observation enables them to:

- Identify the teaching-learning process and how it is supervised and evaluated by the host institution;
- Describe the methods used to support teachers in promoting innovative teaching practices or projects;
- Illustrate the dynamics of professional development for teachers.

4.4. Classroom Observation

Observation takes place in both Complementary and Secondary cycles. In each class, the trainee attends a learning sequence (learning unit).

- In the **first stage**, the trainee is introduced to data collection and analysis within a school context by observing teaching practices.
- In a **second stage** at either the Complementary or Secondary level, and in order to prepare the trainees to take over, the teacher-referent progressively entrusts them with specific tasks (leading an activity, supervising group work, etc.) and, if possible, partial lesson sessions (covering at least 20% of the teaching duties).

4.5. Seminar Evaluation: The Observation Internship Report

- Description of school operations and the functioning of the academic institution
- Participation in coordination meetings
- Analysis of the tutoring and professional support system for teachers
- Classroom observation
- Reflective analysis of the internship's impact on trainee practice

The internship seminar is validated by **an observation internship report**. This is a personal document (approx. 8 to 10 pages, excluding appendices) in which the student records the various stages of the observation internship, analyzes them and reflects on the overall learning gained through hands-on training.

5. ACCOMPANIED PRACTICE PHASE

In the supervised practice phase, the trainee designs, prepares, carries out, analyzes and evaluates a teaching sequence in the discipline of their specialization, in a specific class. After consulting with and obtaining validation from the teacher-expert on the session preparation, the trainee takes charge of **3 teaching sessions** in this class, which will be evaluated.

This experience enables trainees to explore teaching methods, apply professional skills in the context of classroom management and develop reflective analysis both during and after the teaching process.

At the end of the supervised practice phase, the students record the various stages of their intervention in a teaching situation in an accompanied practice report (around 8 to 10 pages long), then they take a reflective look at what they have learned during this phase.

Following the accompanied practice, the students prepare a presentation in which they explain how a session of their choice was conducted, and explain how it aligns with the program for the chosen class, the Curriculum/Official Bulletin, as well as to the educational pathway and the common base of knowledge, skills and culture, if the practice takes place in high school or college.

6. EVALUATION OF THE TEACHING INTERNSHIP

The teaching internship will be assessed in 4 stages:

1. A field visit by an expert teacher from the faculty and graded observation of the management session.

2. A report on accompanied practice, graded according to a criterion grid.

3. An Observation internship report.

4. An oral presentation

- *10-minute oral presentation* based on a professional situation.
Using the example of a session in their field, the students describe and analyze their professional practice. They will present the various phases and activities of the treatment session to a panel of judges.
- *10-minute oral interview*
This interview assesses the trainee's ability to analyze, reflect and communicate.

To validate their internship, student interns must submit an internship report, which will account for 100% of the grade for the Teaching Internship Seminar.

The grade for the oral presentation constitutes 50% of the overall grade for the Teaching Internship, and the remaining 50% is divided between the intake session, where the students present their performance in class before the expert teacher, and the accompanied practice teacher.