

Factsheet School Practice: World Teachers Programme (WTP)

Correct as of September 2025

This document is aimed at schools providing internships to students of the World Teachers Programme (WTP). The WTP is a specialised bilingual (Dutch-English) route within the ICLON Master, Module, Minor and Abridged Master trajectories, focusing on linguistically and culturally-aware teaching in bilingual and international schools. There are some important differences between WTP and other ICLON programmes. If you are supervising a WTP student, please view this document as leading.

More information on the WTP can be found at www.worldteachers.nl. If you are looking for information on other routes within ICLON, please see <https://www.universiteitleiden.nl/en/iclon/initial-teacher-education>.

What are the requirements with regard to School Practice? Lower years or upper years? What is different in WTP?

Students' main internship for WTP is carried out in schools offering bilingual (TTO) and/or international secondary education in the Netherlands. Internships in special secondary education (VSO), private education, vocational college and higher education are not permitted, nor can the student's main internship be outside of the Netherlands.

Which kinds of classes the student needs to teach depends on the trajectory they are following (full master, minor, module or abridged master). Students of the WTP minor or module must gain experience in lower secondary education (approximately age 11-14). Students of the abridged WTP master must gain experience in upper secondary education (approximately age 15-18). Students of the full WTP master generally need to gain experience in both of these contexts.

An additional requirement for WTP is that at least 50% of the 125 hours they teach should be in international and/or bilingual classes. See Table 1 for the internship requirements per WTP trajectory, and Table 2 (overleaf) for an overview of all WTP trajectories.

Table 1: Requirements for School Practice per WTP trajectory

	ICLON trajectory	Focus on	Minimum requirements	≥ 50% bilingual / international
School Practice (SP) 1 (Basic module)	- Full Teaching Master with WTP (part 1) - Teaching Minor/Module with WTP	Lower secondary*	120 classroom contact hours, of which at least 60 hours of teaching (partial) lessons, of which at least 40 hours** in lower years (onderbouw) havo/vwo and/or up to MYP4/year 9 international classes, and/or any year of vmbo 300 other hours***	
School Practice (SP) 2 (In-depth module)	- Full Teaching Master with WTP (part 2) - Abridged Teaching Master with WTP (EM2 or 30 EC)	Upper secondary	120 classroom contact hours, of which at least 60 hours of teaching (partial) lessons, of which at least 40 hours in upper years (bovenbouw) havo/vwo and/or upper (final 3) years of an international (e.g. IB) curriculum. 300 other hours***	

* Students who teach social studies or art history are exempt from the requirement to teach in lower secondary if their school offers their subject only in the senior years.
** For Master students, the 40 mandatory teaching hours in lower secondary may be spread over both semesters, provided at least 20 of them take place during SP1. After completing the Master (SP1 + SP2), the student must have taught a total of at least 40 hours in lower secondary. If the student switches to the Teaching Module, a limited second-degree teaching qualification can only be issued if at least 40 hours have been taught in lower secondary.
*** Other activities such as lesson preparation, testing, analysis of own actions, intervision, training school activities, etc.

Important dates for WTP 2024-25

Meeting for WTP coaches (online)	29 Sept. 2025, 16:00-17:00
Graduation Class of '25	26 Sept. 2025, 16:00
Interim evaluation SP1	by 20 Oct. 2025
Final evaluation SP1	by 8 Dec. 2025
International internships (Option 1, Master students)	2 Jan.-1 Feb. 2026
ICLON coach networking/PD event	27 Feb. 2026, 12:30
International internships (Option 2, Master students)	19 May-14 Jun. 2026
Interim evaluation SP2	by 23 Mar. 2026
Final evaluation SP2	by 16 Jun. 2026



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When do the students start and how long do internships last?

For WTP, internships start twice a year: at the beginning of the school year (August) for students following the full WTP master or the WTP minor/module, and around the beginning of February for students following the abridged WTP master. Students spend either one or two semesters at the same school, depending on their trajectory (see Tables 1 and 2).

How do we get started with the internship?

At the start of the internship, it is important to schedule an introductory meeting as soon as possible. Make agreements regarding, among other things, the planning and implementation of the internship, who will be involved in supervision and assessment (supervision triangle), participation in activities within the school, specific points of interest, mutual expectations, etc. Given the short duration of the programme, it is important that students get to work in school as soon as possible. At first, their activities may involve targeted observation, guiding learners, attending meetings, and perhaps teaching their first (partial) lessons. We advise that these activities begin by the 2nd week of the internship. Most students who are new to teaching start teaching larger chunks or whole lessons about 4-6 weeks into the internship.

How many days a week do ICLON students spend in school? Which days?

Half of the teacher education programme is dedicated to School Practice. This means that a full-time WTP student has an average of 2.5 days (5 half-days) per working week available for the internship.

The student and school determine the exact content and organisation of the internship in mutual consultation. This takes into account, among other things, the school timetable, the availability of the supervisor(s), the student's development goals and the ICLON requirements. Note that students are **NOT** able to be in school on Mondays, which is the day when they attend seminars in Leiden.

Table 2: Overview of WTP trajectories (all full-time only)

ICLON trajectory	Characteristics	Study load	Duration / Timing	Teaching qualification
Teaching master with WTP (Full WTP Master)	For students with a bachelor in their subject and a master, but no prior teaching qualifications (as recognised in the Netherlands)	60 ECTS	1 year Sept-July	<i>first degree (eerstegraads)</i>
Abridged teaching master with WTP (Abridged WTP Master, also called 30-EC/EM2)	For students who have a (limited) second-degree teaching qualification (e.g. obtained through a university of applied sciences or completed teaching minor/module, or obtained abroad) AND a master in their subject	30 ECTS	Half a year Feb-July	- all years: HAVO, VWO, VMBO, MBO and international
Teaching minor with WTP (WTP Minor)	Followed full-time (block model) during a subject-specific bachelor's degree	30 ECTS	Half a year Sept-Jan	<i>limited second degree (beperkte tweedegraads)</i> - lower secondary: 1-3 HAVO/VWO, MYP1-4 or equivalent; - all of VMBO
Teaching module with WTP (WTP Module)	Followed following completion of a subject-specific bachelor's degree			

Is my student allowed to teach in Dutch?

Yes! All ICLON students are either native speakers of Dutch, completed their education in Dutch or have passed an advanced Dutch language exam. If your school offers a Dutch-language programme for their subject, it is fine for the student to do some of their teaching in those classes. In fact, we encourage it so that they gain the broadest possible experience. Bear in mind that about 50% of their total teaching should be in international or bilingual classes, or contain learners from those programmes.

For students placed in international schools, we advise that they spend a short period visiting a Dutch school, so that they can gain some first-hand experience in that language and context too.

What is expected of a school supervisor/subject coach?

- **Guidance and feedback:** Guiding the student within the school organization, pointing out opportunities for lesson observations (including in colleagues' lessons), frequent lesson visits, providing feedback on lesson plans, observing and discussing student's lessons/teaching, monitoring and discussing development, joint observation and discussion of 1 lesson per semester together with the ICLON supervisor, etc. Specific guidance on features of the bilingual/international school environment is desirable. The student should inform the supervisor of important assignments and deadlines.
- **Assessment:** Forming a picture of a student's development and competencies based on the ICLON rubrics and World Teacher Competences (these will be shared with you), completing an assessment according to the rubrics, and discussing it with the ICLON supervisor. The assessment of School Practice takes place at the end of each semester (January/June), with interim assessments in October and March.



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- **Early identification of difficulties or problems:** Teacher education can be very intense and sometimes also confronting for students. This can hamper their wellbeing, their development and, sometimes, their ability to complete the programme. Report any concerns or problems (e.g. stagnation in development, communication issues) to the ICLON supervisor at an early stage.

How does the collaboration and communication with ICLON work?

Each student is assigned a WTP supervisor from ICLON. At the start of the student's internship, the supervisor will contact the school supervisor/subject coach to kick off the collaboration. In principle, the WTP supervisor visits the school once per semester. During that visit, they observe and discuss one of the student's lessons, preferably together with the coach or school supervisor. In case of problems, guidance/cooperation is intensified.

ICLON organises meetings for school supervisors and coaches twice a year: an online meeting in September, specifically for WTP, and an onsite networking and professional development event in February, for all ICLON partner schools. If we have enough registrations, the February meeting will include workshops specifically for WTP. Attendance at both of these meetings is appreciated and will support your work and development as a coach or supervisor. See the overview on p.1 for this year's dates.

International/alternative internship

Students of the full WTP Master are required to spend 2-4 weeks of their programme teaching and observing in a different school context, either abroad or in the Netherlands. They will organise this themselves or with help from ICLON. For students staying in the Netherlands, this can take place at any time in the year, and can be spread over several weeks (e.g. 1 day a week for 6 weeks) or carried out in a block (e.g. 3 days a week for 2 weeks). For those going abroad, students can choose between two periods: in January or in May/June. This requirement applies to all students of the full WTP Master, whether they have an internship or a job in school.

Students of the abridged WTP Master can opt to do an alternative or international internship, but for them it is not a compulsory part of the programme. Students of the WTP Minor or Module do not have an alternative/international internship, although they are encouraged to explore other school contexts (e.g. by teaming up with another student).

What are the World Teacher Competences and what role do they play?

The World Teacher Competences (WTCs) help students reflect on what being a 'World Teacher' means to them. The WTCs address 4 domains: **supporting subject literacy** (attention for subject-specific language and communication, CLIL, *taalgericht vakonderwijs*), **communication across languages and cultures** (intercultural communication, critical engagement with school culture, effective use of classroom language(s)), **embracing diversity** (culturally responsive teaching, attention for diversity, including diverse and global perspectives), and **questioning and being questioned** (suspending judgement, challenging assumptions, critical thinking and reflection).



WTP students are not graded on these elements but are expected to reflect on them in relation to their practice and in several of their assignments. As a coach or supervisor, you can help by asking questions about how they view these elements and relate them to what they see and do in school. You will be asked to comment on students' development in these areas in the end of semester assessments. If you want to discuss the WTCs and how they can look in practice, we suggest you attend the meetings for coaches/supervisors in September and February.

Does each student have to sign a practice contract separately?

No, ICLON sends an overview of all students (including the provisions of the practical contract) to the relevant school supervisor/coordinator by email twice a year (in October and March) with the request to approve this.

How can I develop further as a WTP coach or school supervisor?

ICLON has an active professional development department that offers a diverse range of ready-to-go and tailor-made courses for teachers and schools. This includes a range of courses (from beginners' to expert level) on coaching and mentoring beginning teachers, including a beginners' course taught in English, with additional emphasis on coaching in multilingual and intercultural settings. The full range of professional development opportunities can be found at <https://www.universiteitleiden.nl/iclon/nascholing>. It is also possible to request tailor-made programmes to suit the needs of your school.

Where can you go for more information?

- On the World Teachers Programme (WTP): www.worldteachers.nl
- Instructions and materials (including rubrics) for supervision/coaching and assessment of School Practice: www.iclon.nl/praktijk
- Regarding recruitment or placement of new interns, or internship requirements: stage@iclon.leidenuniv.nl
- Regarding professional development, including training for school supervisors/subject coaches: nascholing@iclon.leidenuniv.nl
- Regarding the WTP in general (of if you are unsure whom to contact): Tessa Mearns, WTP Coordinator, t.l.mearns@iclon.leidenuniv.nl
- Concerns or questions regarding specific students: the relevant ICLON supervisor – Janneke Geursen, j.w.geursen@iclon.leidenuniv.nl, Kevin Zweeris, k.zweeris@iclon.leidenuniv.nl, or Tessa Mearns, t.l.mearns@iclon.leidenuniv.nl



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