

World Teachers

Programme

ICLON academic pre-service teacher education: Plus-programme specialising in linguistically and culturally aware teaching for bilingual and international education

Study guide 2022-23



Universiteit
Leiden
ICLON

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Contents

Introduction.....	2
Your sources of help and support	3
Being a World Teacher	5
The ICLON Curriculum for WTP	7
School Practice in the Netherlands	14
International Internship: 8 April-14 May 2023.....	17
ICLON Assessments	19
Appendix A: Roles of the Teacher (ICLON Rubrics)	21

Figures and Tables

Figure 1. WTP Competences (2022-23).....	6
Figure 2. ICLON curriculum for WTP 2022-23	7
Table 1. Perspectives on innovation in education	9
Table 2. Planning for WTP IE 2022-23	10
Table 3. Overview of WTP Seminars 2022-23	11
Table 4. Overview of WTP School Practice 2022-23 (full Master)	15
Table 5. Overview of WTP School Practice 2022-23 (30-ECTS abridged programme).....	15
Table 6. Chronological overview of ICLON assessments for WTP 2022-23.....	20

Introduction

Welcome to the World Teachers Programme (WTP) for 2022-23. The WTP goes a step further than the regular ICLON Teaching Master as a means of preparing future teachers who have a particular interest in language, culture, global citizenship and intercultural communication. In addition to the demands of the ICLON Teaching Master, you will participate in extra seminars and activities to develop your understanding of and competence in issues and approaches relevant to these goals. We especially focus on bilingual and international school settings, although the knowledge, skills and attitudes you will work on here will be valuable in any educational context.

For those following the full Master programme, the WTP will require about 100 extra hours of study compared to the regular teaching master (equivalent to about 3.5 ECTS); for those following the 30-ECTS abridged programme, the extra workload will be 156 extra hours (5.5 ECTS). In addition to this, all WTP students are required to spend about three weeks of the year on an international internship.¹

This Study Guide provides you with a description of the course components and some of the assessment tasks, and information regarding your teaching placements. The Brightspace virtual learning environment (VLE) will be used to communicate additional information regarding the programme, to share course materials and as a platform to upload your assignments.

Information regarding the Teaching Master as a whole can be found in the ICLON *Studiegids* (<https://studiegids.universiteitleiden.nl>) or in materials provided by individual ICLON lecturers (e.g. via Brightspace).

While we make every effort to provide accurate information, the content of the Study Guide can be subject to change in the course of the year. The most recent version will always be available via Brightspace, as will up-to-date information regarding each of your ICLON courses.

¹ Correct at time of writing. See p.18 for more information.

Your sources of help and support

Please note that the roles played by the subject coach and mentor may vary slightly from school to school. As long as you feel supported this should not be a problem.

NB. If you have a paid job in your placement school, your arrangements for support might be slightly different. This is ok as long as your ICLON supervisor agrees to it and you feel you are well-supported.

What can you expect from your mentor in school?

The **mentor** ('BOS') acts as a liaison between the school and the student teacher, in close cooperation with the university supervisor. They provide you with help in all matters relating to information about the teaching profession, provide you with formative and summative feedback and decide together with the university supervisor whether you have made sufficient progress. The mentor bases their assessment on visits to lessons, discussions with you, information from the subject coach, etc. You and your mentor are required to have meetings on a regular basis, including some lesson visits, discussion of lessons, etc. In this way, the mentor is actively involved in your learning and assessment. For the midterm and final assessments the mentor will, together with the subject coach, write a report on your progress for each of the roles of a teacher according to the ICLON and WTP requirements.

What can you expect from your subject coach?

The subject coach is also based in your school and is responsible for your daily supervision and support in learning about teaching your specific subject. Typically, the subject coach will:

- introduce you to other staff in your department and explain their roles and expertise;
- encourage you to observe their teaching and help you to access their knowledge base;
- answer questions as to the decisions underlying methods of teaching and monitoring of student learning;
- give you access to resources, lesson-plans etc.;
- encourage and support you in taking progressive responsibility for designing and teaching lessons and series of lessons;
- provide oral and written feedback on your teaching;
- assess your performance using the [ICLON rubrics](#) (p.21) and World Teacher Competences (p.5), possibly together with your mentor;
- observe lessons and attend follow-up meetings with your supervisor during her visits.

While in the beginning the bulk of your teaching is likely to be in your coach's classes, it is not necessary for you to teach exclusively under their supervision. In order to gain a broader perspective on teaching and access to different types of classes/courses, it can be beneficial to work with more than one member of your department. Feel free to suggest this to your coach if they do not bring it up as a possibility.

What can you expect from your ICLON supervisor?

Your ICLON supervisor is your first contact at ICLON. They lead the supervision sessions, help you connect your work experiences with theory and oversee your progress. They facilitate your midterm and final evaluation meetings and are responsible for determining the grades for your School Practice (based on input from the school). They also grade your Supervision tasks. They observe at least one of your lessons each term and provide you with feedback. They work in close cooperation with your mentor/BOS and your subject coach.

WTP Staff at ICLON

Tessa Mearns

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Tessa is responsible for the **WTP Seminars**, and for **coordination of the WTP** and the **international internships**. She also teaches **Innovations in Education**, is part of the **Supervision** team and will be involved in **WTP Action Research**.



Janneke Geursen

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Janneke is a WTP **Supervisor** and teaches **Innovations in Education**. She is also one of the **Subject Methodologists** for English.

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Floris is a WTP **Supervisor**. He is also one of the **Subject Methodologists** for Philosophy and a teacher at Wolfert Bilingual.



Tamara Platteel

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Tamara is in charge of **WTP Action Research**. She is also an ICLON professional development trainer and an ICLON supervisor in the regular programme.

Lysanne Post

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Lysanne will support you with your **WTP Action Research** project. She is also an assistant professor at ICLON.



Who do you need for what?

WTP in general, International Internships
WTP Seminars
Supervision/School Practice, Innovations in Education
Action Research
Leren & Instructie / Vakdidactiek / Pedagogiek

Tessa
Tessa
Janneke / Floris / Tessa
Tamara / Lysanne
See ICLON [Studiegids](#) / Brightspace

Other useful contacts at ICLON

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Being a World Teacher

Being a World Teacher at ICLON means that you meet the standard requirements of the ICLON teaching master or 30-ECTS programme *plus* the particular requirements of the World Teachers Programme. Following completion of the programme, you will be awarded a Dutch *eerstegraads* teaching qualification, a Masters degree and the World Teachers Certificate.

Completion of the World Teachers Programme

In order to obtain your ICLON degree and teaching qualification, you need to successfully complete all of the standard ICLON subjects, including your School Practice in the Netherlands. The [ICLON Rubrics](#) (pp21-25) will have a central role in assessment of your performance.

In order to obtain the **World Teachers Certificate**, you need to meet **all** of the following **additional** requirements:

1. Evidence of attention for and growth in relation to the **World Teacher Competences** (see below), as illustrated through your school practice, your ICLON assignments, your contribution to ICLON seminars and your reflection in Supervision meetings.
2. Attendance at and active participation in **WTP Seminars** (see p.11)
3. Successful completion of the **WTP Portfolio**.
4. At least **50%** of your teaching throughout the year is with **international or bilingual** classes. For subjects other than French, German, Mandarin and Spanish, you will teach these classes in English.
5. Completion of the **International Internship**² (see p.17)

Students who already have a partial qualification and are following the **30-ECTS abridged** programme are exempt from several ICLON subjects in Semester 1, but have further additional requirements with regard to School Practice and Supervision:

6. **School Practice 2** takes place over the whole academic year and involves 85 hours of teaching instead of 65; at least 20 of these hours are in the junior years of an international or bilingual programme (see p.14. for an overview of the School Practice requirements).
7. Attendance at and participation in **Supervision** meetings throughout the year, together with the rest of the WTP group.
8. Completion of additional **formative assessments** in Semester 1 (see overview of assessments on p.20 and detailed information in Brightspace).

World Teacher Competences

Throughout the year we will refer to the World Teacher Competences. These are displayed in Figure 1 on p.5. These Competences have been carefully formulated in consultation with World Teacher students, schools and staff, and reflect aspects of global citizenship, intercultural communication, multicultural education and subject literacy.

We will ask you and your coaches to reflect on the Competences in relation to your practice, in addition to the criteria in the standard [ICLON rubrics](#) (p.21). The Competences will also be a prominent feature of your **courses at ICLON** and of **progress talks and lesson debriefs** with your ICLON Supervisor. You will be asked to refer to the Competences in your **assignments for Supervision, School Practice and IE**, and in your **WTP Portfolio**. You might also feel it is appropriate to include them in assignments for other subjects, although this is not compulsory.

² Correct at time of writing. See p.18 for more information.

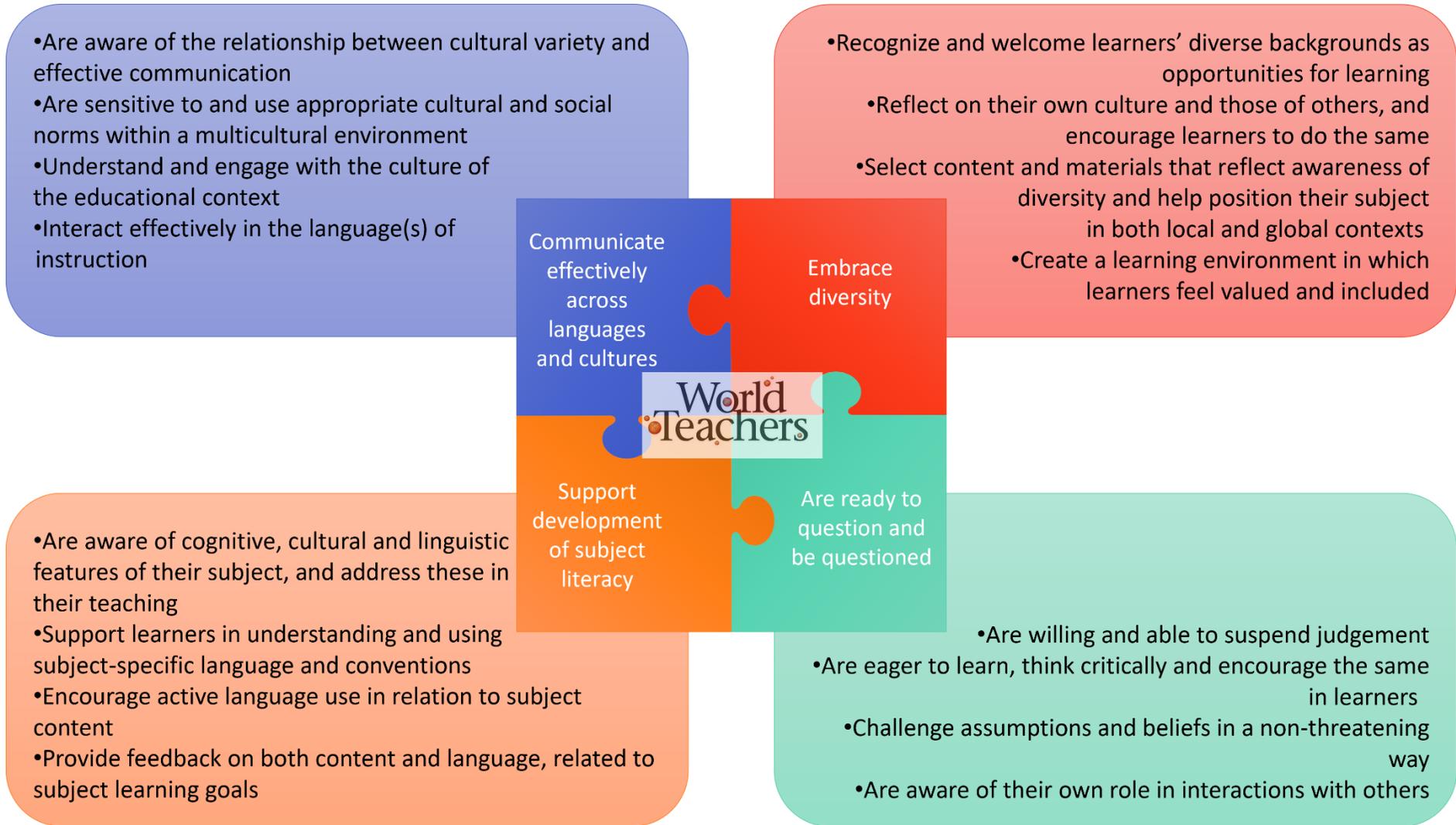


Figure 1. WTP Competences (2022-23)

The ICLON Curriculum for WTP

The ICLON teacher education programme is based on the idea that you learn through experience and through reflecting on experience. The ICLON components of the teaching master and the WTP offer both practical support and theoretical frameworks on which to base your reflections.

The ICLON curriculum for the full Master with WTP is illustrated in Figure 2. Components that contain a WTP element are those marked with the WTP logo.

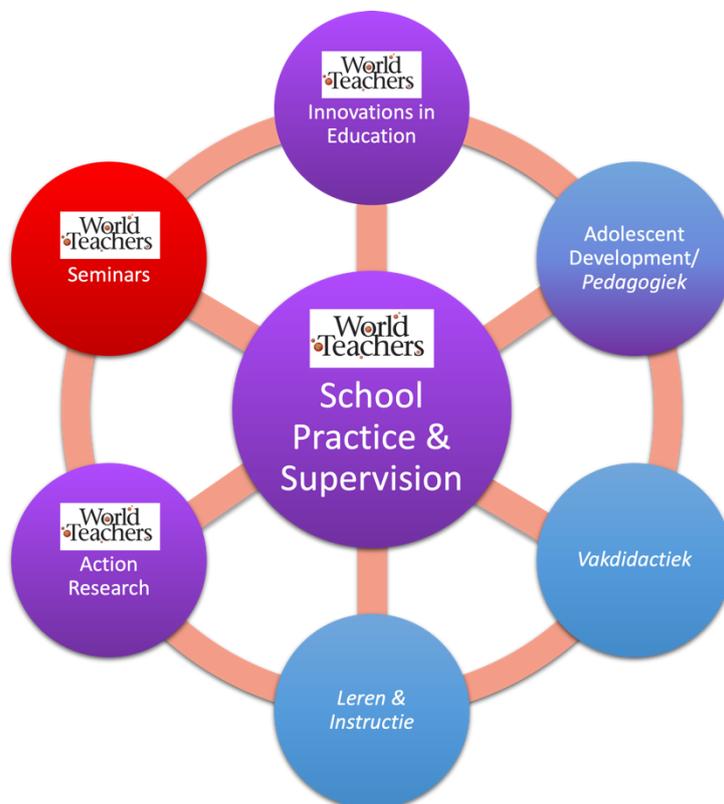


Figure 2. ICLON curriculum for WTP 2022-23

Each of the ICLON subjects is described in brief below, including details of where more information can be found. Subjects from which 30-ECTS students are **exempt** are printed in **red**.

Supervision is the ICLON part of your School Practice, meaning that the two subjects are assessed as one. During the Supervision seminars the focus is on your professional development as a teacher, and in particular as a World Teacher. You will be introduced to ways in which you can make use of theories covered in L&I and other elements of the ICLON WTP course to describe and analyse your practice. You will also learn how to reflect on and steer your own development, in close cooperation with your fellow-students and your (school) supervisors. The World Teacher Competences will form a central role in that reflection. Supervision will be conducted in **English** and run throughout the **whole year** for all WTP students. The planning for the Supervision programme will be tailored to the needs of the group and discussed during Supervision meetings.

Leren & Instructie (L&I) is the general teaching methodology course that all ICLON students follow during **Semester 1**. It focuses on teaching and learning theories, classroom management, motivation, formative assessment and feedback. These topics are mostly related to the roles of Classroom Manager and Subject Learning Specialist. The theories dealt with in this course will be assessed through a **written examination**. You will be required to show how you understand the main concepts

and theories presented, and how you are able to make sense of these. WTP students follow L&I together with the other students, in **Dutch**, although you may write your answers to the exam questions in English if you prefer. More information will be provided in Brightspace (*Leren & Instructie*).

In the **Adolescent Development** classes in Semester 1 you will be introduced to theories related to adolescent development and psychology and to approaches to teaching and learning that take these into account. Special attention will be paid to the development of communication skills suitable for interaction with both students and parents. Whether this course will be taught in English or Dutch will depend on the number of WTP students taking the course. In any case, some of the materials are in Dutch but you are entitled to complete the assessment tasks in English if you prefer. More information will be provided via Brightspace under the subject *Pedagogiek*.

The **Subject Methodology (Vakdidactiek 1 & Vakdidactiek 2)** classes focus on the specific methodologies relevant for the teaching of your school subject and are not directly connected to the WTP. You will be taught how to structure lessons, develop lesson series, support student learning and assess student work. All this is contextualised in relation to the requirements stated in the Dutch National Curriculum (and other curricula where appropriate). **VD1, in Semester 1, focuses mostly on teaching in the junior years**, and in **Semester 2**, VD2 focuses in particular on teaching in the senior years (*bovenbouw*), which distinguishes the course from a *tweedegraads* qualification. With the exception of some of the Modern Language subjects, this course will be taught in **Dutch**. You can complete assessments in English, Dutch or – in some cases – the language you teach. More information will be provided by the Subject Methodologist for your subject and in the relevant Brightspace course for your subject area.

The following pages describe the three ICLON courses that have been designed or adapted specifically for WTP, and which differ more substantially from courses in the regular ICLON programme. These courses are [Innovations in Education](#) (IE), the [WTP Seminars](#) and [Action Research](#).

For details of how and when you will be assessed for each of these subjects, see the ‘Assessment’ tab in the WTP Brightspace course, or ‘Beoordeling’ in the L&I, Pedagogiek or Vakdidactiek courses.

Innovations in Education for WTP

Education is constantly changing. Every year new practices, concepts and ideas are studied, implemented and tested at different levels of the school organisation. The subject *Innovations in Education (IE)* focuses on the question of whether or not an innovation will be successful in practice. For WTP, we give this course our own twist by focusing on an aspect of bilingual and/or international education at your placement schools. After an introduction to both TTO and Dutch international education and initial exploration of what this means in your school context, you will work in a group to explore a specific area relevant in several schools. You will do this with the help of the four perspectives outlined in Table 1.

Perspective	Focus	Possible questions
Psychological	Identifying ways in which an individual will or will not change.	Why do some teachers welcome innovations while others do not? Which factors determine changes in behaviour?
Organisational	Structural factors which have an impact on the implementation of changes.	Which structures facilitate change management and which hinder it? How could an innovative school organisation best be structured?
Sociological	Different aspects of the school organisation come together: the structure itself, the various actors and their roles.	How do (groups of) people function in certain group and organisational structures, and in certain roles? How do the different aspects of the organisation affect each other?
Curriculum	Many innovations start from a certain ideal which is translated into concrete plans and materials which, in turn, are perceived in a certain way by the learners.	What was the intended curriculum? How was it implemented? And what was attained?

Table 1. Perspectives on innovation in education

Objectives of IE for WTP

The objectives for IE in the WTP are as follows:

- You can use your knowledge of how TTO and/or Dutch international schools are organised on a national level to inform your exploration of your own school and place it in context.
- You can describe factors that influence the processes and outcomes of educational innovations in an international or TTO school context on the basis of the theoretical perspectives discussed in IE.
- You can draw connections between educational innovations and a number of other factors, such as teacher beliefs and practices (micro-level), school policy (meso-level), educational paradigms, (inter)national education policy and sociocultural context (macro-level), as well as with educational theories and concepts.
- You can present your chosen innovation and the connections between micro-, meso- and macro-levels using clear argumentation, in a manner that is fitting with your chosen presentation genre.
- You are able to form a picture of the formal and informal organisation of an international or bilingual school and reflect on the role you are able and willing to play within a specific school context.

Planning

The provisional schedule for the WTP IE course is displayed in Table 2³. **Please note that this schedule differs significantly from the *Innovaties in Onderwijs* course in the regular ICLON programme AND that the first two sessions are on Tuesdays.** Instructions for how to prepare for each seminar will be posted in Brightspace.

Date & timetable block	Location	Focus
20 September (TUESDAY!) all day	Wolfert Bilingual	Introduction to IE What is TTO?
18 October (TUESDAY!) all day	International School of the Hague	What is international education? Exploring your own context
28 November Block 1	ICLON	Understanding the 4 perspectives Project Plan
20 December	Deadline: Hand in Project Plan	
30 January Blocks 2 & 3	ICLON	Exchange initial findings and explore genres/products, time 6work on product
7 March Block 2	ICLON	Presentations
20 March Block 3	ICLON	Presentations

Table 2. Planning for WTP IE 2022-23

³ Based on the ICLON timetable as of 11/08/2022. Check most recent timetable for exact timing and location.

WTP Seminars

The aim of this course is to help you to develop the skills, attitudes and understanding necessary to support your learners in appropriate ways and also to better understand and function in international and/or bilingual education contexts.

As a World Teacher, you will be asked to reflect on yourself, your subject, your learners and your teaching in ways that may be unfamiliar or challenging, but are ultimately aimed at helping you develop a broader view of what it means to be a teacher in today's society, as well as interpersonal skills and a teaching repertoire that is in line with that view. While the specific WTP content will be covered in the Seminar programme, you will also be expected to draw on this in your day-to-day practice and in other elements of the programme (e.g. Supervision, IE, Action Research). The World Teacher Competences (p.5) can be used as a framework to help you reflect on your progress in this regard.

Seminar schedule and content

The provisional schedule for the WTP seminars can be found in Table 3³. **Note that some of the seminars are on Tuesdays.**

The seminars focus specifically on two areas: Content and Language Integrated Learning (CLIL) and subject literacies, and teaching in and intercultural context. The emphasis in Semester 1 is on CLIL and in Semester 2 it is on intercultural teaching, although as you can see this distinction is not clear-cut. This is because some concepts and practices take time to develop before you can reflect on them at length.

Date & timetable block	Location	Focus
5 September Blocks 3 & 4	ICLON	WTP 1. Intro to seminar programme + You as an intercultural actor
12 September Block 3	ICLON	WTP 2. Introduction to subject literacies
19 September Block 3	ICLON	WTP 3. Unpacking subject literacy (input)
17 October Block 2	ICLON	WTP 4. Languaging as processing (interaction)
7 November Block 4	ICLON	WTP 5. Repacking subject literacy (output)
6 December (TUESDAY!) All day	Amsterdam International Community School	WTP 6. Concept-based learning
12 December Block 4	ICLON	WTP 7. Feedback & assessment in subject literacy
6 February Block 1	ICLON	WTP 8. Intro to multicultural education
20 February Block 1	ICLON	WTP 9. Your students as curriculum
6 March Block 2	ICLON	WTP 10. Your subject literacy practices
14 March (TUESDAY!) All day	Alfrink College	WTP 11. International projects for intercultural learning
20 March Block 4	ICLON	WTP 12. Actions for inclusive and equitable teaching
19 June All day	Rijnlands Lyceum Oegstgeest	WTP Day

Table 3. Overview of WTP Seminars 2022-23

Preparation and follow-up for WTP Seminars

Instructions for how to prepare for each WTP seminar will be posted in Brightspace, as will details of what you need to do to follow up on what we discuss there. It is important that you complete these self-study activities as these will allow you to apply your learning to your own teaching context.

Otherwise, it's just theory 😊

Assessment of WTP Seminar programme

Learning from the WTP Seminars will be assessed through the WTP Portfolio, in which you provide evidence of your growth in relation to the World Teacher Competences and of your application of learning from the seminars. You will work on parts of the Portfolio during the seminar programme and while on your international internship.

There is also a section of the Portfolio dedicated to reflection on an intercultural encounter during your international internship. This will be discussed during Supervision sessions before and after the international internship.

Instructions and criteria for the Portfolio will be posted in Brightspace.

WTP Action Research

Introduction and objectives

It is important for academically educated teachers to have knowledge about how to conduct practice-based research so that they can use this to analyse and to further develop aspects of their teaching practice and further enhance student learning. Moreover, research by teachers about teaching and learning can be argued to be an invaluable addition to the conventional ways of doing educational research. The reason for this is that teachers develop a great deal of practical knowledge about their practice and because they have first-hand access to information about teaching and learning.

The WTP Action Research Project will teach you how to carry out and be involved with practice-based research by requiring you to conduct a small-scale *participatory action research* (PAR) project on a topic related to the World Teacher contexts, World Teacher Competences and student learning.

The focus will be on student voice in your bilingual or international setting. You will involve students in your action research in various ways. You can also form a collaborative research team with another WTP student and your school students. By yourself or with the team, you will design and carry out a small-scale PAR project. This entails coming up with a research question and exploring both theory and your own practice. On the basis of the research team's findings, you will make an improvement in your teaching, evaluate, draw conclusions and formulate suggestions for improvement of educational practice. You will share the project outcomes with your school and critical friends in the WTP group at the end of the year.

Seminars and deadlines

There will be five dedicated research seminars in the course of the whole year. This is different to the regular ICLON programme, where the research subject (*Vakdidactische Verdieping*, VDV) takes place only in Semester 2. Like the WTP seminars, the dates and times of the research seminars and the official deadlines are included in your ICLON timetable.

Assessment

Details of the WTP Action Research report and how this will be assessed can be found in Brightspace. There, there is also additional information regarding deadlines and how to structure your report.

School Practice in the Netherlands

Information regarding your School Practice can also be found in Brightspace under *Praktijk* and then *WTP*. For some aspects, such as regulations with regard to filming in lessons, you will be redirected to the general information in the Dutch *Praktijk* area or the ICLON website. You can also check the ICLON [Studiegids](#) and the Factsheet for schools (available in Brightspace: *Praktijk > WTP*) for additional information.

Length and scope of School Practice

WTP students follow the ICLON Teaching Master or abridged 30-ECTS programme for one calendar year (August-August). You will begin your School Practice in the first week of the school term, following the ICLON introductory programme. For students who do not have a paid job in school, the first few weeks usually involve observation tasks and teaching your first lessons (or parts of lessons). Gradually, it will build up towards you teaching approximately **6-8 lessons per week** (full master, based on a 50-minute timetable). 30-ECTS students require fewer teaching hours. They decide on the number and distribution of their hours in close consultation with their subject coach and their supervisor. WTP students are usually in school for about 3 days per week (possibly 2 for 30-ECTS students). For an overview of the School Practice that you can share with your school supervisors, please see the WTP Timeline and Factsheet in Brightspace.

Generally, the emphasis in **School Practice 1 (SP1)** is on teaching in the junior years and in **School Practice 2 (SP2)** it is on the senior years. At least **50% of WTP students' total teaching should be in a bilingual or international department**. Bilingual or international classes should be taught in **English** or, in the case of Modern Foreign Languages, in accordance with the requirements of the bilingual or international **school policy with regard to target language (TL)** use. In both international and bilingual schools, there should be room for student teachers to pay attention to **subject language/literacies** as well as areas such as **intercultural competence, culture, diversity** and/or **global citizenship** as appropriate to the school context.

Table 4 (overleaf) displays an overview of the School Practice (SP) requirements for students on the full master programme in terms of number of hours in school. Table 5 does the same for the 30-ECTS abridged programme.

Hours of SP		Minimum requirements	Bilingual/ International
SP 1 (Sept.- Jan.)	120 pupil contact hours	Student teaches ≥ 60 lessons or parts of lessons, of which: <ul style="list-style-type: none"> ≥ 40 junior Additional pupil contact hours can include lesson observations, supporting individuals/groups during lessons, tutoring, invigilating, excursions, etc.	$\geq 50\%$ total
	385 additional hours	Guideline: <ul style="list-style-type: none"> 240 hrs lesson preparation/evaluation 20 hrs school/department activities (e.g. meetings) 25 hrs professional development 	
SP 2 (Feb.- Jul.)	130 pupil contact hours	Student teaches ≥ 65 lessons or parts of lessons, of which: <ul style="list-style-type: none"> ≥ 45 senior ≥ 10 during international internship Additional pupil contact hours can include lesson observations, supporting individuals/groups during lessons, tutoring, invigilating, excursions, etc.	
	240 additional hours	Guideline: <ul style="list-style-type: none"> 195 hrs lesson preparation/evaluation 20 hrs school/department activities (e.g. meetings) 25 hrs professional development Includes international internship	
* Years 1-3 wvo/havo/vmbo-t in Dutch system; Years 7-10 or MYP1-4 in international schools			
** Years 4-6 wvo/havo/vmbo-t in Dutch system; Years 11-13 or MYP5-DP2/CP2 in international schools			

Table 4. Overview of WTP School Practice 2022-23 (full Master)

Hours of SP		Minimum requirements	Bilingual/ International
SP 2 (Sept .-Jul.)	130 pupil contact hours	Student teaches ≥ 85 lessons or parts of lessons, of which: <ul style="list-style-type: none"> ≥ 20 junior (bilingual/international) ≥ 45 senior ≥ 10 during international internship Additional pupil contact hours can include lesson observations, supporting individuals/groups during lessons, tutoring, invigilating, excursions, etc.	$\geq 50\%$ total
	240 additional hours	Guideline: <ul style="list-style-type: none"> 195 hrs lesson preparation/evaluation 20 hrs school/department activities (e.g. meetings) 25 hrs professional development Includes international internship	≥ 20 teaching in junior years
* Years 1-3 vwo/havo/vmbo-t in Dutch system; Years 7-10 or MYP1-4 in international schools			
** Years 4-6 vwo/havo/vmbo-t in Dutch system; Years 11-13 or MYP5-DP2/CP2 in international schools			

Table 5. Overview of WTP School Practice 2022-23 (30-ECTS abridged programme)

Breadth of experience: Students in international schools

All WTP students placed in **international schools** for their School Practice in the Netherlands are required to gain at least 2 weeks of experience in a Dutch school as well. This experience will involve lesson observations and ideally some small experiences of teaching, which can count towards your total number of teaching hours. Tessa or Janneke can provide contact details for TTO schools within the WTP network but it is **your own responsibility** to organise this experience during the course of School Practice 1. If you do not arrange this experience, you will be required to visit a Dutch school during the International Internship period instead of going abroad.

If you are placed in a bilingual school but would like to gain experience in an international school, you can opt for an International Internship placement in an international school abroad. You might also be able to organize an 'exchange' with a peer who needs to spend time in a bilingual school in Semester 1. Your ICLON Supervisor will be happy to discuss this with you.

Keeping a record of your progress

It is important to document your progress not only to prove that you are fulfilling the requirements, but also so that you can refer to documentation when writing your ICLON reports. Here are some tips for how to do this:

- Keep a record of all lessons you observe and teach.
- Create written plans for your lessons (see a suggested World Teacher lesson plan format in Brightspace, or take something from *vakdidactiek* or your school) and keep them organised in such a way that you can share them with your subject coach, mentor or university supervisor, or use them for assignments.
- Ask for written feedback from your subject coach/school-based mentor for every lesson they observe and keep that too.

Lesson visits

Your ICLON supervisor will visit you in school once per semester in order to get an impression of your teaching and discuss your progress with you and your coach and/or mentor. They will observe one lesson during each visit and then discuss it in a meeting with you and your coach/mentor.

In preparation for the visit, you should **prepare and print a lesson plan** as well as copies of any materials you will use during the lesson. These can be given to your supervisor when they arrive. You should also identify areas that you would particularly like them to focus on during the observation and inform your supervisor and coach/mentor of what these are. During the meeting after the lesson, you will be expected to identify the areas that you find most important to discuss and to reflect on them actively, together with your supervisor and coach/mentor. In the days following the visit, you should write a short (1-2 page) reflection on the lesson and email this to your supervisor. After this, they will provide you with written feedback on the lesson. All this will help you provide a record of evidence of your progress and will be input for your ICLON assignments, but most importantly it will help you to identify ways to strengthen your practice.

Lesson visits for online teaching

Should it so happen that the schools close again, it is also possible to arrange lesson visits online. You will be informed about this if necessary.

Assessment of School Practice

Your School Practice will be assessed together with Supervision. Your grades for SP1 and SP2 will be arrived at based on the evaluation by your school, the [ICLON rubrics](#) (pp21-25) and World Teacher Competences (p.5), your self-evaluation, and your Supervisor's impressions based on her observations, your written reports and your conversations with her. For more information regarding assessment of Supervision and School Practice, see Brightspace.

International Internship: 8 April-14 May 2023

It is important for you as a WTP student to teach and live abroad, albeit for a relatively short period of time. Teaching and living in an international setting will help you gain a deeper understanding of differences and similarities between the Dutch and an international educational system, or between international schools embedded in different local cultures. This brief international internship may also shed more light on the differences and similarities between learners in different contexts and their ways of learning, and will give you the opportunity to explore your own intercultural competence.

The objectives of the international teaching practice are:

- to gain understanding of a different educational context;
- to shed new light on your own teaching practice;
- to further develop in relation to the World Teacher Competences (p.5) and seminar content within an international setting.

NOTE: At time of writing, the university expects international study-related trips to be permitted in 2022-23, in line with RIVM advice on safe travel. Should the situation change, an alternative will be put in place. Should this happen, it will not affect your eligibility for the WTP certificate.

Documents relating to the international internship can be found in Brightspace.

Requirements of the International Internship

Time period

The international internship will take place in the period between **8 April and 14 May 2023**. It should last **2-4 weeks** and the dates should be approved by ICLON and your placement school in the Netherlands. Due to commitments at school and at ICLON, it is not permitted to take more than 4 weeks for your trip abroad or to deviate from the stipulated window for the international internship, except in special circumstances.

If you have a job at your placement school in the Netherlands, you are responsible for making arrangements regarding extra time off for the international internship. Let Tessa and/or your ICLON supervisor know if you experience problems with this. The international internship period overlaps with the school holidays, but we do advise that you also take at least a week off from teaching altogether.

Activities

WTP students will be asked to **observe approximately 15 lessons** during their internship. Also, you should participate in as many of the school activities and talk to as many members of staff, pupils, parents, etc. as possible. You should aim to **teach approximately 10 lessons** during your internship. Of course, we understand that the number of lessons observed and taught depends entirely on the local circumstances and opportunities. You might travel together with another World Teacher. If so, you should try to support your peers, observe each other and give each other feedback.

A more extensive overview of the international internship can be found in the Factsheet for Host Schools, available via Brightspace.

Evaluation

Make sure you keep a record of the activities you engage in while you are away and bring back a signed evaluation form (provided in Brightspace).

Arranging your international internship

If you would like help arranging your international internship, Tessa is in a position to put you in contact with schools in a number of locations worldwide. We cannot guarantee availability of a placement at every school, as we are dependent on the local circumstances, including the availability of a coach for your subject.

You are also free to arrange your own international internship placement if you wish. There is information available in Brightspace that can help you when you approach schools. **If you decide to organize your own international internship you are required to produce written confirmation of the placement no later than the 1st of December.**

Preparation and planning

To prepare yourself for the international internship, you need to organise and pay for your own flights and housing. In addition, you will need to check vaccination programmes, passports, visa, etc. Some schools may require you to show proof of “good behaviour” with a formal document such as the *Verklaring Omtrent het Gedrag* (VOG) or a local equivalent, or to undergo medical checks in advance of travelling. Be aware that Covid-19 may affect the measures required to enter a foreign country or re-enter the Netherlands. **PLAN WELL IN ADVANCE TO MAKE SURE YOU MEET ALL REQUIREMENTS.**

Sources of funding

There may be some small grants available to help fund your international internship. These grants are administered by Leiden University. It is up to you to look into and apply for them on an individual basis and ICLON cannot guarantee that your application for funding will be successful.

Information about these grants can be found at the following locations:

- **Minerva Scholarships:** <https://www.universiteitleiden.nl/en/scholarships/sea/minerva-scholarship-fund> (deadline 15 December!)
- **LUF Internationaal StudieFonds (LISF):** <https://www.luf.nl/aanvragen/studenten/studie-stage-onderzoek-in-het-buitenland>
- **Lustra+ Scholarship** for internships outside of Europe:
<https://www.universiteitleiden.nl/en/scholarships/sea/lustra>
- **Trustee funds** for students ineligible for other types of funding:
<https://www.universiteitleiden.nl/en/scholarships/sea/trustee-funds-curatorenfondsen>

Assessment

Your international internship coach will be asked to complete a brief **written evaluation** regarding your practice (editable document in Brightspace), which you can use to reflect on your progress. You will include this in your final School Practice report.

Reflection on your international internship will be included as part of the assessments for School practice/Supervision 2 and the WTP Portfolio.

ICLON Assessments

In Table 6 on p.20 is a list of the assessments you will need to carry out as part of the ICLON programme, in chronological order on the basis of deadline. As highlighted in the introduction, the World Teachers Programme adds on to the general teacher education programme. WTP **additions**, resulting in attainment of the WTP certificate, are the WTP seminars and the international internship, but some other assessments also need to be approached differently for the WTP. See Brightspace for more information on what the assessments entail.

General rules and regulations for ICLON assessments can be found in the ICLON [Studiegids](#).

Academic writing

The Teaching Master is a university degree and we expect assignments to be written in an appropriately academic style. This is particularly important in the WTP, where we emphasise the role of language in the learning process. The language used in written assignments should be formal and the reports well-structured. Work that is not easily readable will be returned for revision: please proof-read your reports before handing them in.

Reflective writing is likely to be a new genre for you. There is a useful online course that can help you to explore the genre here: <https://www.monash.edu/learnhq/write-like-a-pro/annotated-assessment-samples/education/education-reflective-writing>

Some general tips for academic language use in English can be found at <https://owl.english.purdue.edu/owl/resource/608/1/> or here: <https://www.york.ac.uk/res/elanguages/index/Modulecd/cu4s4/cu4s40501.htm>.

Theory and referencing

Most of the assignments require you to refer to relevant **theory**. This should be done through **in-text citations**, footnotes or endnotes, with an accompanying **bibliography**. There is no one acceptable model for referencing at ICLON but it would be helpful if you were consistent in your own approach. If you are unsure which approach to use, check the APA guidelines for in-text citations and bibliographies.

Submitting assignments

All assignments need to be submitted electronically via Brightspace. You will receive information on how to do this at the start of the year.

Overview of formal assessments (in chronological order)

Course component	Assignment	Students	Assessment	Deadline(s)	Brightspace course
Adolescent Development	Communication Skills	Master	pass/fail	13 November 2022	<i>Pedagogiek</i>
Supervision	Midterm Evaluation: School Practice 1	Master	pass/fail	6 November 2022	WTP
	Go/NoGo (abridged programme)	30-ECTS	pass/fail		
Leren en Instructie	Written exam	Master	grade	21 November 2022 <i>Resit: 9 January</i>	<i>Leren en Instructie</i>
Innovations in Education	Project Plan	All (in groups)	feedback	20 December 2022	WTP
WTP Action Research	Project Plan	All	feedback	4 December 2022	WTP
Adolescent Development	Adolescent psychology assignment	Master	grade	18 December 2022 <i>Resit: 29 January</i>	<i>Pedagogiek</i>
Vakdidactiek 1	VD 1 dossier	Master	grade	9 January 2023 <i>Resit: 29 January</i>	<i>Vakdidactiek</i>
Supervision	Final Evaluation: School Practice 1	Master	pass/fail	9 January 2023 <i>Resit⁴: 26 February</i>	WTP
	Midterm reflection (abridged programme)	30-ECTS	pass/fail		
School Practice 1	360° feedback	Master 30-ECTS	grade pass/fail		<i>Praktijk / WTP</i>
Supervision	Midterm Evaluation: School Practice 2	All	pass/fail	26 March 2023	WTP
Innovations in Education	Final product	All	grade	20 March 2023 <i>Resit: 22 May</i>	WTP
WTP Action Research	Draft Research Report	All	feedback	22 May 2023	WTP
WTP Seminars	WTP Portfolio	All	pass/fail	26 May 2023	WTP
Vakdidactiek 2	VD 2 dossier	All	grade	4 June 2023 <i>Resit: 13 August</i>	<i>Vakdidactiek</i>
WTP Action Research	Final Research Report	All	grade	11 June 2023 <i>Resit: 13 August</i>	WTP
Supervision	Final Evaluation: School Practice 2	All	pass/fail	18 June 2023 <i>Resit⁴: 13 August</i>	WTP
School Practice 2	360° feedback	All	grade		<i>Praktijk / WTP</i>

Table 6. Chronological overview of ICLON assessments for WTP 2022-23

⁴ For late or incomplete **written assignments** only; See Brightspace for information regarding the extended internship in the event that you have not yet passed the **practical** part of School Practice by this date.

Appendix A: Roles of the Teacher (ICLON Rubrics)

Classroom Manager

Criterion	Level 1	Level 2 <i>(minimum required to pass)</i>	Level 3	Level 4
Guidance	Generally fails to take the lead and offer structure.	Generally takes the lead and offers structure, but sometimes fails to keep control.	Takes the lead and offers structure, even if this still takes a lot of effort.	Taking the lead and offering structure requires no visible effort: student accepts the role of teacher self-evidently.
Helping and understanding	Is tense when dealing with students.	Deals with students in a friendly way; but is still too much a student among students.	Shows care for and interest in students; is approachable; takes the adult role.	Shows care for and interest in students; is trusted by pupils and takes the adult role.
Space for pupils	Students do as they please (take up too much space) or have no space at all, so that they cannot influence the lesson.	Is open for suggestions from the students.	Takes the wishes and needs of students into account.	Takes the wishes and needs of students into account and gives them their own responsibility in a fitting way.
Norms and rules	Refers to rules about what is allowed and what not. Disciplinary measures are taken either ambiguously or inappropriately.	Establishes clear and fair rules for behaviour and tries to uphold these. Takes disciplinary measures, albeit hesitatingly.	Establishes clear and fair rules for behaviour and upholds these from an early stage without exaggerating; this usually has the desired effect.	Suitable behaviour seems self-evident for students. Appropriate measures are taken at an appropriate time and seemingly without effort.
Argumentation	Blames students for disturbances.	Recognises the influence of their own behaviour on the patterns of communication and behaviour in class. Knows alternative approaches to students and their possible effects.	Acknowledges the ways in which their own behaviour influences the patterns of communication in class and links this to theory. Can formulate alternative approaches which could be suitable.	Acknowledges the ways in which their own behaviour influences the patterns of communication in class both in the short as in the long term. Can substantiate using theory; can formulate and carry out alternative approaches productively.

Subject-Learning Specialist

Criterion	Level 1	Level 2 (minimum required to pass)	Level 3	Level 4
Goals	Has no, unclear or unattainable goals for students.	Sets realistic goals for students.	Sets realistic and testable goals for students. Envisages which learning activities can be employed in order to achieve these goals.	Sets realistic and testable goals for students. Knows which learning activities can effectively help them reach these goals, taking the differences between students into account.
Content	Gives no meaning to subject-specific concepts / fails to put them in context.	Links subject-specific concepts with prior knowledge and experiences.	Links subject-specific concepts with prior knowledge and experiences Shows awareness of the difficulties of learning subject-specific content and takes these into account while preparing lessons.	Links subject-specific concepts with prior knowledge and experiences. Shows awareness of the difficulties of learning subject-specific content and takes these into account while preparing lessons. Checks whether students have (mis)understood concepts and uses a range of strategies to tackle such misconceptions flexibly, quickly and adequately.
Process	Fails to organise learning processes. Does not evaluate whether learning has had the expected outcome.	Organises learning processes to achieve the lesson aims. Evaluates the outcome.	Organises learning processes to achieve the lesson aims. Notices discrepancies and flexibly changes approach where necessary. Evaluates the lesson outcome through use of suitable instruments.	Organises learning processes to achieve the lesson aims. Develops strategies to check and notice discrepancies at an early stage, and changes approach quickly and adequately. Develops and implements suitable instruments in order to evaluate the outcomes of learning processes.
Approaches	Uses a very limited number of approaches to learning, even if different approaches would be more appropriate.	Uses varied and suitable approaches to learning. Sometimes fails to organise them in a productive way.	Uses a range of approaches suitable to learning and organises them productively.	Uses a broad range of approaches to learning and can switch quickly and flexibly as circumstances require. Can substantiate their choices.
Justification	Is not able to substantiate goals, approaches or results/effects.	Can substantiate goals, approaches and results/effects.	Can substantiate goals, approaches and results/effects and makes use of theory to do so. Can formulate alternatives.	Can substantiate goals, approaches and results/effects and makes good use of theory to do so. Can formulate alternatives and is able to make explicit why these are more or less suitable, also based on theoretical notions.

Adolescent Development Specialist

Criterion	Level 1	Level 2 (minimum required to pass)	Level 3	Level 4
Differences	Does not perceive differences between students and does not (seem) to see the value of knowing about them.	Sees the differences between students and tries to take these into account.	Is open towards students and anticipates the differences between them.	Shows openness towards the differences between students, anticipates such differences and addresses them flexibly and adequately.
Learning environment	Does not grasp the importance of a safe learning environment and does not model appropriate behaviour.	Stimulates students to participate by showing authentic, respectful and open demeanour. Notices how students interact and how that affects the safety of the class as a learning environment. Takes initiative to make sure students treat each other respectfully and improve the learning climate.	Stimulates students to try to take responsibility for their own learning process by showing authentic, respectful and open demeanour. Notices how students interact and how that affects the safety of the class as a learning environment. Analyses the social processes amongst students and tries to influence these if necessary. Helps students learn to see their own role in these processes and to improve their communication.	Stimulates students to take responsibility for their own learning process by showing authentic, respectful and open demeanour. Notices how students interact and how that affects the safety of the class as a learning environment. Analyses the social processes amongst students and tries to find out about their background. If necessary, he/she tries to influence these processes in a planned way. Students learn to see their own part in these processes and improve their communication.
Values	Offers no room for students to develop their own opinions	Stimulates students to talk about their opinions and respond to the opinions of others in a respectful manner.	Helps students to develop their opinions and to respond to others respectfully.	Helps students to develop their opinions and to justify these, giving sound arguments based on facts and/or moral principles. Helps them to respond to others respectfully.
Identity	Unaware of how processes of individuation influence students' functioning.	Sees and understands the influences of processes of individuation on student functioning and takes these into account.	Perceives and understands the influence of processes of individuation on student functioning and takes these into account. Initiates contact with colleagues and/or parents if problems arise.	Perceives and understands the influence of processes of individuation on student functioning and systematically takes that into account. Handles problems professionally with the help of colleagues and/or parents.
Justification	Shows little awareness of their educational values and the ways they influence both own action as a mentor and the learning / behaviour of children.	Can express their educational values and the consequences they have for their actions as a mentor, using theory.	Can substantiate their educational values and the consequences they have for their actions as a mentor. Shows awareness of alternatives and is able to justify their own choices.	Substantiates their educational values and the consequences they have for their actions as a mentor. Shows awareness of alternatives, is able to justify their own choices but remains open for debate. Actively participates in developing an educational profile or value orientation for the school and discusses the implications thereof for student functioning.

Member of Staff

Criterion	Level 1	Level 2 <i>(minimum required to pass)</i>	Level 3	Level 4
Cooperation: Subject teacher	Attends departmental meetings but does not participate actively	Actively participates in departmental meetings. Joins in conversations about topics relating to the classes he/she teaches.	Actively participates in departmental meetings. Is proactive. Suggests topics and/or asks critical questions.	Actively participates in departmental meetings. Suggests topics and/or asks critical questions with the aim to improve or develop subject teaching in the school.
Cooperation: Team-player	Does not participate in school-wide activities (report meetings, parental meetings, excursions, etc.)	Participates in school-wide activities (report meetings, parental meetings, excursions, etc.)	Actively participates in school-wide activities (report meetings, parental meetings, excursions, etc.)	Initiates or is (co-) responsible for the organisation of school-wide activities.
Visibility	Is in school to teach classes and observe. Is usually in classroom and/or departmental base. Mainly connects with subject coach.	Is visible in various places within the school: auditorium, staffroom) and connects with colleagues during breaks.	Is willing to come to school outside of own teaching hours if needed. Initiates contact with teachers outside own department.	Regularly spends time in school outside teaching hours. Is part of a network of colleagues/ has created network of their own.
Views on education	Is not (or hardly) aware of different views on/ideas about the quality of education and/or the implications for the way in which education is organised.	Knows about ideas concerning organization and quality of education. Can relate these to the way in which education is organised in school.	Knows about ideas concerning organization and quality of education. Can relate these to the way in which education is organised in school. Is aware of implications for their own role and classroom practice.	(Independently) Investigates different ideas concerning organization and quality of education and can relate these to their school organisation. Can make choices to enhance their own performance.

Professional

Criterion	Level 1	Level 2 (minimum required to pass)	Level 3	Level 4
Feedback	Takes a defensive stance.	Uses feedback to gain insight into own functioning.	Requests feedback from some relevant others in order to gain insight into own functioning.	Actively and systematically requests feedback from all relevant others (360°), in order to gain insight into own functioning.
Reflection	Describes and/or lists own experiences.	Describes and evaluates experiences in terms of achieved goals and looks for reasons and explanations.	Systematically describes and evaluates experiences, and describes inconsistencies.	Systematically describes and evaluates experiences. Discerns inconsistencies and analyses experiences from different perspectives.
Sources	Does not make use of theory or of colleagues' practical knowledge.	Haphazardly uses theory and colleagues' practical knowledge to understand and analyse experiences.	Systematically uses theory as offered and the practical knowledge of colleagues to analyse and understand experiences.	Actively and independently searches for theory and colleagues' practical knowledge in order to analyse and understand experiences.
Development	Is not able to distinguish/make explicit strong and weak points.	Is able to distinguish/ make explicit strong and weak points.	Is able to distinguish / make explicit strong and weak points in order to give direction to own development.	Is able to distinguish / make explicit strong and weak points in order to give direction to own development. Is able to evaluate the extent to which s/he is successful.
Professional development	Does not take responsibility for own professional development.	Needs to be urged to take responsibility for own professional development. Allocates time to do so.	Takes own responsibility for professional development. Allocates enough time to do so and plans in advance. Acknowledges own role in planning and development as a professional.	Systematically develops own professionalism. Plans carefully, also for an even distribution of the workload. Acknowledges own role in development and actively looks for ways to improve.
Personal ideas and ideals	Is not aware of own convictions and ideals and feels no need to account for them.	Is able to question and account for own convictions and ideals when asked.	Independently questions and accounts for their convictions and ideals.	Independently questions and accounts for their convictions and ideals. Initiates and engages in relevant debate.