

# PLAN FOR THE PRACTICAL TEACHER TRAINING

## Contact details

Name of the teacher-student:

Teacher-student’s phone number:

Teacher-student’s email address:

## Training Institution’s contact details

Name of the Supervising Teacher:

Supervising Teacher’s phone number:

Supervising Teacher’s email address:

## Preparations and introduction of the study unit

1. Introduce the study unit you are teaching (name, scope, aims, rough schedule):

1. Describe the group you are teaching in detail:

1. The assessment of qualification criteria of work-life and entrepreneurship in your own field in relation to the goals of the curriculum:

1. Taking account of the diversity and individuality of the students, and supporting the motivation of the students:

1. Describe the assessment criteria of the study unit you are teaching:

1. Methods of selected assessments and rationale for them:

1. Methods of assessing the students’ skills and knowledge, and rationale for them

1. Pedagogical models and practices and rationale for them:

1. Teaching and guidance methods and rationale for them:

1. Learning environments, and utilization of online and ICT tools:

1. Methods of collecting student feedback and how it is used:

Your own development goals for the training (see your personal development plan):

## Scheduled implementation plan

In the following table, describe the process including contact meetings and distance periods. Also include the exact times for each contact day. If necessary, you can include an additional attachment.

| Time(Contact days, distance periods) | Hours | Theme/Content | Learning goals (see the goals of the study unit) | Learning environment and materials | Teaching and guidance methods | Assessment and feedback |
| --- | --- | --- | --- | --- | --- | --- |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |

## Supervising Teacher’s feedback on the plan: