Syllabus

Course Description

Course Title	Work Experience 5
Course Code	13431
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	Ladin
Degree Course	5 year master degree in Primary Education - Ladin section
Other Degree Courses (Loaned)	
Lecturers	Silvia Mussner, Silvia.Mussner@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/46059 Dott. Mag. Ilaria Noci, Ilaria.Noci@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/42625
Teaching Assistant	
Semester	All semesters
Course Year/s	5
CP	20
Teaching Hours	340 ores de practicum diret (170 tla scolina y 170 tla scora primara)
Lab Hours	30 ores de practicum indiret
Individual Study Hours	130
Planned Office Hours	Dal lönesc al vëndres sön domanda
Contents Summary	The training is divided as follows Indirect training (15 h) - identification and application of useful tools for the design and evaluation of training courses - identification and structuring of a range of inclusive methodologies to be used in practice

	- use of Provincial/National Indications as a function of design and assessment - updating of the personal and professional development plan: revision of the training biography, self-assessment, identification of development goals - systematisation and application of the knowledge and skills acquired/experienced in the previous years, in view of the conscious definition of one's own professional profile in the transition from being a student to being a professional teacher - self-assessment with respect to one's personal and professional development plan - policy lines for continuous improvement (professional development plan) Direct training (170 h) Provides that the trainee - carry out an observation/analysis of the context, functional to the identification of needs and the subsequent formulation of a training proposal; - design, in cooperation with the tutor and other figures involved, inclusive training paths; - implements the project with a special focus on inclusion aspects, making use of a variety of methodologies, languages, tools and teaching materials; - verifies the learning impact of the proposed pathway; - envisages and prepares methods for self-/self-observation and monitoring of one's own practice (observation sheets, video/audio recordings, etc.) - uses the advice of the traineeship coordinator/coordinator to optimise and reflect on the practice - uses the portfolio for documentation of the pathway, for reflection on the process and for updating one's personal and professional development plan and makes it a professional habitus.
Course Topics	- The teacher's professional competences - Tools for the design and evaluation of training paths - National and provincial regulations for the design of training programmes - The personal and professional development plan - Tools for documentation and reflection

	of the training experience (logbook and portfolio
Keywords	planning; observation and self-observation; implementation and reflection of personal and professional practices, critical analysis, theory/practice
Recommended Prerequisites	
Propaedeutic Courses	According to the regulation
Teaching Format	The didactics will be characterised by activities that will see the student as an active protagonist of the course through: brainstorming, participative discussions, practical exercises, audio-video-analysis, case analysis, cooperative learning, reflections and monitoring in groups, in pairs, individuals, media-supported reports, individual counselling, presentations and media-supported interactions (videoconferencing, digital environment, interactive tools).
Mandatory Attendance	According to the regulation
Specific Educational Objectives and Learning Outcomes	Apprenticeship 5 is characterised by its predominantly practical features of implementing the skills of the future professional teacher who knows how to govern complexity, proposing a didactic-educational model suited to the specific contexts of pre-school and primary schools. It is characterised by a predominantly operational/reflective approach focused on the conscious implementation of the skills of the inclusive teacher in a real situation. The aim is to design, implement and test inclusive training paths in which the levels of competence indicated in the professional profile are implemented. Training objectives of the work placement 5: - independently manage one's own professional skills in both school orders through educational-didactic activities; - designing and implementing training paths consistent with the Provincial and National Indications: a) adopting functional and effective methodologies based on active, laboratory, collaborative and inclusive teaching; b) paying attention to the elements of specificity and continuity of the two school orders; - sharing choices and interventions with the tutor, the other teachers and other figures involved;

	- analysing and self-assessing their own professional skills (relational-communicative, methodological-didactic, inclusive, reflective, assessment, digital and deontological), also taking into account the tutor's feedback; - reflecting on practice in order to make connections with theories in a critical/aware manner; - outlining one's own professional development plan with a view to continuous learning; - using the portfolio as a form of documentation of training and practice and as a place for reflection and self-assessment; - develop a holistic view of teaching that takes into account the person in all his/her aspects, resources and specificities. Knowledge and understanding - of national and provincial institutional regulations - of teacher competence models - of planning models ¿ of observation, analysis and evaluation tools and techniques - of inclusive strategies - of elements of continuity and specificity of the two grades/school orders - of the systemic vision of the school and the profession. Ability to apply knowledge and understanding - application of design models in/for a situational learning pathway, organised and consistent with section/class design - flexible and contextually adapted application of practices and methodologies - application of observation and feedback techniques in the analysis of practice (e.g. audio-video-recording) - implementation of the portfolio with documentation of the course undertaken and updating of the personal and professional development plan Autonomy of judgement - ability to self- -monitoring of one's own professional identity - analysis and metacognition with respect to one's own knowledge/know-how/being - ability to support and motivate one's own pedagogical vision and

	teaching choices - critical evaluation of different methodological approaches, tools and teaching materials with reference to the real situation. Communication skills: - active participation in the professional community -ability to collaborate and negotiate in agreed activities with placement coordinators, tutors, experts, teaching team and fellow students - use of specific vocabulary in professional contexts ¿ use of communication techniques and codes appropriate to different contexts and interlocutors - adoption of active listening and empathic communication practices - use of communication methods appropriate to digital communication - use of techniques and tools for effective documentation in the portfolio. Learning skills - use self-assessment and evaluation of different interlocutors (tutors, traineeship coordinators colleagues, etc.) to deepen and evaluate one's own competences - assume awareness and responsibility for the teaching role - to critically connect theoretical input to professional practice and use it to seek theoretical support - acquire flexibility, adaptation, management of workload and complexity of the profession - develop lifelong learning perspectives of continuous learning, striving for improvement and innovation.
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	An oral interview with the traineeship coordinators is scheduled after the presentation of the portfolio. The portfolio is written in three languages: Ladin, Italian and German. The positive assessment of the direct traineeship is preparatory to the discussion of the portfolio during the vocal examination. The examination concludes with the awarding of a single final mark, a

	summary of the assessments of the two experiences carried out and documented in the portfolio and the result of the oral test.
Evaluation Criteria	The following parts must be positively assessed for the successful evaluation of the traineeship : - indirect traineeship (active participation) - direct traineeship (realised experiences, feedback from mentor) - portfolio (documentation and reflection) - examination interview (argumentation and coherence) The final assessment is a single assessment, summarising the results of the parts described above. In the case of a negative assessment for the entire module examination, it is necessary to repeat the examination; any partial examinations successfully passed will be considered as already passed in the next attempt to take the entire module examination. It should be borne in mind that, even in this case, a negative mark for the entire module will be counted towards the number of attempts available to take an examination. According to the Regulation of Examinations, if a student fails an examination in three consecutive attempts, he/she may not sit the same examination in the three sessions following the last attempt (Art. 6(4) of the current Regulation of Proficiency Examinations) Evaluation criteria: Interest and participation in the training, involvement and attitude (4 out of 30) - compliance with placement regulations - level of interest and participation in the training course - active and responsible participation during the work placement Development of personal-professional skills (6 out of 30) - ability to act professionally by putting into practice the competences indicated in the professional profile - ability to act pedagogically promoting learning - ability to elaborate and implement content Development of communication skills (4 out of 30) - clarity in exposition and elaboration of content and coherence in

	argumentation - spelling and grammatical correctness in Ladin, Italian and German languages Development of critical thinking (8 out of 30) - capacity for critical analysis, reflection and integration of theory and practice - ability to construct and analyse the personal and professional development plan coherently, consciously and in relation to the experiences made and documented Written feedback from tutor(s) (8 out of 30)
Required Readings	• Departimënt Educaziun y Cultura Ladina (ed.), Indicaziuns Provinziales por les scolines ladines, Provinzia Autonoma de Balsan-Südtirol, Balsan 2013 (cun integraziun dla delibera 7/7 dla Junta Provinziala Nr. 255 di 15.04.2020) • Intendënza Ladina (ed.), Indicaziuns Provinziales por les scores elementares y mesanes, Provinzia Autonoma de Balsan-Südtirol, Balsan 2009 • Linee guida per La formulazione dei giudizi descrittivi nella valutazione periodica e finale della scuola primaria – MIUR 2020 • Materiai metüs a desposiziun tratan les incuntades de practicum indiret
Supplementary Readings	• La formazione docente per l'inclusione. Profilo dei Docenti Inclusivi - Agenzia Europea per lo sviluppo degli Alunni disabili • Repertorio BES della Scuola Italiana della Provincia di Bolzano – Servizio Inclusione del Dipartimento Istruzione e Formazione Italiana – 2018
Further Information	
Sustainable Development Goals (SDGs)	Partnerships fot the goals, Quality education

Course Module

Course Constituent Title	Work Experience 5 - Work Experience Kindergarten
Course Code	13431A
Scientific-Disciplinary Sector	NN

Language	Ladin
Lecturers	
Teaching Assistant	
Semester	All semesters
CP	10
Responsible Lecturer	
Teaching Hours	170 tla scolina
Lab Hours	30 ores de practicum indiret
Individual Study Hours	65
Planned Office Hours	Dal lönesc al vëndres sön domanda
Contents Summary	Le practicum é despartí sö plü avisa insciö: 1) Practicum indiret dan, intratan y do le practicum diret (15 ores) - search for and application of teaching methods for the planning and evaluation of training projects - inclusive methodologies to be used in practice - Provincial and National Indications as a basis for programming and evaluation - ajornamënt del plann de développement personal y profescional: reelaboration of the formative biography, definition of traverc de development, self-assessment - Systematisation and application of the skills and competences acquired and tested in the course of their development and declination of these at an operational level, in order to define the personal professional profile with the aim of moving from the student's profile to that of a teacher's profile - presentation and sharing of learning/project units - reflections on the practicum experience - self-assessment of one's personal and professional development plan - linies programatiches por le developement constant (plann de developement profescional) 2) Practicum diret tla scolina (170 ores) Le studënt/La studënta: - fej na osservaziun y analisa dl contest, funzionala ai debojëgns y ala proposta formativa che al/ara pita

	- plan inclusive training projects in cooperation with the tutor and other professionals from the vocational field - Implementing training and educational projects with a special focus on the aspects of inclusivity, adhering to several methodologies, forms of expression, methods and didactic materials. - verifies the pathways with reference to the aprendimënt - adora modalités de autoosservaziun y heteroosservaziun y valutaziun de la practise personala (schedes de obserziun video/audio recordings and i.i.) - adore consultations of coordinators/practice coordinators in order to make reflexions on the practice and to improve it - adora le portfolio por la documentaziun dl percurs, por la reflesciun sön le prozes y por ajorné le plann de développement personal y profescional y nen fej n so habitus profescional adinfora
Course Topics	- the teacher's/teacher's professional competences - stromënc por la proietaziun y la valutaziun de percursc formatifs - la normativa nazionala y provinziala por la proietaziun de percursc formatifs - the personal and professional development plans - stromënc de documentaziun y de reflesciun de l'experiencia de practicum (diare d'practicum y portfolio)
Teaching Format	Didactics is characterised by activities that make the studënt/studënta sciënta the atif protagonist/active protagonist of the course tres: brainstorming, discussions, practical exercises, audio/video analyses, case analyses, cooperative learning, individual/teacher/teacher group/teacher group reflexions, individual consultations, presentations and inter-actions with the media support (e.g. videoconferences, digital environments, inter-media tools).
Required Readings	• Departimënt Educaziun y Cultura Ladina (ed.), Indicaziuns Provinziales por les scolines ladines, Provinzia Autonoma de Balsan-Südtirol, Balsan 2013 (cun integraziun dla delibera 7/7 dla Junta Provinziala Nr. 255 di 15.04.2020) • Intendënza Ladina (ed.), Indicaziuns Provinziales por les scores elementares y mesanes, Provinzia Autonoma de Balsan-Südtirol, Balsan 2009 • Guidelines for the formulation of descriptive judgements in the periodic and final assessment of primary school - MIUR

	2020 • Materiai metüs a desposiziun tratan les incuntades de practicum indiret.
Supplementary Readings	• Teacher training for inclusion. Profile of Inclusive Teachers - European Agency for the Development of Pupils with Disabilities • Repertoire BES of the Italian School of the Province of Bolzano - Inclusion Service of the Italian Education and Training Department - 2018

Course Module

Course Constituent Title	Work Experience 5 - Work Experience Primary School
Course Code	13431B
Scientific-Disciplinary Sector	NN
Language	Ladin
Lecturers	
Teaching Assistant	
Semester	All semesters
CP	10
Responsible Lecturer	
Teaching Hours	170 tla scora primara
Lab Hours	30 ores de practicum indiret
Individual Study Hours	65
Planned Office Hours	Dal lönesc al vëndres sön domanda
Contents Summary	Le practicum é despartí sö plü avisa insciö: 3) Practicum indiret dan, intratan y do le practicum diret (15 ores) - search for and application of teaching methods for the planning and evaluation of training projects - inclusive methodologies to be used in practice - Provincial and National Indications as a basis for programming and evaluation - ajornamënt del plann de développement personal y profescional: reelaboration of the formative biography, definition of traverc of development, self-assessment ¿ systematisation and application

	of the competences acquired and tested in the course of the course and declination of these competences at an operational level, in order to define the personal professional profile with the aim of moving from the student's profile to that of a teacher - presentation and sharing of learning/project units - reflections on the practicum experience - self-assessment of one's personal and professional development plan - linies programatiches por le developement constant (plann de developement profescional) 4) Practicum diret tla scora primara (170 ores) Le studënt/La studënta: - fej na osservaziun y analisa dl contest, funzionala ai debojëgns y ala proposta formativa che al/ara pita - programme inclusive training programmes in cooperation with the tutor and other people from the camp. profesional - realising training and educational projects with a special focus on the aspects of inclusiveness adored by many methodologies, forms of expression, stromënc y materiai didatics - verifies the pathways with reference to the learning process - adora modalités de autoosservaziun y heteroosservaziun y valutaziun de la practise personala (schedes de obserziun video/audio recordings and i.i.) - adore consultations of coordinators/practice coordinators in order to make reflexions on the practice and to improve it - adora le portfolio por la documentaziun dl percurs, por la reflesciun sön le prozes y por ajorné le plann de développement personal y profescional y nen fej n so habitus profescional adinfora
Course Topics	- the teacher's/teacher's professional competences - stromënc por la proietaziun y la valutaziun de percursc formatifs - la normativa nazionala y provinziala por la proietaziun de percursc formatifs - the personal and professional development plans - stromënc de documentaziun y de reflesciun de l'experiencia de practicum (diare d'practicum y portfolio)
Teaching Format	Didactics is characterised by activities that make the studënt/studënta sciënta the atif/active protagonist of the course

	tres: brainstorming, discusciuns, practical exercises, audio/video analises, caji analises, cooperative learning, individuales/te pers/te de pici grups/tl gran grup, individuales consulënzes, presentaziuns y interaziuns cun le suport de media (e.g. videoconferences, digital ambiënc, interatifs stromënc).
Required Readings	• Departimënt Educaziun y Cultura Ladina (ed.), Indicaziuns Provinziales por les scolines ladines, Provinzia Autonoma de Balsan-Südtirol, Balsan 2013 (cun integraziun dla delibera 7/7 dla Junta Provinziala Nr. 255 di 15.04.2020) • Intendënza Ladina (ed.), Indicaziuns Provinziales por les scores elementares y mesanes, Provinzia Autonoma de Balsan-Südtirol, Balsan 2009 • Guidelines for the formulation of descriptive judgements in the periodic and final assessment of primary school - MIUR 2020 • Materiai metüs a desposiziun tratan les incuntades de practicum indiret.
Supplementary Readings	• Teacher training for inclusion. Profile of Inclusive Teachers - European Agency for the Development of Disabled Pupils BES Directory of the Italian School of the Province of Bolzano - Inclusion Service of the Italian Education and Training Department - 2018