

EDUCATION KNOWLEDGE TRANSFER 05.

Report on in-school placements needs
and possibilities of the technologies



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1. EXECUTIVE SUMMARY

The WP2 of the EKT project aimed at describing how in-school placement (ISP) is organised and developed in the initial teacher education in the countries participating in the EKT project (Austria, England, Ireland, Portugal and Spain).

In order to achieve this goal, **two main procedures were developed:**

- 1. The characterization of national ISP systems**, based on the analysis of institutional documentation (legislation, tools, guides, regulations, protocols, reports...) identified and described by the EKT academic teams in each country
- 2. The identification of the perspectives and conceptions** of academic and school mentors involved in ISP, working either Higher Education Institutions (HEI) where Initial Teacher Education (ITE) is developed or at the schools where ISP takes place. For this sake, a questionnaire was designed and applied to a sample of 347 mentors from the different countries involved in the project.

The analysis of the different ITE systems enabled the identification of many common features. In fact, all the countries have ITE systems that involve the HEI and nursery/primary/secondary schools where ISP takes place. In most situations, ITE involves consecutive programmes (at graduation and post-graduation levels). And despite some variation in the length of these consecutive programmes (6 + 3/4 semesters or 8 + 2/3 semesters), the extension of the whole ITE process is less variable, the same happening with the global number of ECTS units involved in any ITE process regardless of the country. In some countries (e.g., Spain), and concerning, mainly but not exclusively, nursery and primary school teachers' preparation, ITE may take place at the graduation level. It is also worth mentioning the case of England, where two different teacher training paths can be found: **HEI routes and School-led postgraduate (consecutive) routes that involve different kinds of programmes:**

- School-centred initial teacher training (SCITT) programmes (no salaried);
- School Direct Training programmes (non-salaried);
- School Direct Training programmes (salaried);
- Teach First (salaried);
- Postgraduate Teaching; Apprenticeship (PGTA) (salaried).

No matter the country, ITE processes imply in-school placement. The characteristics of these placements may vary according not only to the features of each national educational system but also to the respective ITE programmes and the school level training refers to. In general ISP is developed under agreements established between HEI where ITE programmes are developed and schools where ISP takes place and involves both HEI teachers and school teachers as mentors. The selection of these school mentors varies from country to country as well as the role they play and their participation in the students' evaluation. There also seems to be some variation regarding the tasks, the number of hours involved and the kind of materials students have to produce and deliver as a result of their practices during ISP. Despite this variation, it is possible to recognize that there is, in most cases, a concern with the promotion of a reflection on the practice by the use of adequate practices and instruments, such as the construction of portfolios that make possible a critical attitude towards the teaching activities developed.

The questionnaire enabled the identification of academic and school mentors' perspectives and conceptions about ISP and focused on **different aspects involved in the process**, such as:

- The relevance of different internship activities and the degree of collaboration between academic and school mentors in their development.
- The responsibility for the definition of the curricular framework of isp.
- The aspects included in isp guides.
- The relation between the student teacher and the mentors and the kind of activities they are involved in during the whole isp process.
- The structure of student teachers' final report or dissertation; the aspects focused on mentors' observation and supervision during isp.
- The structure and content of the Portfolio of in-school placement teaching practice.

Due to the diversity of approaches in the countries involved in the study, the design of the questionnaire took into account the complexity of the ISP process and the multiplicity of aspects involved in the process by offering the respondents rather long lists of the items they should express their position about. As far as the relevance of the activities involved in ISP, all the items were valued above 3,10 in a scale that varied from 1 (nothing) to 5 (very much), regardless of the group (country), what may be seen as the recognition of the diversity and complexity of ISP. Despite the existing significant statistical differences, it is possible to say that **there are some items, whose relevance is recognized** (generally rated above 4), namely those related to the definition of standards and procedures and those concerning classroom observation, feedback, student-teacher evaluation, and collaborative work involving students and mentors.

Collaboration between academic and school mentors throughout the ISP process and regarding the different activities involved is highly valued although the comparison of data regarding the degree of real cooperation and the data regarding the degree of cooperation that should exist suggests the necessity of its enhancement.

Regardless of the country, the **definition of the curricular framework of ISP depends mainly on the HEI**, either the HEI coordinator or their mentors. In-school placement guides tend to include several items, but mentors responding to the questionnaire highlight those related to the definition of the different roles involved and to the teaching practices and their assessment. The planning of activities integrated into the school activity emerges as the most important aspect of the relationship between the student teacher and the mentors. Before the placement, activities concerning class teaching planning and the selection of materials and other resources seem to be the most frequent activities involving mentors, either from HEI or schools and student teachers.

During the **in-school placement**, the most frequent activities involving mentors and student teachers concern not only teaching planning and materials selection but also teaching activities; pupils' assessment is also highlighted as a frequent activity that involves school mentors and student teachers. Activities developed after the placement are valued in the questionnaire; the most highlighted regard pupils' assessment and the production of students' progress reports. The model for the student teacher's final report or dissertation includes not only the monitoring procedures during its preparation and presentation but also writing rules and procedures, as well as guidelines and rules for the use of data collected by the trainee, the extent/length of the report and formatting standards and references. The structure and content of this report dissertation are defined at the HEI level.

2. METHOD

The WP2 of the EKT project aimed at describing how in-school placement (ISP) is organized and developed in the initial teacher training in the countries participating in the EKT project [Austria (AT), England (EN), Ireland (IE), Portugal (PT) and Spain (SP)].

Following the strategy and calendar previously designed by the project team ([Annex 1](#)), two main procedures were developed in order to achieve the goals of the WP2:

- 1. The characterization of national ISP systems**, based on the analysis of institutional documentation (legislation, tools, guides, regulations, protocols, reports...) identified and described by the EKT teams in each country.
- 2. The identification of the perspectives and conceptions of academic and school mentors involved in ISP**, working either Higher Education institutions (HEI) where Initial Teacher Education (ITE) is developed or at the schools where ISP takes place.

In order to analyse the characteristics and methodological proposals for in-school placements that are being developed in initial teacher education (ITE) and describe the temporary and structural conditions in which in-school placements are developed in the five countries (AT, EN, IE, PT, SP), a data collection form and guide for document analysis was constructed ([Annex 2](#)). Its construction implied a previous identification of the relevant aspects that had to be considered in the analysis. The form had different sections, each one including a certain number of questions, regarding different aspects, such as:

- Initial Teacher Education (Bachelor and Master) curricula and the importance of In-School Placement in their context.
- Programs and teaching materials on In-School Placement, considering different educational levels.
- The organization of In-School Placement, training activities developed and people involved placements (mentor profile and selection, requirements of schools, recognition of mentors, duration, participation of the educational administration, regulatory agreements, ...).

All the partners participated in data collection, in regard to their respective national contexts, considering not only the national legislation and institutional documents but also their involvement in ISP activities in their own institutions. All this information was then analysed, enabling the comparison between the countries involved with the identification of what is similar and what is different.

For the sake of identifying the perspectives and conceptions of mentors involved in ISP, a questionnaire was designed and applied to a sample of 347 mentors from the different countries involved in the project ([Annex 3](#)).

This questionnaire focused on different aspects of ISP, such as:

- The relevance of different internship activities and the degree of collaboration between academic and school mentors in their development
- The responsibility for the definition of the curricular framework of isp
- The aspects included in isp guides
- The relation between the student teacher and the mentors and the kind of activities they are involved in during the whole isp process
- The structure of student teachers' final report or dissertation
- The aspects focused on mentors' observation and supervision during isp
- The structure and content of the portfolio of in-school placement teaching practice

Data were analysed following quantitative statistical procedures in order to identify main tendencies and significant differences between groups in pairs (One-Way Anova and Bonferroni multi-comparison test).

The research design and procedures were authorized by the USC Research Ethical Committee (November, 2020). ([Annex 4](#))

3. RESULTS

3.1. Characterization of ITE in-school placements:

Curricula of the official ITE degrees, programs and teaching materials on in-school placements, organization of in-school placements.

The analysis of the initial teacher training routes in the five countries involved in the project (Austria, England, Ireland, Portugal and Spain) reveals several common aspects as well as the natural specificities concerning each national context. Each country has its own regulations and procedures defined in official documents, which not only state the length and the correspondent ECTS units of their pre-service teacher training programmes and their inclusion in the set of degrees awarded by their Higher Education Institutions (HEI), but also other aspects, such as in-school placement periods throughout the training process, institutions and people involved, requirements for accessing the training programmes or acquiring the professional teaching status.

3.1.1. Characterization of ITE in-school placements in Austria

In Austria, teachers in the pre-primary education field are prepared in teacher training colleges for early childhood education. These are five-year colleges for higher vocational education. In addition to pre-primary educational training content, general educational content is also taught throughout the entire training course. Specialisation in the area of day-care pedagogy is possible during the training. The qualification includes in-depth practical training in various early childhood educational institutions.

The qualification for teaching at primary, general secondary and vocational secondary levels implies the attendance of a graduation and a master programme. Primary school teacher training is provided by university colleges of teacher education; secondary education teacher training takes place within a joint programme involving a university and a university college of teacher education.

The admission requirement to a Bachelor's degree course for a teaching qualification is a general university entrance examination (school leaving certificate, vocational school leaving certificate or university entrance examination) as well as necessary auxiliary examinations for the so-called *Studienberechtigungsprüfung*.

ITE programmes (eight-semester bachelor's programmes with 240 ECTS and at least two- to three-semester master's programmes with at least 60/at least 90 ECTS) contain a joint "pedagogical core" (scope: at least 60 ECTS) which guarantees a uniform basis in general educational fundamentals. In addition, the practical aspects of the teaching position are covered here in the form of practical teaching experience (including in-service courses). After this, according to the different branches of study, there are special focuses or specialisations. For all teacher training programmes, a one-semester introductory and orientation period (*Studien- eingangs- und Orientierungsphase* or *StEOP*) is required. New teachers are accompanied by a mentor in their first year of service (one-year induction year).

Programmes for the **primary level** comprise the following areas:

- General educational fundamentals.
- Primary level pedagogy and primary level didactics.
- Practical teaching experience.

Study programmes for **secondary level** comprise:

- General educational fundamentals.
- Subject-specific academic theory and subject-specific didactics.
- Practical teaching experience.

The **school internship** consists of:

- Lessons (private lessons/team teaching) / observation in class.
- A didactic reflection/practice day at the school with the mentor.
- Didactic reflections at the teacher training college with the practice mentor according to the schedule/appointments.
- Completion of written assignments: preparation of lessons, other written tasks (reflections, observation orders, etc.).

Certified practical teachers and mentors provide supervision for students in pedagogical practical studies.

School internship takes place at a school in a class with a mentor at certain times, determined by the HEI. The assignment is made by the practice mentor (lecturer/teacher at the HEI), who is also the contact for questions about the Pedagogical-Practical Studies.

The practice mentor is the head of the school internship course. He/she determines the content, the type of tasks, scope and assessment. All written tasks are documented in a portfolio. The selected form, platform (Mahara, etc., ...) has to be agreed upon with the practice mentor, the schedule for submitting the portfolio is communicated by the practice mentor at the beginning of the semester. Usually, teacher trainees have to hand in a report which is graded/feedbacked by a mentor. ⁽¹⁾

3.1.2. Characterization of ITE in-school placements in England

In England, **two different teacher** training paths can be found: HEI routes and School-led postgraduate (consecutive) routes. In the **HEI routes**, there are two different methods.

- One of them is a **HEI-led undergraduate concurrent programme**, led by a higher education institution (HEI) which is the accredited provider, selects applicants and teaches the programme (primary and secondary programmes exist, but the great majority of programmes are for primary teaching). There are 3 and 4 year programmes with classroom experience of 24 or 32 weeks, respectively. These programmes lead to professional accreditation (QTS) and academic qualification (a bachelor's degree such as the BEd).
- The other one is the **Postgraduate method** (PGCE/PRGCE), involving HEI-led consecutive programmes. The HEI, as the accredited provider, selects applicants and teaches a 1-year programme, with classroom experience of 24 weeks. There are Primary and Secondary teacher training programmes, leading to a professional accreditation (QTS) and an academic qualification (Postgraduate Certificate in Education / Professional Graduate Certificate in Education (PGCE)).

The **School-led postgraduate** (consecutive) route involves different kinds of programmes:

- School-centred initial teacher training (SCITT) programmes (no salaried).
- School Direct Training programmes (non-salaried).
- School Direct Training programmes (salaried).
- Teach First (salaried); Postgraduate Teaching.
- Apprenticeship (PGTA) (salaried).

A **PGCE programme** implies 2 ISP distinct blocks (1 (a/b) and 2), corresponding to 24 weeks and 30 and 40 credits. Block 1a is an induction phase where student teachers have 5 weeks (unasessed to induct themselves) then 1b is the assessed second phase (same school) of 6 weeks. Placement 2 is 13 weeks long (split by Easter) and is assessed.

In a **Bed programme**, in Year 1, there are 3 × 2-week blocks in pairs (1 per term roughly); in Year 2, there is 1-week induction (hopefully volunteering established), then a 7-week block and, in year 2, a 10-week block separated by Christmas (total: 24 weeks). A core content framework introduced by OfSTED (Office for Standards in Education) is a suggested content for all ITE providers to follow. School mentors and Academic mentors work to support students to fulfil the tasks and also compile their evidence to meet the standards – this is a holistic practice and not just judged on the teaching in the classroom.

Students should be inducted into their placements similar to new members of staff – there will be a professional mentor (who could be different from their classroom teacher) who will ensure the student has an adequate timetable (to be compliant) and meets all safeguarding within the school. Student teachers should be treated like qualified members of staff in terms of duties and roles. ^{(2) (3) (4) (5) (6) (7) (8) (9) (10)}

3.1.3. Characterization of ITE in-school placements in Ireland

In Ireland, initial teacher training of primary and post-primary teachers involves **concurrent** (undergraduate) **and consecutive** (postgraduate) **programmes**: the former refers to an Undergraduate Teacher Degree (4 years); the latter implies the attendance at a 3/4-year undergraduate programme followed by a 2-year postgraduate programme, the Professional Master in Education (PME). Afterwards, teachers enter “an integrated professional induction framework for newly qualified teachers (Droichead) [...] designed in collaboration with the profession to reflect the importance of induction for new teachers as they are formally welcomed into the most important profession in society. It is grounded in the belief that those best placed to conduct this formal welcome are their experienced colleagues who have relevant and in-depth knowledge of teaching and learning in their respective schools” (<https://www.teachingcouncil.ie/en/teacher-education/droichead/>).

During his/her ITE process, a student-teacher is supposed to spend 20 weeks in schools over the course of any of the programmes referred to above. The second half of the programme must include one 10-week block. Students are required to agree with the school, in advance of the 10-week ISP placement, a plan of work for the school-based activity block. The school-based activity block plan should be structured around the four key themes identified in Droichead, namely: Professional Communication and Conversations, School Administration, Developing my Initiative and Contribution to my School Community. Students are expected to actively engage with these projects/activities for the full two weeks of the school-based activity block. Students are expected to plan for an additional SET (Special Education Teaching) block in consultation with the class teacher (s). Both the SET and School-Based Activity blocks are assessed through the Professional Portfolio and the Post-Placement Interview. Students may have a visit from a School Placement Mentor during the School-based Activity block and/or SET block. These visits are formative in nature and involve the observation and/or dialogue with the student and/or school personnel.

The Teaching Council's Guidelines on School Placement provide a structure for the school placement blocks and are aimed at promoting collaboration and balance of responsibility between teacher education programme providers and schools. They contain useful information about the duration, structure and timing of the placement, the settings and activities which are appropriate and the roles of all the key stakeholders.

Students must complete a vetting agreement with the national police force before they can go out to a school. They must also comply with the Code of Behaviour requirements. Every school placement experience must be passed by achieving a grade of at least 40% in both the areas of Teaching & Learning and Planning & Preparation. The main teaching model is to support teaching and learning, and planning and preparation. This all happens during the Professional Studies module in the PME and BEd programmes, which is included in each course on an annual basis.

The student teacher is very much a guest at the placement school. Initial teacher training is facilitated by the school but has nothing to do with the school or its management. Expectations for professional engagement are made clear to all students. Students may have a visit from a School Placement Mentor during the School-based Activity block and/or SET block. These visits are formative in nature and may involve observation and/or dialogue with the student and/or school personnel. ^{(11) (12) (13)}

3.1.4. Characterization of ITE in-school placements in Portugal

Teacher training in Portugal takes place at public or private polytechnic institutes and universities (nursery and primary school teachers) or exclusively at universities (secondary school). It involves the **attendance of a graduation** (6 semesters) and a **master programme** (3 semesters, in the case of nursery school and primary school teachers, 4 semesters, in the other cases). The structure of these programmes is defined by the government in what concerns the different areas involved and the correspondent ECTS units. Trainers are teachers at the polytechnic institutes and universities, most of them holding a PhD degree. At schools and nursery schools, students have, as a local mentor, a teacher, chosen by the respective headmaster taking his/her profile into account (among the preference conditions, holding post-graduate specialization in didactics and supervision).

A bachelor's grade in Elementary Education is the condition to access nursery and primary school teacher training master programmes. The attendance of a secondary school teacher training programme, implies a bachelor's' grade and a predefined minimum of ECTS units in the content area(s) of the programme. Students' selection is mainly based on the marks obtained in the graduation.

ISP takes place in schools under a protocol established between HEI and the schools. ISP has a minimum number of correspondents ECTS units that vary according to the teaching level of the programme (32 to 48). Different subjects contribute to ISP, by focusing on contents and/or methods implied in practice. ISP includes modules, taught in HE institutions, that provide students with theoretical and methodological knowledge that is implied in practice. Students have to follow the norms established at each HEI. The achievement of the teaching professional award depends on the approval of the **Practice Report**, presented and discussed by a jury.

The ISP aims at the development of trainees' professional skills by promoting an attitude oriented towards the permanent improvement of learning and is conceived in a training perspective, articulating knowledge and the ways/means for its transmission; it includes observation and participation in supervised situations of education and teaching practice in the classroom; it provides trainees with planning, teaching and assessment experiences, according to the committed to the teacher, inside and outside the classroom. (Art. 114° DL 79/2014)

ISP involves the design, development and evaluation of a Supervised Pedagogical Intervention Project, supervised by the HEI mentor with the collaboration of the school mentor. This project must attend to general **some principles**:

- Adequacy to contexts of practice.
- Orientation to practice.
- Ethical-conceptual basis.
- Research at the service of pedagogy.
- Training potential.

Practices aim at promoting reflexive and experiential teaching and assessment methodologies, including diverse professional learning tasks:

- Guided inquiry.
- Observation and analysis of contexts and practices.
- Design, implementation and evaluation of a pedagogical intervention project.
- Writing a teaching portfolio and other reflexive records.
- Self/co-assessment.

The project has a core role and is supported by the training tasks. ⁽¹⁴⁾

3.1.5. Characterization of ITE in-school placements in Spain

In Spain, teacher training programmes are provided by public and private universities and, within them, by their respective Faculties of Education. Early childhood and primary education teachers' training is achieved through a 8 semester graduation programme; secondary and vocational education teachers have to attend a 8-semester graduation programme in the specific disciplinary area and a 2-semester postgraduate programme focused on didactic and pedagogical training. The structure of both, undergraduate and postgraduate, programmes involve a pre-defined number of compulsory and optional ECTS units in different areas, including the Practicum (comprising approximately 20% of the ECTS credits of the degree). HEI trainers belong to different departments according to their knowledge areas. Active teaching staff from non-university educational centers (part-time associate lecturers) may collaborate in the teaching of highly specialised subjects related to specific functions (management, educational inspection, educational guidance, ...).

To access **early childhood education and primary education** teaching graduation programmes, candidates are selected and ordered according to the average mark obtained in the official university entrance examinations. In what concerns **secondary education**, vocational training and language teaching programmes, there are two general requirements for access: a university degree and a proof of command of a foreign language equivalent to level B1 of the CEFR (European Framework of Reference for Languages); admission is granted by selecting the average mark of the degree in order. Each speciality and route of the master's degree requires, as a guide, a type of access degree.

The internship is carried out in both public and private educational centers using specific agreements that regulate the rights and obligations of all parties and agents: faculties of education, schools, trainees, school and academic mentors. The agreement format is similar in all cases. There are general agreements with the educational administration under which the practice is formalized in all educational centres supported with public funds. In the nursery and primary school teachers training undergraduate programmes, there are two internship periods (Practicum I and II), corresponding to 42 ECTS credits (out of 240). To obtain the qualifying mentions for the Infant Education Teacher's degree or the Primary Education Teacher's degree, it is compulsory that during the Practicum II the student carries out a project work linked to the mention/specialty he/she is studying, which is awarded 6 credits out of the total of 24 credits included in this Practicum. The project requires the execution of skills and knowledge developed in the different subjects of the degree. In Secondary and vocational education teacher training postgraduate programmes, Practicum I and II correspond to 12 ECTS units (out of 60). The Practicum allows students to reflect critically and apply the knowledge acquired in the different subjects of the master's degree in a real institutional and work context, through observation, analysis, planning and intervention activities that enable them to acquire skills to work as teachers or to develop educational guidance tasks. In the formal training of teachers, of infant and primary education, the approach would be a generalist one and the roles to be developed, the professional tasks, would be related to understanding the teacher as an educator/researcher and the teacher as a manager and promoter. Initial teacher training for secondary school teachers involves a completely different approach, with the curriculum more focused on specialties and areas of knowledge.

In the degree courses in early childhood education and primary education, we can differentiate the characteristics of the training program of Practicum I (3rd grade) and the characteristics of Practicum II (4th grade). The main purpose of the Practicum is to develop a process of mutual enrichment between what is learned in the university classes (which will help to read, understand and interpret better what happens in the nursery and primary education centers) and what is lived and experienced in the practice centers, establishing the appropriate relationships with the theoretical and practical contents acquired. Practicum I brings students closer to nursery schools and primary schools in order to enable them to better understand the characteristics of daily life in the classroom are, the activities and tasks carried out there, what the students do and their behaviour in the school context, as well as the development of the teaching-learning process. This first contact, through the Practicum I will be extended and specialized in the Practicum II. Students plan, develop and evaluate, with the advice of the school's mentoring teachers and the academic mentor, an educational intervention during Practicum II. An analysis of the innovation and improvement processes carried out in the school and in the classroom is also requested, and it is valued that the students take the initiative by detecting needs in the classroom practice and making proposals for change/innovation, correctly based concerning the improvement of the teaching-learning process.

In the case of the University Master's Degree in Teaching of Secondary Education, Vocational Training and Language Teaching, the Practicum is also oriented towards the enrichment and implementation of theoretical and practical learning of the subjects of the degree and the analysis and guided experimentation of the main professional skills. Students plan, develop and evaluate, with the advice of the school mentor and the academic mentor, an educational intervention during the Practicum II corresponding to their speciality.

Students usually record the process of their Practicum in a classroom diary that serves as a basis for their practice report. This instrument has no specific format and it is the academic mentor in collaboration with the school mentor who guides the student in their preparation and application. The whole process of observation and intervention that is carried out throughout the Practicum must be accompanied by critical reflection and permanent interaction with the mentors in order to adequately interpret what happens in the development of the practices. Students must write a report on each stage of the work placement, explaining the context of the centre (functional organisation, relations with the community and family, involvement in innovation projects, etc.), their observation of the teaching process developed at the centre, the tasks they have carried out in collaboration with the work placement mentor, their planning of a teaching proposal or educational guidance action, as well as their evaluative conclusion on the training contribution of the work placement experience.

In the early childhood and primary education teacher grades, the evaluation of the practicum is based on the student's performance at the in-school placement center, the reports and products that the student must make to present to the academic mentor and active participation in the preparation, follow-up and reflection activities programmed by academic mentors.

In the case of the University Master's Degree in Teaching of Secondary Education, Vocational Training and Language Teaching, the evaluation of the Practicum was carried out jointly by the head of the secondary school and the academic mentor, with each one's qualification being weighted at 50%. The student-teacher must comply with a schedule similar to that of his/her mentor for the entire period of the internship and if he/she fails to do so by more than a third, his/her stay at the center is considered non-assessable. For his part, the university professor (academic mentor) makes his evaluation based on the tasks carried out in the work sessions with the student and the review of the internship report. ^{(15) (16) (17) (18) (19) (20) (21)}

3.1.6. Transnational (comparative) analysis of the ITE in-school placements: common or different aspects

The analysis of the different ITE systems enabled the identification of many common features. All the countries have ITE systems that involve the HEI and nursery/primary/secondary schools where ISP takes place. In most situations, ITE involves consecutive programmes (at graduation and post-graduation levels). And despite some variation on the length of these consecutive programmes (6 + 3/4 semesters or 8 + 2/3 semesters), the extension of the whole ITE process is less variable, the same happening with the global number of ECTS units involved in any ITE process regardless the country. In some countries (e.g. Spain), and concerning, mainly but not exclusively, nursery and primary school teachers' preparation, ITE may take place at graduation level. It is also worth mentioning the case of England, where two different teacher training paths can be found: HEI routes and School-led postgraduate (consecutive) routes that involve different kinds of programmes:

- School-centred initial teacher training (SCITT) programmes (no salaried).
- School Direct Training programmes (non-salaried).
- School Direct Training programmes (salaried).
- Teach First (salaried).
- Postgraduate Teaching.
- Apprenticeship (PGTA) (salaried).

No matter the country, **ITE processes imply in-school placement**. The characteristics of these placements may vary according not only to the features of each national educational system but also to the respective ITE programmes and the school level training refers to. In general, ISP is developed under agreements established between HEI where ITE programmes are developed and schools where ISP takes place and involves both HEI teachers and school teachers as mentors or mentors. The selection of these school mentors varies from country to country as well as the role they play and their participation in the students' evaluation. There also seems to be some variation regarding the tasks, the number of hours involved and the kind of materials students have to produce and deliver as a result of their practices during ISP. Despite this variation, it is possible to recognize that **there is, in most cases, a concern with the promotion of a reflection on the practice by the use of adequate practices and instruments**, such as the construction of portfolios that make possible a critical attitude towards the teaching activities developed.

3.2. Mentors' perspectives and conceptions about In-School Placement

Aiming at improving school placement for ITE in Europe for future European pre-school, primary and secondary teachers, the EKT project assumed as one of his main objectives, the **development of a transnational analysis** (in 5 countries, i.e., Austria, England, Ireland, Portugal and Spain) of the difficulties, problems and requirements concerning In-School Placement.

To carry on this analysis, an inquire to teachers with experience in mentoring ISP was developed. It aimed at identifying mentors' perspectives and conceptions about ISP. This questionnaire focused different aspects of ISP, such as:

- The relevance of different internship activities and the degree of collaboration between academic and school mentors in their development.
- The responsibility for the definition of the curricular framework of ISP; the aspects included in ISP guides.
- The relation between the student teacher and the mentors and the kind of activities they are involved in during the whole ISP process.
- The structure of student teachers' final report or dissertation; the aspects focused on mentors' observation and supervision during ISP.
- The structure and content of the Portfolio of in-school placement teaching practice.

In this section, **we analyse the data collected through the EKT Questionnaire** for academic and school mentors who collaborate on in-school placements in pre-service teacher training programmes existing in Higher Education Institutions from the five countries involved in the EKT project.

3.2.1. The sample

The questionnaire was answered by 347 mentors in Austria, England Ireland, Portugal and Spain, as shown in Table 1:

Table 1: Participants in the study

Country	Frequency Distribution (%)
Austria	18 (5,2%)
England	26 (7,5%)
Ireland	8 (2,3%)
Portugal	93 (26,8%)
Spain	202 (58,2%)
Total	347

As there was a little number of respondents from Austria, England and Ireland, it was decided to gather the respondents from these three countries in one group, to enable certain statistical comparisons. Therefore, for the sake of the data analysis, we considered three groups, as referred in table 2:

Table 2: Groups considered in the data analysis

Country/Group of countries	Frequency Distribution (%)	HE Mentors	School Mentors
Austria, England, Ireland	52 (15%)	28	24
Portugal	93 (26,8%)	42	51
Spain	202 (58,2%)	47	155
Total	347	117	230

3.2.2. Data analysis procedures

Data that emerged from questions that involved a Likert scale, varying from 1 (nothing) to 5 (very much), were analysed through the **One-Way Anova** and, in order to see significant differences between groups in pairs, the **Bonferroni multi-comparison test**.

In the questions that allowed the choice of more than one item, we focussed on the frequency distribution, expressed in the percentage regarding each item.

Further analyses are considered necessary, regarding aspects such as the mentor's gender and the school level of the in-school placement. The qualitative analysis also needs to be deepened, with the definition of more accurate categories and a better comparison of the groups involved.

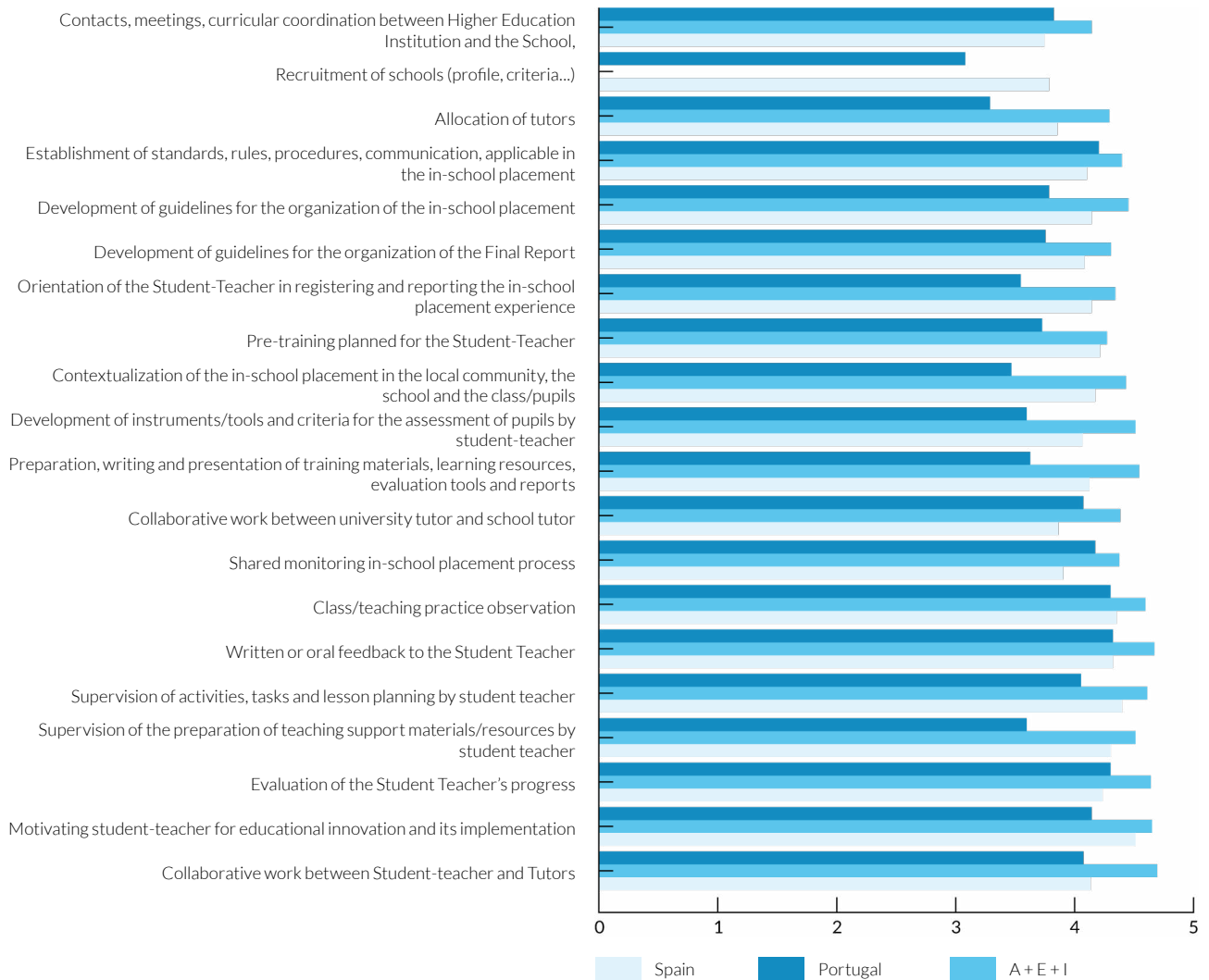
3.2.3. Relevance of the different internship activities carried out during the internship process in the Initial Teacher Education.

When questioned about the relevance of a set of internship activities, the participants in the study rated, on average, all the activities above 3,10 (mean) on a scale that varies from 1 (nothing) to 5 (very much) (Table 3).

Table 3: Mean of rates and -value in concerning the relevance of different activities involved in the internship process, according to countries/group of countries (n=347) (Significant statistic differences $p < 0,05$).

Internship activities	Mean (in different countries / group of countries)			p-value
	A+E+I	Portugal	Spain	
Contacts, meetings, curricular coordination between Higher Education Institution and the School	3,85	4,17	3,77	0,026*
Recruitment of schools (profile, criteria...)	3,10		3,81	0,000*
Allocation of mentors	3,31	4,32	3,88	0,000*
Establishment of standards, rules, procedures, communication, applicable in the in-school placement	4,23	4,42	4,13	0,040*
Development of guidelines for the organization of the in-school placement	3,81	4,48	4,17	0,000*
Development of guidelines for the organization of the Final Report	3,78	4,33	4,11	0,005*
Orientation of the Student-Teacher in registering and reporting the in-school placement experience	3,56	4,37	4,17	0,000*
Pre-training planned for the Student-Teacher	3,75	4,30	4,24	0,001*
Contextualization of the in-school placement in the local community, the school and the class/pupils	3,49	4,46	4,20	0,000*
Development of instruments/tools and criteria for the assessment of pupils by student-teacher	3,62	4,54	4,09	0,000*
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports	3,65	4,57	4,15	0,000*
Collaborative work between academic mentor and school mentor	4,10	4,41	3,89	0,000*
Shared monitoring in-school placement process	4,19	4,40	3,93	0,001*
Class/teaching practice observation	4,33	4,62	4,38	0,075
Written or oral feedback to the Student Teacher	4,35	4,70	4,35	0,002*
Supervision of activities, tasks and lesson planning by student teacher	4,08	4,64	4,43	0,000*
Supervision of the preparation of teaching support materials/resources by student teacher	3,62	4,54	4,33	0,000*
Evaluation of the Student Teacher's progress	4,33	4,67	4,26	0,000*
Motivating student-teacher for educational innovation and its implementation	4,17	4,68	4,54	0,000*
Collaborative work between Student-teacher and Mentors	4,10	4,72	4,16	0,000*

Comparing the means of the responses of mentors from the three groups involved through the One-Way Anova, it appears that there are statistically significant differences in all items, except for the item Class/teaching practice observation (Graph 1).

Graph 1: Relevance of different activities involved in the internship process

In the items Contacts, meetings, curricular coordination between Higher Education Institution and the School, Establishment of standards, rules, procedures, communication, applicable in the in-school placement, Collaborative work between academic mentor and school mentor, and Shared monitoring in-school placement process, there are significant differences between mentors in Portugal and mentors in Spain. **Portuguese mentors tend to attribute higher values regarding all these items.**

In the item Development of guidelines for the organization of the Final Report, there are significant differences between mentors from Portugal and mentors from Austria, England and Ireland. As previously, **Portuguese mentors give these items a significantly higher relevance.**

In the items Recruitment of schools (profile, criteria...), Orientation of the Student-teacher in registering and reporting the in-school placement experience, Pre-training planned for the Student Teacher, Contextualization of the in-school placement in the local community, the school and the class/pupils, Supervision of activities, tasks and lesson planning by student teacher, Supervision of the preparation of teaching support materials/resources by student-teacher and Motivating student-teacher for educational innovation and its implementation, there are significant differences between mentors in Portugal and mentors in Austria, England and Ireland and, as well, there are significant differences between mentors in Spain and mentors in Austria, England and Ireland. The Portuguese mentors tend to give these items a significantly higher relevance than those from Austria, England and Ireland and also the Spanish mentors. **The Austrian, English and Irish mentors give them a significantly lower relevance than the Spanish ones.**

In the items Allocation of mentors, Development of instruments/tools and criteria for the assessment of pupils by student-teacher and Preparation, preparation writing and presentation of training materials, learning resources, evaluation tools and reports, there are significant differences between mentors from Portugal and mentors from Austria, England and Ireland, between mentors in Spain and teachers from Austria, England and Ireland and also between mentors in Portugal and Spain. Again, the **Portuguese mentors tend to give these items a significantly higher relevance than those from Austria, England and Ireland and also the Spanish mentors.** The Austrian, English and Irish mentors give them a significantly lower relevance than the Spanish ones.

Concerning the items Development of guidelines for the organization of the in-school placement, Written or oral feedback to the Student Teacher, Evaluation of the Student Teacher's progress and Collaborative work between academic mentor and school Mentor, there are significant differences between mentors in Portugal and mentors from Austria, England and Ireland and also between mentors from Portugal and Spain. In all cases, the **Portuguese mentors give it a significantly higher relevance.**

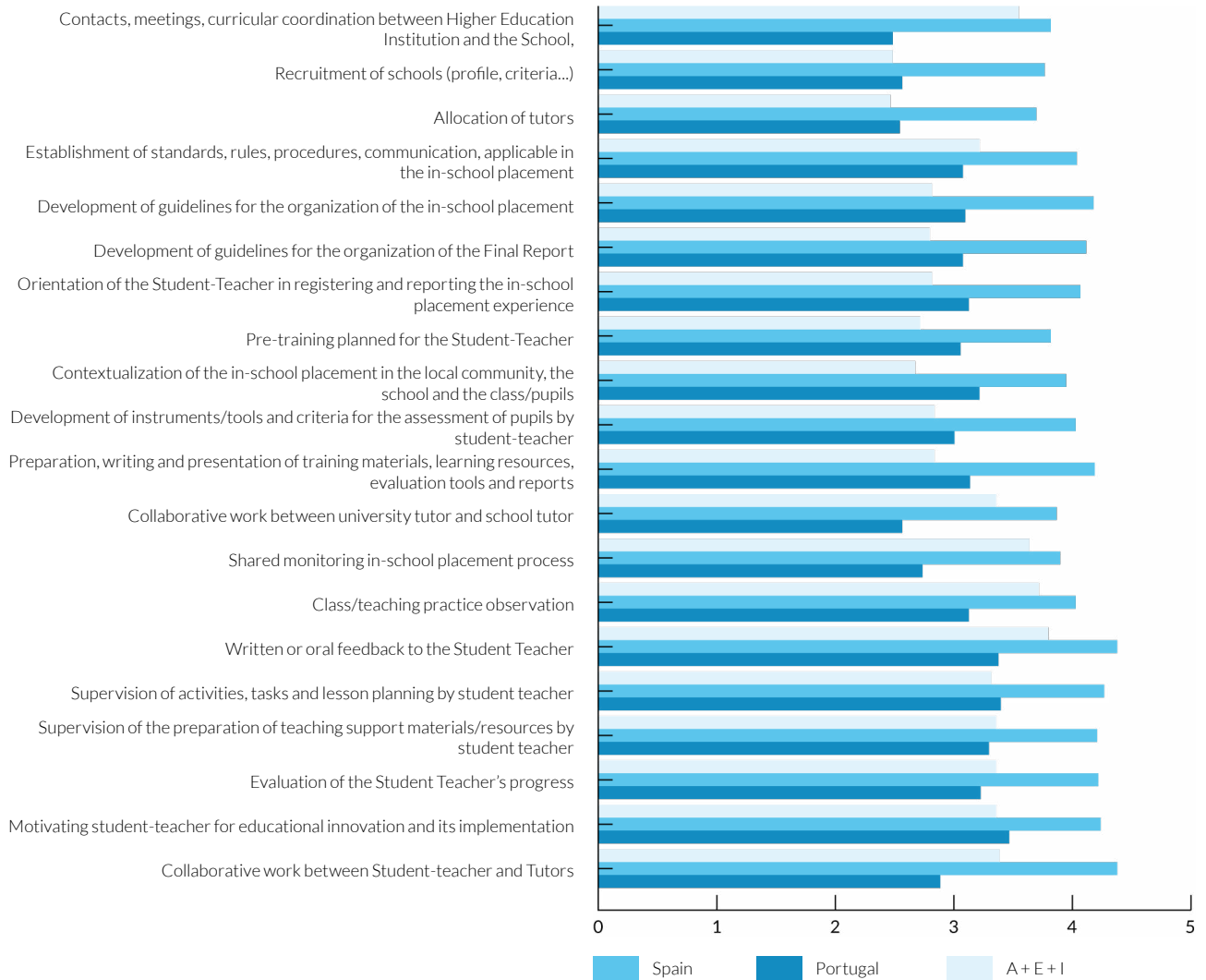
Taking into account the results above displayed, we can conclude by pointing out that in general all the training activities that are implemented in the internship processes are considered relevant or very relevant by the mentors of all countries and **must be taken into account in the definition of the EKT System** so that its tools and functionalities can facilitate, promote and stimulate its collaborative implementation.

3.2.4. Degree of collaboration that currently exists between the academic mentor and the school mentor: in the implementation of internship activities.

When questioned about the degree of collaboration that currently exists between the academic mentor and the school mentor, the mentors that participated in the study the participants in the study rate, in average, all the activities above 2,46 (mean) in a scale that varies from 1 (nothing) to 5 (very much) (Table 4/Graph 2).

Table 4: Mean of rates and p-value in concerning the degree of collaboration that currently exists between the academic mentor and the school mentor, according to countries/group of countries (n=347.) (Significant statistic differences $p < 0,05$)

Internship activities	Mean (in different countries / group of countries)			p-value
	A+E+I	Portugal	Spain	
Contacts, meetings, curricular coordination between Higher Education Institution and the School	3,54	3,81	2,48	0,000*
Recruitment of schools (profile, criteria...)	2,48	3,76	2,56	0,000*
Allocation of mentors	2,46	3,69	2,54	0,000*
Establishment of standards, rules, procedures, communication, applicable in the in-school placement	3,21	4,03	3,07	0,000*
Development of guidelines for the organization of the in-school placement	2,81	4,17	3,09	0,000*
Development of guidelines for the organization of the Final Report	2,79	4,11	3,07	0,000*
Orientation of the Student-Teacher in registering and reporting the in-school placement experience	2,81	4,06	3,12	0,000*
Pre-training planned for the Student-teacher	2,71	3,81	3,05	0,000*
Contextualization of the in-school placement in the local community, the school and the class/pupils	2,67	3,94	3,21	0,000*
Development of instruments/tools and criteria for the assessment of pupils by student teacher	2,83	4,02	3,00	0,000*
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports	2,83	4,18	3,13	0,000*
Collaborative work between academic mentor and school Mentor	3,35	3,86	2,56	0,000*
Shared monitoring in-school placement process	3,63	3,89	2,73	0,000*
Class/teaching practice observation	3,71	4,02	3,12	0,000*
Written or oral feedback to the Student Teacher	3,79	4,37	3,37	0,000*
Supervision of activities, tasks and lesson planning by student teacher	3,31	4,26	3,39	0,000*
Supervision of the preparation of teaching support materials/resources by student-teacher	3,35	4,20	3,29	0,000*
Evaluation of the Student Teacher's progress	3,35	4,21	3,22	0,000*
Motivating student-teacher for educational innovation and its implementation	3,35	4,23	3,46	0,000*
Collaborative work between Student-Teacher and Mentors	3,38	4,37	2,88	0,000*

Graph 2: Degree of collaboration that currently exists between the academic mentor and the school mentor.

Comparing the means of the teachers' rates concerning the degree of collaboration that currently exists between the academic mentor and the school mentor in the development of several internship activities, through the One-Way Anova, it appears that **there are statistically significant differences concerning all the items of the question.**

In the item Contacts, meetings, curricular coordination between Higher Education Institution and the School, there are significant differences between mentors from Portugal and Spain and between mentors from Spain and mentors from Austria, England and Ireland. **Portuguese mentors report higher levels of collaboration** between HEI institutions and schools during the practicum than **Spanish mentors**, and **these in turn report higher levels of collaboration than English and Irish Austrian mentors.**

In the items Recruitment of schools (profile, criteria...), Allocation of mentors, Establishment of standards, rules, procedures, communication, applicable in the in-school placement, Development of guidelines for the organization of the in-school placement, Development of guidelines for the organization of the Final Report, Orientation of the Student -Teacher in registering and reporting the in-school placement experience, Pre-training planned for the Student Teacher, Development of instruments/tools and criteria for the assessment of pupils by student teacher, Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports, written or oral feedback to the Student Teacher, Supervision of activities, tasks and lesson planning by student teacher, Supervision of the preparation of teaching support materials/resources by student teacher, Evaluation of the Student Teacher's progress and Motivating student-teacher for educational innovation and its implementation, there are significant differences between mentors from Portugal and Spain and between mentors from Portugal and mentors from Austria, England and Ireland. In the mentioned activities, **Portuguese mentors are the ones who show the highest levels of collaboration** between the HEI institutions and the schools during the practicum.

In the items Contextualization of the in-school placement in the local community, the school and the class/pupils, and Shared monitoring in-school placement process, there are significant differences between mentors from Portugal and Spain, **the former being the ones that report a greater degree of collaboration**. There are also significant differences between mentors from Portugal and mentors from Austria, England and Ireland, with **the former also reporting a higher degree of collaboration**. Finally, there are significant differences between mentors from Spain and mentors from Austria, England and Ireland, **the latter being the ones that recognize a greater degree of collaboration**.

In the items Collaborative work between academic mentor and school Mentor, Shared monitoring in-school placement process and Class/teaching practice observation, there are significant differences between mentors from Portugal and Spain and between mentors from Spain and mentors from Austria, England and Ireland. Once again, the **Portuguese mentors are the ones who recognize greater degrees of collaboration in these activities**. Similarly, **Spanish mentors report significantly higher levels of collaboration than Austrian, English and Irish mentors**.

In the item Collaborative work between Student Teacher and Mentors, there are significant differences between mentors from Spain and mentors from Austria, England and Ireland, between mentors from Portugal and mentors from Austria, England and Ireland and Spain, and between mentors from Portugal and Spain. As regarding the previous item analysed, the **Portuguese mentors are the ones who recognize greater degrees of collaboration in these activities, with the Spanish being in second place** and the difference being significant. Similarly, **Spanish mentors report significantly higher levels of collaboration than Austrian, English and Irish mentors**.

3.2.5. Degree of collaboration that should ideally exist between the academic mentor and the school mentor: in the implementation of internship activities

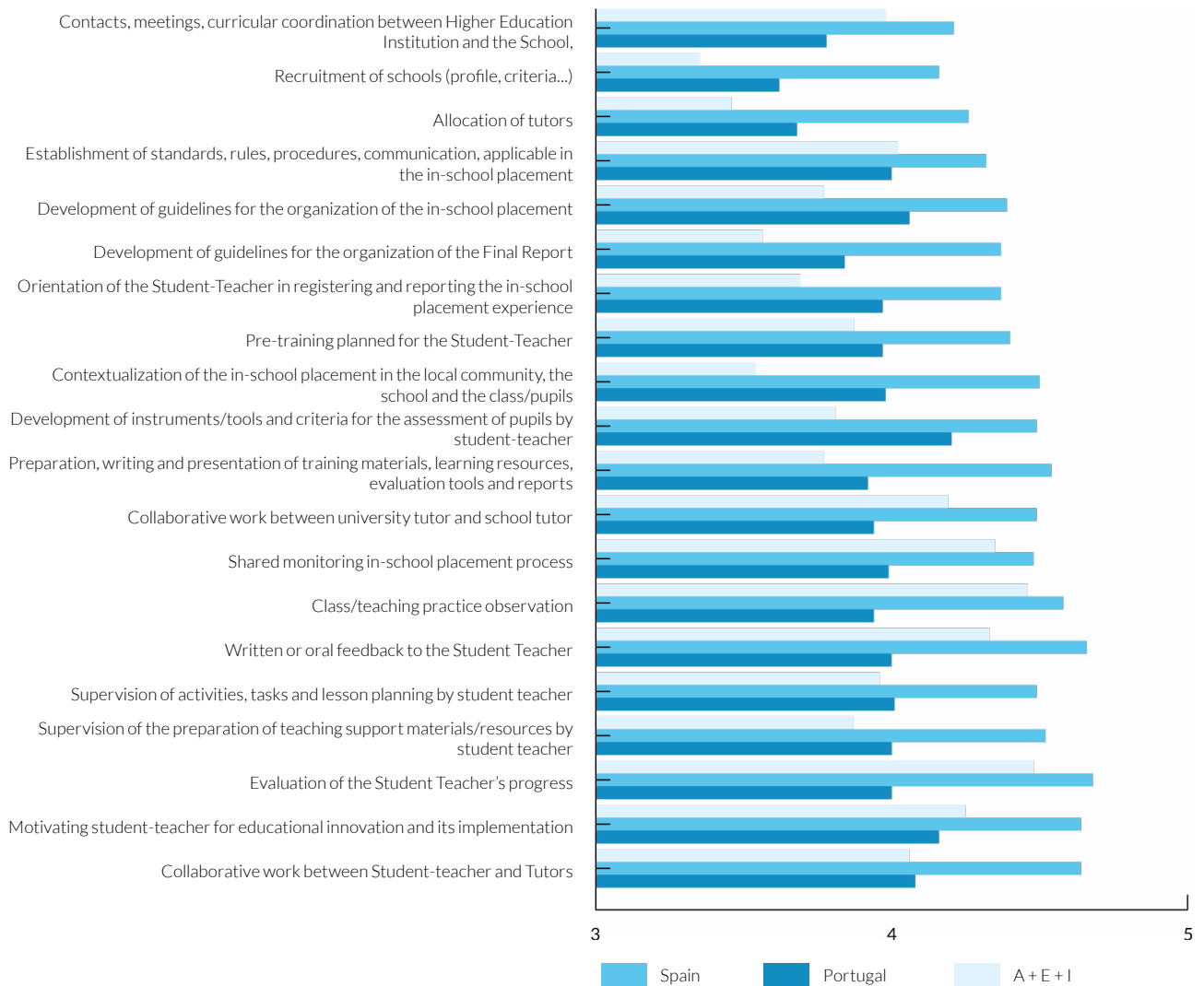
In what concerns the degree of collaboration that should ideally exist, the participants in the study rate, on average, all the activities above 3,35 (mean) in a scale that varies from 1 (nothing) to 5 (very much) (Table 5/Graph 3).

Table 5: Mean of rates and p-value concerning the degree of collaboration that should ideally exist, according to countries/group of countries (n=347). (Significant statistic differences $p < 0,05$)

Internship activities	Mean (in different countries / group of countries)			p-value
	A+E+I	Portugal	Spain	
Contacts, meetings, curricular coordination between Higher Education Institution and the School	3,98	4,21	3,78	0,009*
Recruitment of schools (profile, criteria ...)	3,35	4,16	3,62	0,000*
Allocation of mentors	3,46	4,26	3,68	0,000*
Establishment of standards, rules, procedures, communication, applicable in the in-school placement	4,02	4,32	4,00	0,042*
Development of guidelines for the organization of the in-school placement	3,77	4,39	4,06	0,002*
Development of guidelines for the organization of the Final Report	3,56	4,37	3,84	0,000*
Orientation of the Student-Teacher in registering and reporting the in-school placement experience	3,69	4,37	3,97	0,000*
Pre-training planned for the Student Teacher	3,87	4,40	3,97	0,001*
Contextualization of the in-school placement in the local community, the school and the class/pupils	3,54	4,50	3,98	0,000*
Development of instruments/tools and criteria for the assessment of pupils by student-teacher	3,81	4,49	3,93	0,000*
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports	3,77	4,54	3,92	0,000*
Collaborative work between academic mentor and school Mentor	4,19	4,49	3,94	0,000*
Shared monitoring in-school placement process	4,35	4,48	3,99	0,000*
Class/teaching practice observation	4,46	4,58	3,94	0,000*
Written or oral feedback to the Student Teacher	4,33	4,66	4,00	0,000*
Supervision of activities, tasks and lesson planning by student-teacher	3,96	4,49	4,01	0,000*
Supervision of the preparation of teaching support materials/resources by student-teacher	3,87	4,52	4,00	0,000*
Evaluation of the Student Teacher's progress	4,48	4,68	4,00	0,000*
Motivating student-teacher for educational innovation and its implementation	4,25	4,64	4,16	0,000*
Collaborative work between Student-Teacher and Mentors	4,06	4,64	4,08	0,000*

Comparing the means of the teachers' rates concerning the degree of collaboration that currently exists between the academic mentor and the school mentor in the development of several internship activities, through the One-Way Anova, it appears that there are statistically significant differences between different groups of mentors, in all the items of the question.

In the items Contacts, meetings, curricular coordination between Higher Education Institution and the School, Establishment of standards, rules, procedures, communication, applicable in the in-school placement, Collaborative work between academic mentor and school Mentor, Shared monitoring in-school placement process and written or oral feedback to the Student Teacher, there are significant differences between mentors from Portugal and mentors from Spain. **The Portuguese mentors are those who demand greater degrees of collaboration, this requirement being significantly higher than that of the Spanish mentors.**

Graph 3: Degree of collaboration that should ideally exist

In the items, Recruitment of schools (profile, criteria ...), Allocation of mentors, Development of guidelines for the organization of the in-school placement, Development of guidelines for the organization of the Final Report, Orientation of the Student-Teacher in registering and reporting the in-school placement experience, Pre-training planned for the Student-Teacher Development of instruments/tools and criteria for the assessment of pupils by student teacher, Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports Supervision of activities, tasks and lesson planning by student teacher, Supervision of the preparation of teaching support materials/resources by student teacher, Motivating student-teacher for educational innovation and its implementation and Collaborative work between Student-Teacher and Mentors, there are significant differences between mentors from Portugal and mentors from Austria, England and Ireland and between mentors in Portugal and mentors in Spain. **The Portuguese mentors, once again, are the ones that significantly require the highest degrees of collaboration in most of the proposals.**

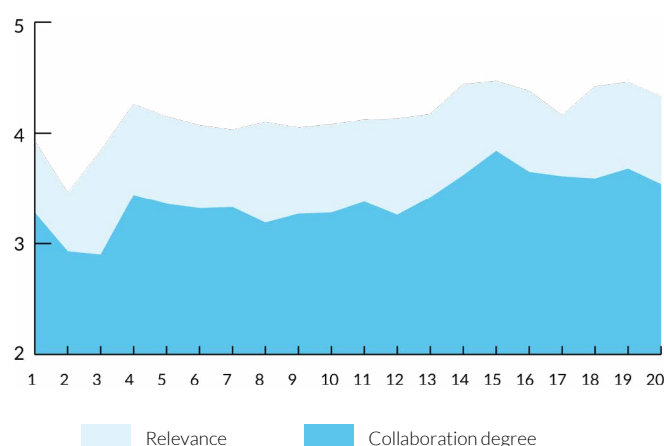
In the item Contextualization of the in-school placement in the local community, the school and the class/pupils, there are significant differences between mentors Spain and mentors from Austria, England and Ireland, the latter being the ones that demand greater degrees of collaboration. Significant differences were also found between mentors from Portugal and Spain, **the former being the ones that demand greater degrees of collaboration.**

In the items Class/teaching practice observation and Evaluation of the Student Teacher's progress, there are significant differences between mentors from Austria, England and Ireland and mentors from Spain and between and between mentors from Portugal and Spain. It is the Portuguese and Spanish mentors who demand a greater degree of collaboration in these two activities, **with the Portuguese having the highest scores.**

3.2.6. Comparative analysis between the relevance given by mentors to internship activities and degree of collaboration between mentors that currently exists

Comparing the importance that academic and school mentors in all countries attach to the different internship activities and the degree of collaboration they recognise in their implementation, we observe significant differences in most activities (Table 6). This data shows that the level of real collaboration in the implementation of the different training activities is much lower than the importance they attach to them.

Graph 4: Relevance and collaboration degree



The most significant difference is in “Prior training of the trainee”, “Assignment of mentors” and “Collaborative work between the trainee and his/her two mentors”. In these cases, on a scale of 5, the difference is 0.91, 0.94 and 0.88, respectively. But there are other internship activities in which there is a significant gap between their educational value and their actual level of implementation. Thus, **5 activities of vital importance are identified** in which the level of collaboration is currently moderate and the difference exceeds 0.8 points. This is the case for:

- Establishment of norms, rules, procedures, communication applicable in school practices (0.82 points difference).
- Development of instruments/tools and criteria for the assessment of the students with whom the trainee works (0.8 points difference).
- Observation of trainee's performance in the classroom (0.83 points difference).
- Evaluation of the progress of the trainee (0.83 points difference).

The data indicate that a good number of activities related to the organisation and assessment of the internship and the mentors' prior preparation would require greater collaboration. Also, **two activities that are fundamental** for the success of the future teacher's learning and professional culture are the motivation of the student trainee to implement innovative actions (0.78) and the collaborative work between the two mentors and the student trainee (0.78).

The EKT system should therefore offer alternatives and stimulate collaborative work and communication between mentors, but also create opportunities for learning and feedback to the student in which both mentors participate. It will therefore be of great relevance to change the reality reflected in the data and to align the dimensions analysed (relevance versus real collaboration). With its activities and tools, **the EKT system may promote and facilitate** the organisation of mentors, the collaborative creation of resources, the creation of evaluation instruments and records and the possibility of collaborative feedback to the student in their observation and reflection processes.

Table 6: Comparative analysis of the relevance and degree of existing collaboration in internship activities (all countries)

Internship activitiesw	Mean (ALL COUNTRIES)		
	Diference	Relevance	Degree of collaboration that currently exists
Contacts, meetings, curricular coordination between Higher Education Institution and the School	0,65	3,93	3,28
Recruitment of schools (profile, criteria ...)	0,52	3,46	2,93
Allocation of mentors	0,94	3,84	2,90
Establishment of standards, rules, procedures, communication, applicable in the in-school placement	0,82	4,26	3,44
Development of guidelines for the organization of the in-school placement	0,80	4,15	3,36
Development of guidelines for the organization of the Final Report	0,75	4,07	3,32
Orientation of the Student-Teacher in registering and reporting the in-school placement experience	0,70	4,03	3,33
Pre-training planned for the Student Teacher	0,91	4,10	3,19
Contextualization of the in-school placement in the local community, the school and the class/pupils	0,78	4,05	3,27
Development of instruments/tools and criteria for the assessment of pupils by student-teacher	0,8	4,08	3,28
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports	0,74	4,12	3,38
Collaborative work between academic mentor and school Mentor	0,88	4,13	3,26
Shared monitoring in-school placement process	0,76	4,17	3,42
Class/teaching practice observation	0,83	4,44	3,62
Written or oral feedback to the Student Teacher	0,62	4,47	3,84
Supervision of activities, tasks and lesson planning by student-teacher	0,73	4,38	3,65
Supervision of the preparation of teaching support materials/resources by student-teacher	0,55	4,12	3,61
Evaluation of the Student Teacher's progress	0,83	4,42	3,59
Motivating student-teacher for educational innovation and its implementation	0,78	4,46	3,68
Collaborative work between Student-Teacher and Mentors	0,78	4,33	3,54

3.2.7. Who defines the organisational and curricular framework for in-school placements (I-SP)?

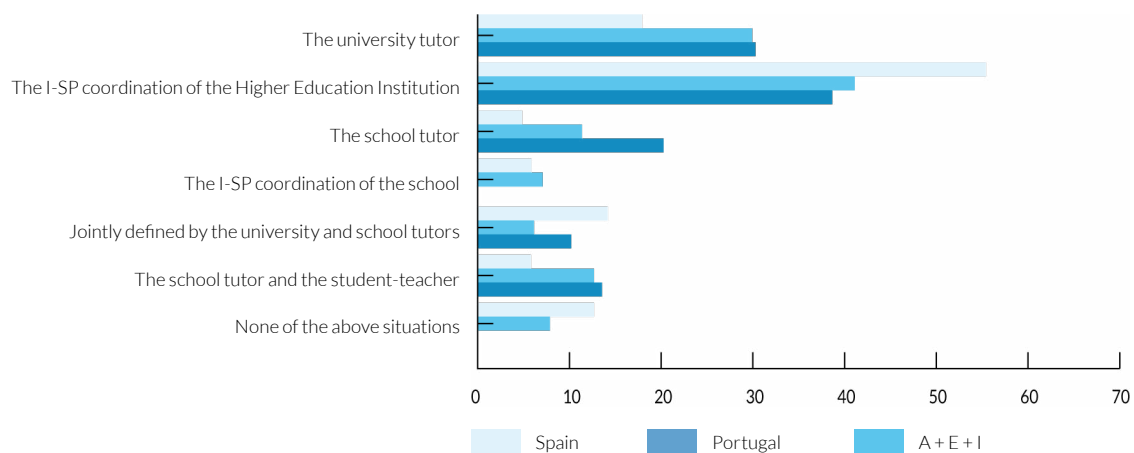
In table 7, we can find the frequency distribution (percentage) of the mentors' answers, according to the respective countries/group of countries, about who is responsible for the definition of the organisational and curricular framework for in-school placements.

Table 7: Frequency distribution (percentage) concerning who is responsible for the definition of the organisational and curricular framework for in-school placements, according to countries/group of countries (n=347)

Organization	Portugal N=93	Spain N=202	A+E+I N=52
The academic mentor	20,4	34,2	34,6
The I-SP coordination of the Higher Education Institution	63,4	47,0	44,2
The school mentor	5,4	12,9	23,1
The I-SP coordination of the school	6,5	7,9	0,0
Jointly defined by the academic and school mentors	16,1	6,9	11,5
The school mentor and the student-teacher	6,5	14,4	15,4
None of the above situations	6,5	8,9	0,0

In any of the three groups of mentors that participated in the study, the majority selects the I-SP coordination of the Higher Education Institution as responsible for the definition of the organisational and curricular framework for in-school placements (Graph 5). In Spain and in the group of that includes Austria, England and Ireland, both the HEI and the academic mentor seem to have a more active role in organizing the internship process. In Portugal and Spain, the role of the school mentor in the organization and definition of internships is less recognized. In all cases, the student barely participates in the organization and curricular design of the practices. In any case, it is a fact that in the curricular planning of the I-SP, which is the starting point of the experience and affects both contexts and all actors, there is hardly any participation of the context and the school mentors, and the horizontality and co-responsibility between the two profiles of mentors that we are looking for is not encouraged from the design of the process. It is difficult for collaboration in the process to be natural when the process is designed by only one of the actors (academic).

Graph 5: Responsibility for the definition of the organisational and curricular framework for ISP



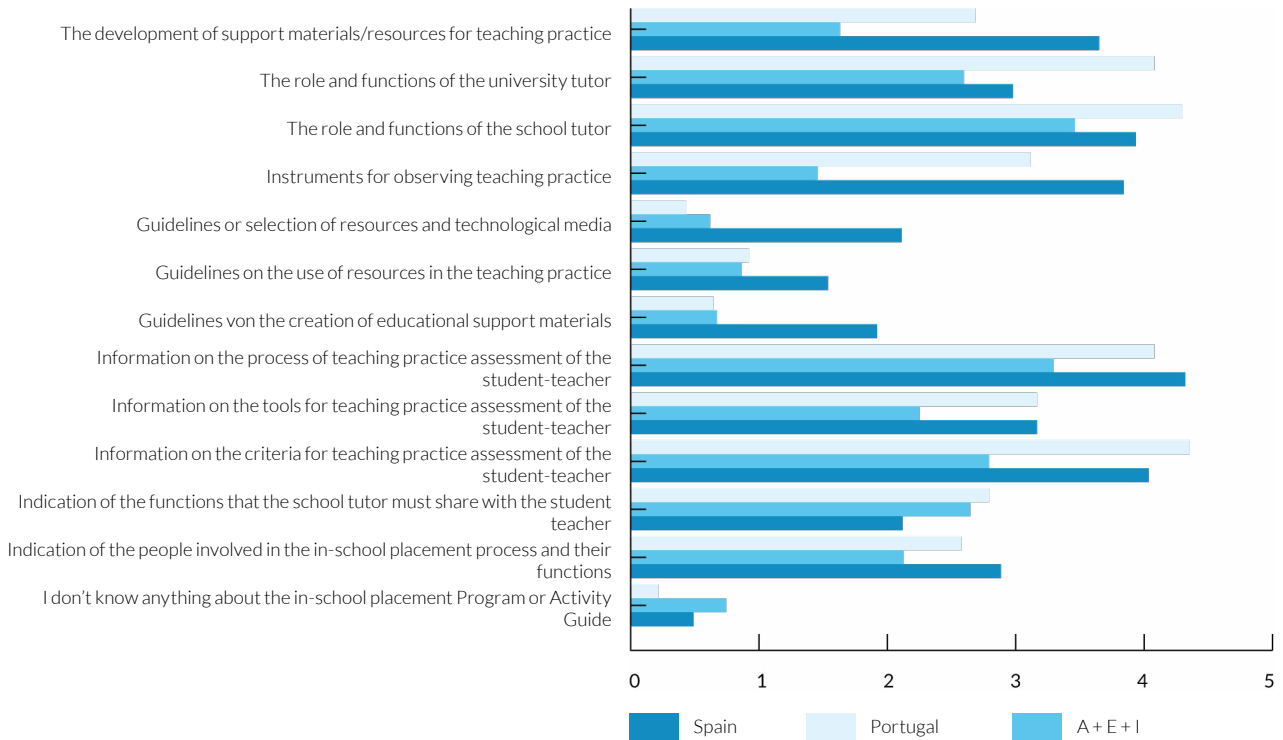
3.2.8. Elements that are usually included in the programme or the practice guide

Table 8 shows the frequency distribution (percentage) of the mentors' answers, according to the respective countries/group of countries, concerning the elements that are usually included in the programme or the practice guide.

Table 8: Frequency distribution (percentage) concerning the elements that are usually included in the programme or the practice guide (n=347)

Elements that are usually included in the programme or the practice guide	Portugal N=93	Spain N=202	A+E+I N=52
The development of support materials/resources for teaching practice	53,8	32,7	73,1
The role and functions of the academic mentor	81,7	52,0	59,6
The role and functions of the school mentor	86,0	69,3	78,8
Instruments for observing teaching practice	62,4	29,2	76,9
Guidelines or selection of resources and technological media	8,6	12,4	42,3
Guidelines on the use of resources in the teaching practice	18,3	17,3	30,8
Guidelines on the creation of educational support materials	12,9	13,4	38,5
Information on the process of teaching practice assessment of the student-teacher	81,7	65,8	86,5
Information on the tools for teaching practice assessment of the student-teacher	63,4	45,0	63,5
Information on the criteria for teaching practice assessment of the student-teacher	87,1	55,9	80,8
Indication of the functions that the school mentor must share with the student teacher	55,9	53,0	42,3
Indication of the people involved in the in-school placement process and their functions	51,6	42,6	57,7
I don't know anything about the in-school placement Program or Activity Guide	4,3	14,9	9,6

The **aspects that mentors consider recurring in the practicum guides** are the following: the role and functions of the school mentor; information on the process of teaching practice assessment of the student-teacher; information on the criteria for teaching practice assessment of the student-teacher; the role and functions of the academic mentor. Therefore, the **information on the evaluation process and criteria and on the role to be played by the mentors** constitute two outstanding elements of the practice guides of all the participating countries. All the groups of mentors highlight the role and functions of mentors as well as information on teaching practice and tools/criteria for its assessment. Portuguese and Austrian/English/Irish mentors also highlight the development of support materials and the instruments that support practice observation (Graph 6). All the groups value the information about the practices and about the evaluation tools. Unlike the Spanish mentors, the Portuguese and Austrian, English and Irish mentors also highlight the presence in the guides of content linked to the development of materials and instruments for observing practice.

Graph 6: Elements that are usually included in the programme or the practice guide

3.2.9. What does the relation between the student teacher and the school mentor include?

In table 9 we can see the frequency distribution (percentage) of the mentors' answers, according to the respective countries/group of countries, about what is included in the relation between the student teacher and the school mentor.

Table 9: Frequency distribution (percentage) concerning what is included in the relation between the student teacher and the school mentor (n=347)

What does the relation between the student teacher and the school mentor include?	Portugal N=93	Spain N=202	A+E+I N=52
The existence of a formal or informal protocol to welcome the student teacher	72,0	74,8	55,8
The planning of activities integrated into the school activity planning/project	68,8	68,3	57,7
The forecast of meetings for analysis and reflection on teaching practice	78,5	55,0	61,5

In general, in all countries, the interaction between student teachers and their mentors includes welcome protocols, planning the activities to be carried out during the internship and planning meetings to analyse the process.

Portuguese mentors reflect a high frequency of completion of the three dimensions (above 65%). Spanish mentors reflect a high frequency of completion of the first two and mentors from the other countries reflect a high frequency of only the third.

3.2.10. Activities, prior to the placement, in which Mentors and Student Teachers work together

In this section, we analyse the activities, prior to the placement, in which mentors and student teachers work together. Table 10 refers to school mentors' answers.

Table 10: Frequency distribution (percentage) concerning the activities, prior to the placement, in which school mentors and student teachers work together (n=230)

Activities, prior to the placement, in which school mentors and student teachers work together	Portugal N=51	Spain N=155	A+E+I N=24
Class teaching planning	86,3	55,5	66,7
Classroom organization	47,1	40,0	54,2
Teaching practice materials/resources selection	54,9	47,1	50,0
Learning materials/resources production	51,0	31,6	41,7
Teaching	25,5	36,8	54,2
Design, develop or adapt assessment tools	35,3	23,9	16,7
Pupil assessment	19,6	18,7	16,7
Provide feedback to Pupils	33,3	23,9	16,7
Provide feedback to Parents	13,7	5,8	4,2
Communication with other teachers, subject/ department coordinators or directors	31,4	21,3	37,5
Meeting with other subject/department/school teachers	29,4	18,7	8,3
Support students with special educational needs	29,4	14,8	12,5
Coordinate the curriculum (select curriculum areas, topics or program units)	23,5	21,3	29,2
Write student progress reports	13,7	10,3	0,0

In general, **school mentors interact with students in few activities before they arrive at the schools.** Their collaboration during the preparation phase is mainly focussed on: class teaching planning (in all countries); classroom organization (Austria, England and Ireland); teaching practice materials/resources selection (Portugal, Austria, England and Ireland); learning materials/resources production (Portugal); teaching (Austria, England and Ireland) (Graph 7).

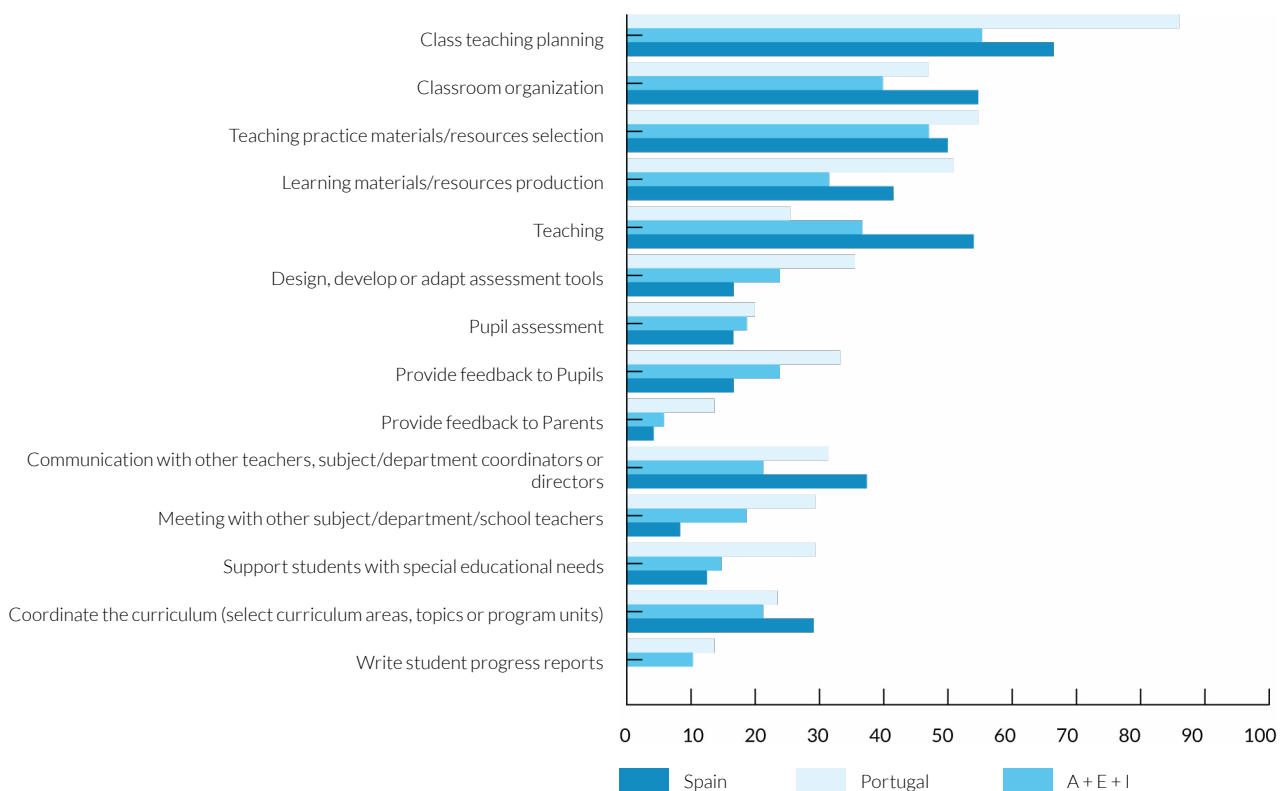
Graph 7: Activities, prior to the placement, in which school mentors and student teachers work together.

Table 11 refers to academic mentors' answers.

Table 11: Frequency distribution (percentage) concerning the activities, prior to the placement, in which academic mentors and student teachers work together (n=117)

Activities, prior to the placement, in which academic mentors and student teachers work together	Portugal N=42	Spain N=47	A+E+I N=28
Class teaching planning	73,8	55,3	82,1
Classroom organization	23,8	17,0	64,3
Teaching practice materials/resources selection	71,4	40,4	64,3
Learning materials/resources production	64,3	12,8	67,9
Teaching	14,3	12,8	67,9
Design, develop or adapt assessment tools	54,8	31,9	53,6
Pupil assessment	42,9	21,3	53,6
Provide feedback to Pupils	31,0	21,3	50,0
Provide feedback to Parents	7,1	4,3	14,3
Communication with other teachers, subject/department coordinators or directors	19,0	23,4	25,0
Meeting with other subject/department/school teachers	14,3	19,1	7,1
Support students with special educational needs	16,7	17,0	46,4
Coordinate the curriculum (select curriculum areas, topics or program units)	42,9	38,3	39,3
Write student progress reports	28,6	27,7	7,1

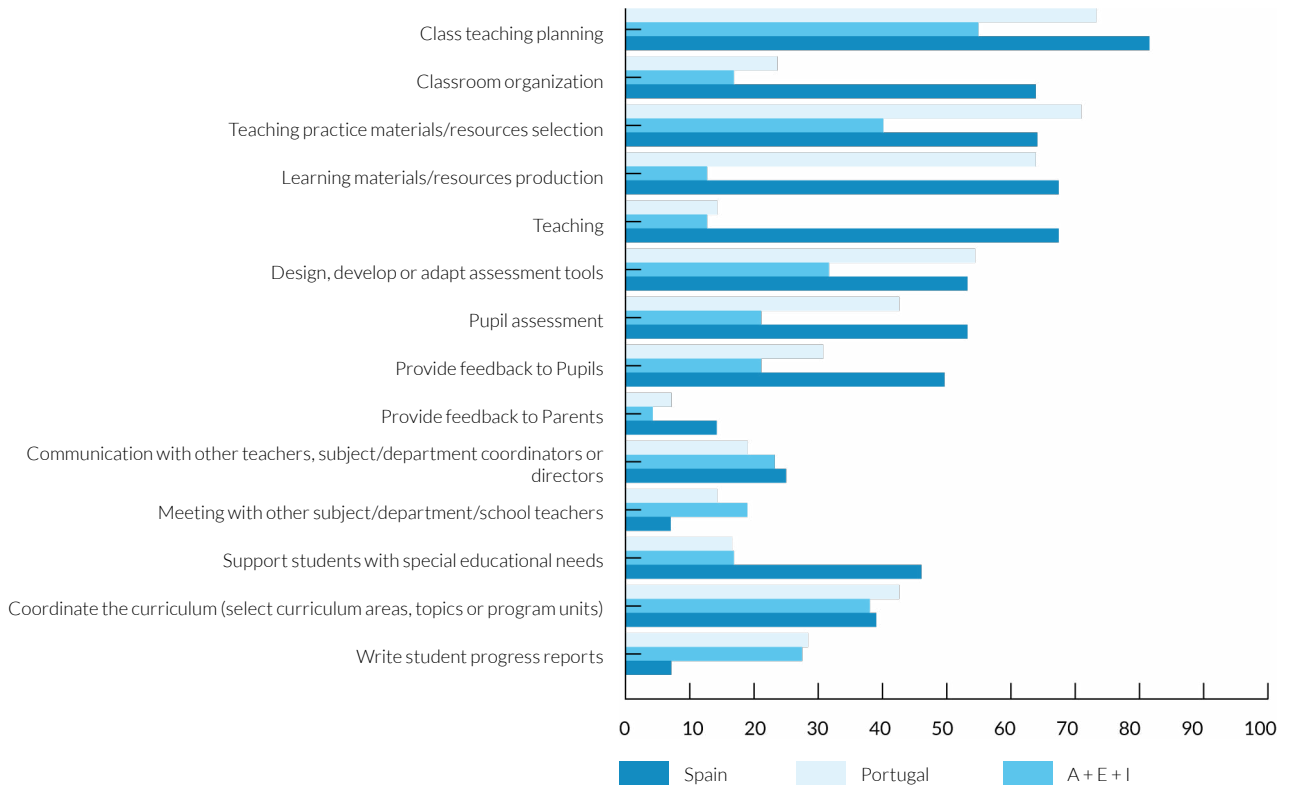
Before the in-school placement starts, the academic mentors interaction with the students involves diverse activities, but class teaching planning is the most referred activity in any of the groups (Graph 8). Nevertheless, the situation is very different between the participating countries.

In the case of **Austria, England and Ireland**, the interaction affects more aspects: class teaching planning; classroom organization; teaching practice materials/resources selection; learning materials/resources production; teaching; design, develop or adapt assessment tools; pupil assessment; provide feedback to pupils.

In **Portugal**, that interaction involves mainly class teaching planning, teaching practice materials/resources selection, learning materials/resources production, designing, developing or adapting assessment tools.

In **Spain**, it is mainly focussed on class teaching planning.

Graph 8: Activities, prior to the placement, in which academic mentors and student teachers work together.



3.2.11. Activities, during the placement, in which Mentors and Student Teachers work together

This section concerns the activities, during to the placement, in which mentors and student teachers work together. Table 13 refers to school mentors' answers.

Table 13: Frequency distribution (percentage) concerning the activities, during the placement, in which school mentors and student teachers work together (n=230)

Activities, during the placement, in which school mentors and student teachers work together	Portugal N=51	Spain N=155	A+E+I N=24
Class teaching planning	100,0	63,9	83,3
Classroom organization	68,6	54,2	70,8
Teaching practice materials/resources selection	92,2	60,6	83,3
Learning materials/resources production	88,2	52,9	75,0
Teaching	74,5	69,0	100,0
Design, develop or adapt assessment tools	62,7	23,2	58,3
Pupil assessment	56,9	32,3	83,3
Provide feedback to Pupils	70,6	49,7	83,3
Provide feedback to Parents	23,5	12,9	45,8
Communication with other teachers, subject/ department coordinators or directors	35,3	34,2	75,0
Meeting with other subject/department/school teachers	31,4	29,7	58,3
Support students with special educational needs	58,8	50,3	70,8
Coordinate the curriculum (select curriculum areas, topics or program units)	33,3	36,8	62,5
Write student progress reports	17,6	22,6	62,5

Class teaching planning, classroom organization and teaching are the activities more frequently performed together by school mentors and student teachers (Graph 10).

In **Portugal**, the most frequent activities are: class teaching planning; teaching practice materials/resources selection; learning materials/resources production; teaching; provide feedback to pupils.

In **Spain**, the most frequent activities referred by respondents are: class teaching planning; classroom organization; teaching practice materials/resources selection; learning materials/resources production; teaching.

In turn, **Austrian, English and Irish** respondents value mostly class teaching planning, teaching practice materials/resources selection, teaching, pupil assessment and providing feedback to pupils.

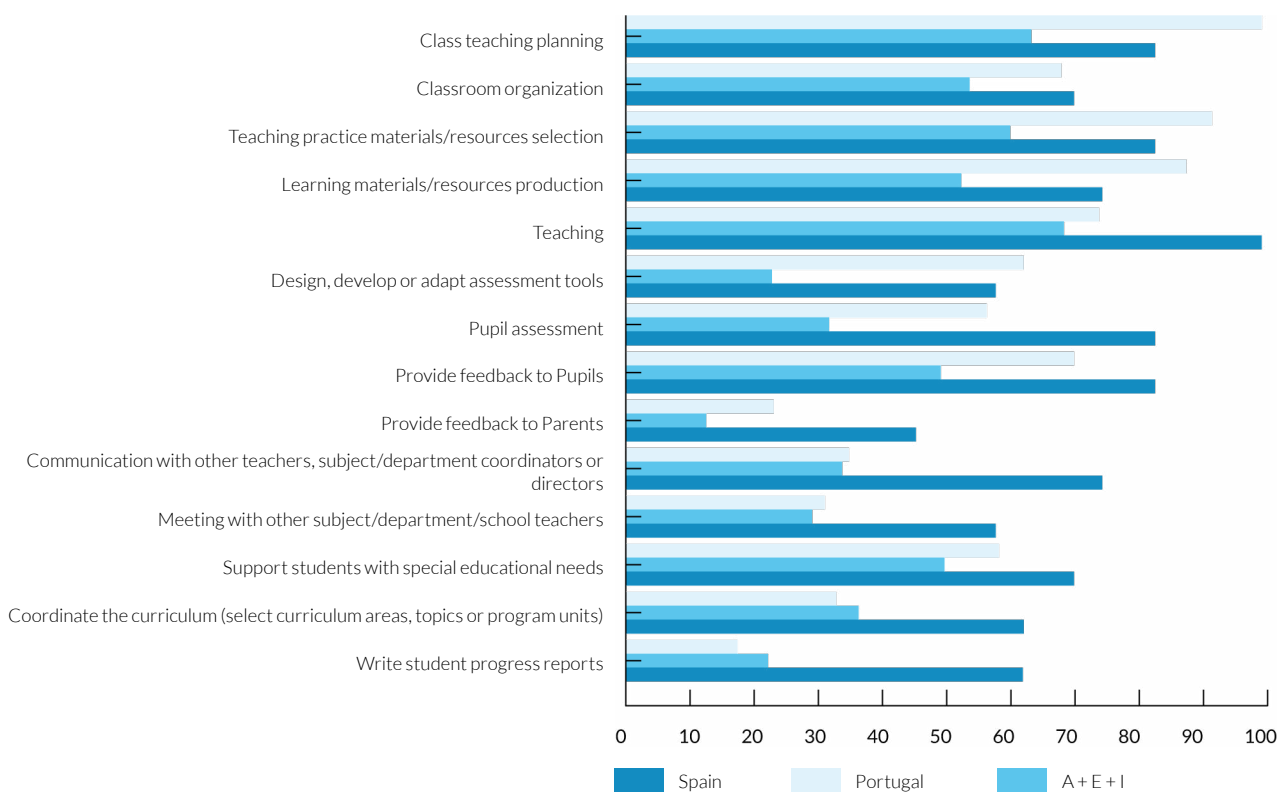
Graph 9: Activities, during the placement, in which school mentors and students teachers work together.

Table 14 refers to academic mentors' answers.

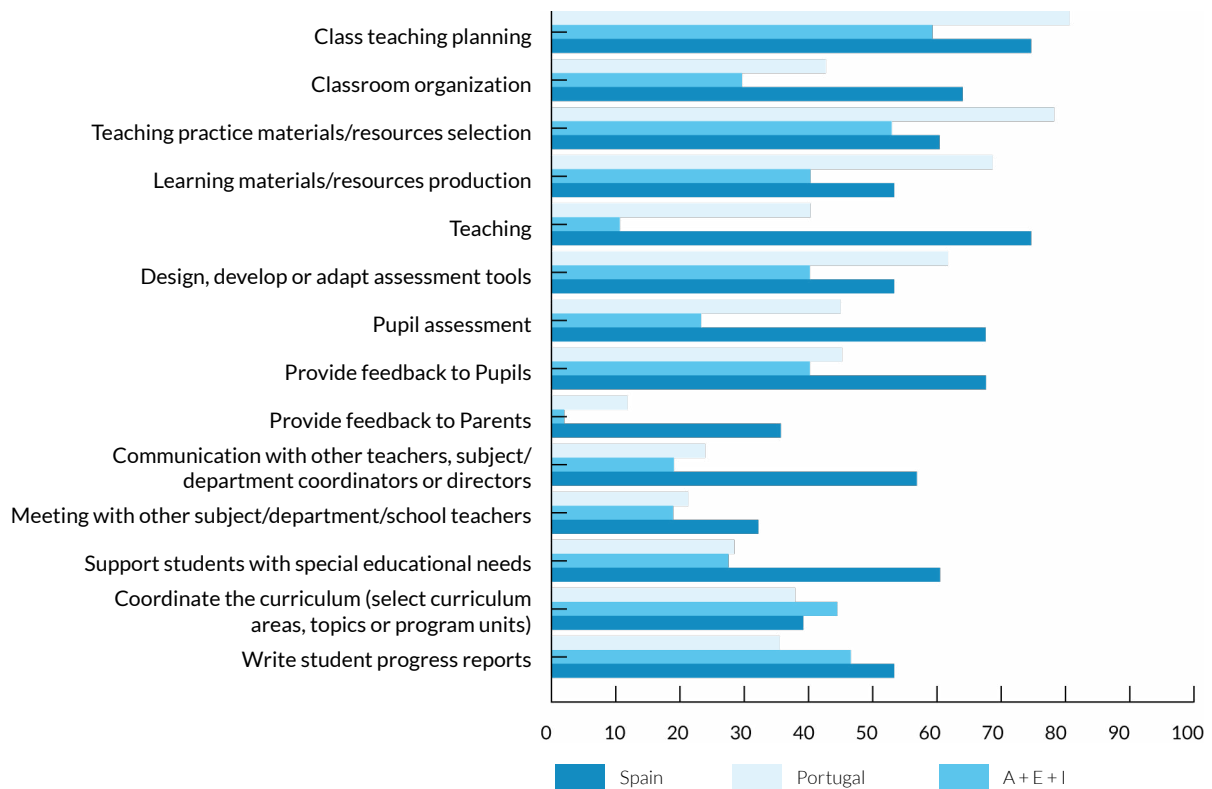
Table 14: Frequency distribution (percentage) concerning the activities, during the placement, in which academic mentors and student teachers work together (n=117)

Activities, during the placement, in which academic mentors and student teachers work together	Portugal N=42	Spain N=47	A+E+I N=28
Class teaching planning	81,0	59,6	75,0
Classroom organization	42,9	29,8	64,3
Teaching practice materials/resources selection	78,6	53,2	60,7
Learning materials/resources production	69,0	40,4	53,6
Teaching	40,5	10,6	75,0
Design, develop or adapt assessment tools	61,9	40,4	53,6
Pupil assessment	45,2	23,4	67,9
Provide feedback to Pupils	45,2	40,4	67,9
Provide feedback to Parents	11,9	2,1	35,7
Communication with other teachers, subject/department coordinators or directors	23,8	19,1	57,1
Meeting with other subject/department/school teachers	21,4	19,1	32,1
Support students with special educational needs	28,6	27,7	60,7
Coordinate the curriculum (select curriculum areas, topics or program units)	38,1	44,7	39,3
Write student progress reports	35,7	46,8	53,6

Class teaching planning, learning materials/resources production/selection and the design, development or adaption of assessment tools are the **most frequent activities during the placement referred by academic mentors** (Graph 11).

Deepening the analysis of the situation in each of the three contexts involved in the study, we may say that in **Portugal**, mentors refer, as most frequent activities, class teaching planning, teaching practice materials/resources selection, learning materials/resources production: designing, developing or adapting assessment tools. In **Spain**, class teaching planning and teaching practice materials/resources selection are said to be the most frequent, while in **Austria, England and Ireland** the most frequent tasks developed during the placement are class teaching planning, teaching; pupil assessment, providing feedback to pupils, teaching practice materials/resources selection and supporting students with special educational needs.

Graph 10: Activities, during the placement, in which academic mentors and student teachers work together



3.2.12. Activities, after the placement, in which Mentors and Student Teachers work together

The focus of this section is the activities, after to the placement, in which school mentors and student teachers work together. Table 15 refers to school mentors' answers.

Table 15: Frequency distribution (percentage) concerning the activities, after the placement, in which school mentors and student teachers work together (n=230)

Activities, after the placement, in which school mentors and student teachers work together	Portugal N=51	Spain N=155	A+E+I N=24
Class teaching planning	23,5	10,3	8,3
Classroom organization	15,7	7,1	16,7
Teaching practice materials/resources selection	21,6	15,5	8,3
Learning materials/resources production	19,6	14,2	4,2
Teaching	11,8	8,4	4,2
Design, develop or adapt assessment tools	19,6	11,6	8,3
Pupil assessment	49,0	31,0	16,7
Provide feedback to Pupils	35,3	21,9	8,3
Provide feedback to Parents	19,6	3,2	0,0
Communication with other teachers, subject/ department coordinators or directors	11,8	13,5	8,3
Meeting with other subject/department/school teachers	17,6	9,7	4,2
Support students with special educational needs	7,8	9,0	4,2
Coordinate the curriculum (select curriculum areas, topics or program units)	29,4	29,0	12,5
Write student progress reports	19,6	27,1	70,8

As can be seen in the table, in general the percentages, with some exceptions in some of the groups, are very low in all cases. Portuguese (49%) and Spanish (31%) mentors highlight the pupils' assessment while the Austrian/English/Irish mentors refer to the writing of the students' progress reports as the most frequent activity (70,8%) (Graph 11). In general, it can be said that **the role of the school mentor is greatly reduced in the phase after the school placement.**

Graph 11.: Activities, after the placement, in which school mentors and student teachers work together.

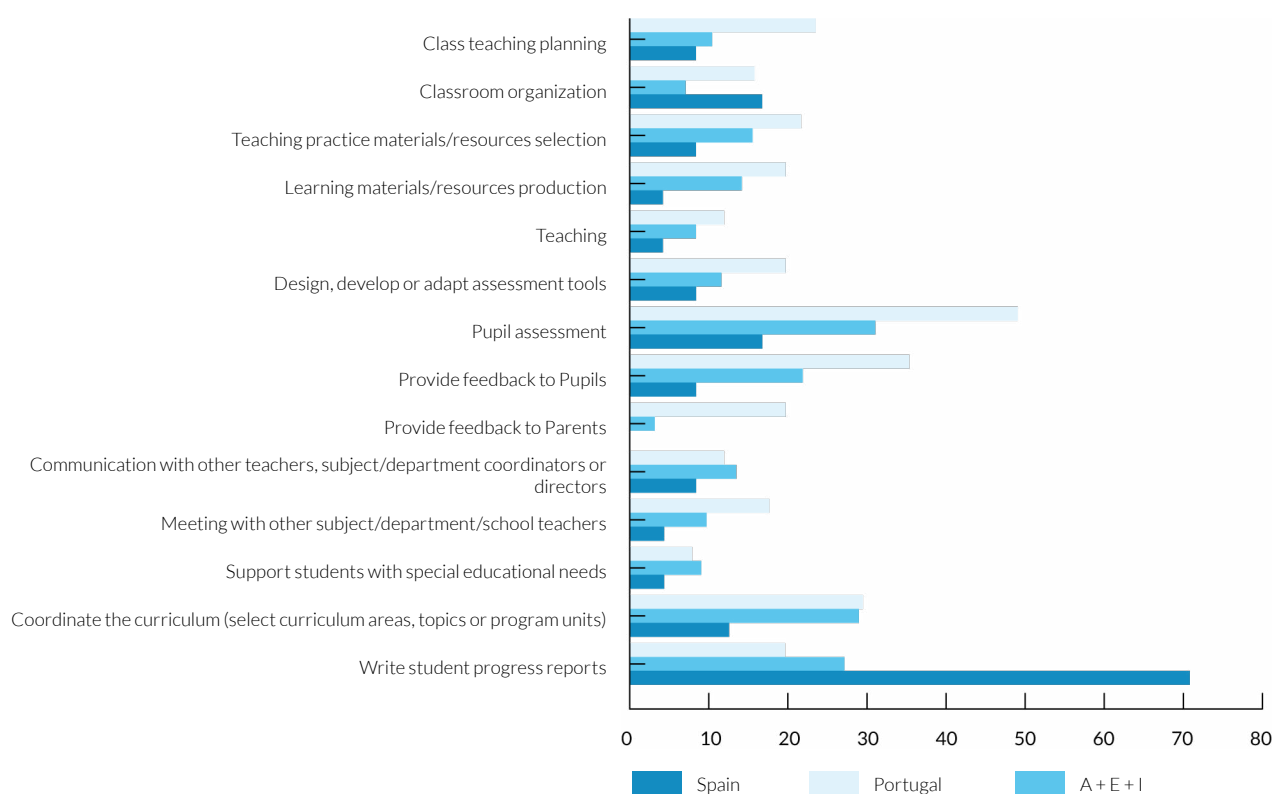


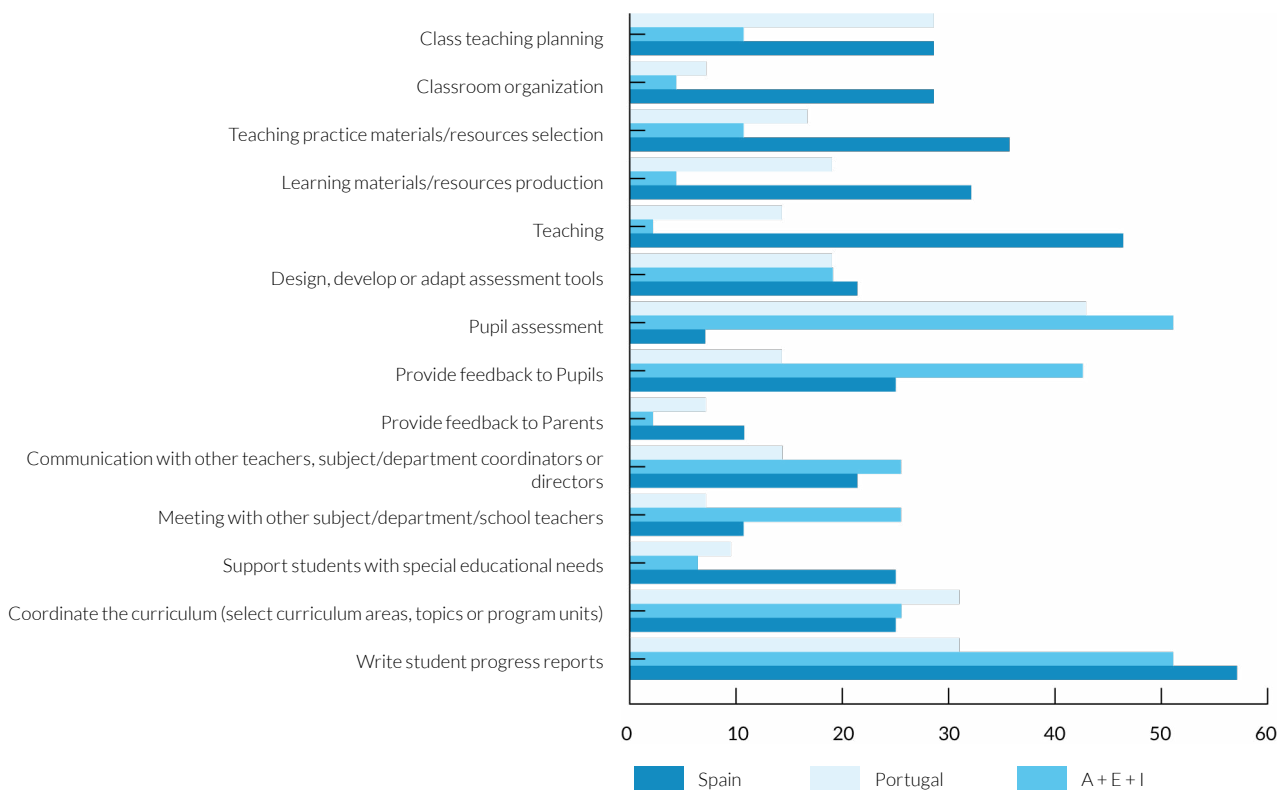
Table 16 refers to academic mentors' answers.

Table 16: Frequency distribution (percentage) concerning the activities, after the placement, in which academic mentors and student teachers work together (n=117)

Activities, after the placement, in which academic mentors and student teachers work together	Portugal N=42	Spain N=47	A+E+I N=28
Class teaching planning	28,6	10,6	28,6
Classroom organization	7,1	4,3	28,6
Teaching practice materials/resources selection	16,7	10,6	35,7
Learning materials/resources production	19,0	4,3	32,1
Teaching	14,3	2,1	46,4
Design, develop or adapt assessment tools	19,0	19,1	21,4
Pupil assessment	42,9	51,1	7,1
Provide feedback to Pupils	14,3	42,6	25,0
Provide feedback to Parents	7,1	2,1	10,7
Communication with other teachers, subject/ department coordinators or directors	14,3	25,5	21,4
Meeting with other subject/department/school teachers	7,1	25,5	10,7
Support students with special educational needs	9,5	6,4	25,0
Coordinate the curriculum (select curriculum areas, topics or program units)	31,0	25,5	25,0
Write student progress reports	31,0	51,1	57,1

Portuguese and Spanish mentors consider the pupils' assessment as the most frequent activity while Spanish and Austrian/English/Irish mentors highlight the writing of students' progress reports (Graph 12).

Graph 12: Activities, after placement, in which academic mentors and student teachers work together.



3.2.13. Final Internship report or dissertation

In this section the focus is the final report or dissertation. In Table 17 we display numbers concerning the frequency distribution (percentage) of the mentors' answers, according to the respective countries/group of countries, concerning the existence of a fixed structure of the final report or dissertation. Regardless of the country the **fixed structure emerges as a characteristic of the report.**

Table 17: Frequency distribution (percentage) concerning the existence of a fixed structure of the final report or dissertation (n=345)

Does the Final Report or Dissertation follow a model or fixed structure?	Portugal N=93	Spain N=200	A+E+I N=52
Yes	81 (87,1%)	181 (90,5%)	35 (67,3%)
No	12 (12,9%)	19 (9,5%)	17 (32,7%)

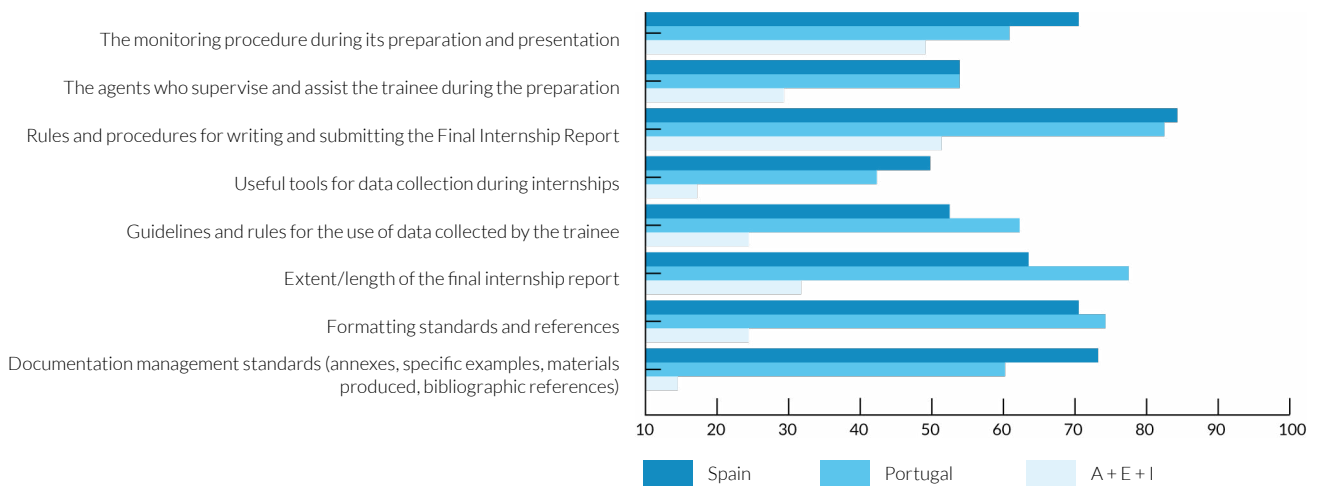
Structure and contents

Table 18 shows the frequency distribution (percentage) of the mentors' answers, according to the respective countries/group of countries, concerning the information included in the model or structure of student-teachers final report or dissertation.

Table 18: Frequency distribution (percentage) concerning the information included in the model or structure of student teachers final report or dissertation (n = 347)

The information included in the model or structure of student teachers final report or dissertation	Portugal N=93	Spain N=202	A+E+I N=52
The monitoring procedure during its preparation and presentation	57,0	49,5	40,4
The agents who supervise and assist the trainee during the preparation	44,1	44,1	25,0
Rules and procedures for writing and submitting the Final Internship Report	67,7	66,3	42,3
Useful tools for data collection during internships	40,9	35,1	15,4
Guidelines and rules for the use of data collected by the trainee	43,0	50,5	21,2
Extent/length of the final internship report	51,6	62,4	26,9
Formatting standards and references	57,0	59,9	21,2
Documentation management standards (annexes, specific examples, materials produced, bibliographic references)	59,1	49,0	13,5

Regarding the information included in the model or structure of student-teachers final report or dissertation, **Portuguese and Spanish** groups (Graph 14) **highlight the following aspects:** the rules and procedures for writing and submitting the Final Internship Report; the length of the final internship report; the formatting standards and references; the documentation management standards (annexes, specific examples, materials produced, bibliographic references) and the monitoring procedure during its preparation and presentation. In turn, **Austrian/English/Irish** mentors value the existence of rules and procedures for writing and submitting the Final Internship Report and the monitoring procedure during its preparation and presentation.

Graph 13: Information included in the model or structure of student teachers final report or dissertation.

The definition of the report or dissertation structure **depends mainly on the academic mentors**. This happens regardless of the country involved in the study, according to 96% of the Portuguese and the Spanish mentors and 86% of the mentors from the other three countries (Table 19).

Table 19: Frequency distribution (percentage) concerning who is responsible for the definition of the report structure (n=297)

Who defines the Final Report/Dissertation format and structure?	Portugal N=93	Spain N=202	A+E+I N=52
Academic teacher training centres (academic mentors)	78 (96,3%)	174 (96,1%)	30 (85,7%)
Schools of practice (school mentors, others profiles involved in I-SP)	1 (1,2%)	0	2 (5,7%)
Both together	2 (2,5%)	7 (3,2%)	3 (8,6%)

3.2.14. Areas included in the observation and supervision of the in-school placement made by the mentors

This section concerns what is included in the observation and supervision of the in-school placement made by the mentors (Table 20)

Table 20: Frequency distribution (percentage) concerning the areas included in the observation and supervision of the in-school placement made by the mentors (n=347)

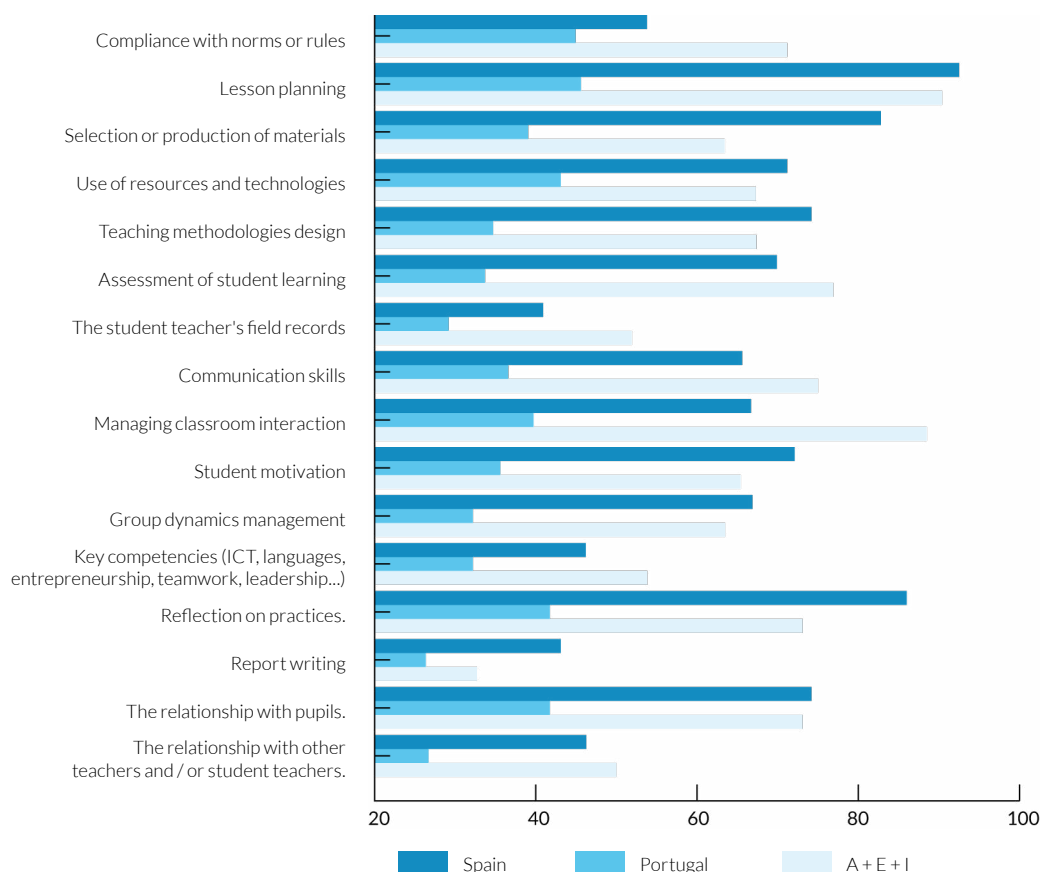
Areas included in the observation and supervision of the in-school placement made by the mentors	Portugal N=93	Spain N=202	A+E+I N=52
Compliance with norms or rules	53,8	45,0	71,2
Lesson planning	92,5	45,5	90,4
Selection or production of materials	82,8	39,1	63,5
Use of resources and technologies	71,0	43,1	67,3
Teaching methodologies design	74,2	34,7	67,3
Assessment of student learning	69,9	33,7	76,9
The student teacher's field records	40,9	29,2	51,9
Communication skills	65,6	36,6	75,0
Managing classroom interaction	66,7	39,6	88,5
Student motivation	72,0	35,6	65,4
Group dynamics management	66,7	32,2	63,5
Key competencies (ICT, languages, entrepreneurship, teamwork, leadership...)	46,2	32,2	53,8
Reflection on practices.	86,0	41,6	73,1
Report writing	43,0	26,2	32,7
The relationship with pupils.	74,2	41,6	73,1
The relationship with other teachers and / or student teachers.	46,2	26,7	50,0

Lesson planning, compliance with norms or rules, resources/technologies, reflection on practices, classroom interaction and relationship with pupils emerge as the **most frequently referred aspects** involved in mentors' supervision during the in-school placement (Graph 15).

By countries, both the **Portuguese and the Austrian/English/Irish** mentors define with greater precision the questions that are the object of observation by the mentors during practice (there are several items with punctuations above 70%). In the case of **Portuguese** mentors, the observation is mainly focussed on lesson planning, the selection or production of materials, the use of resources and technologies, the teaching methods design, the reflection on practices and the relationship with pupils.

In the case of the group composed by mentors from **Austria, UK and Ireland**, the main elements observed during the practices are the compliance with norms or rules, the lesson planning, the assessment of student learning, the management of classroom interaction, the student motivation, the reflection on practice and the relationship with pupils.

Among the **Spanish** mentors there is a lower level of agreement on any of the proposed aspects, and even the most frequent aspects referred to (compliance with norms or rules; lesson planning; use of resources and technologies; reflection on practices; the relationship with pupils) are below 50%.

Graph 14: Information included in the model or structure of student teachers final report or dissertation.

In what concerns the **existence of a system for recording the observation of students' practices in the classroom**, there seems to be a clear difference between what happens in Spain, where only 34,2% of the mentors recognise its existence, and in Portugal and in Austria/England/Ireland, where the majority of mentors (60% in the former and 71% in the latter) acknowledge such system (Table 21).

Table 21: Frequency distribution (percentage) concerning the existence of a system for recording the student teacher observation (n=347)

Is there a system for recording the observations that mentors make of student teachers in the classroom?	Portugal N=93	Spain N=202	A+E+I N=52
Yes	56 (60,2%)	69 (34,2%)	37 (71,2%)
No	37 (39,8%)	133 (65,8%)	15 (28,9%)

The same difference is evident regarding the existence of joint analyses, involving the two mentors and the student teacher, of the students' practices in the classroom. It is referred by 98% of the Portuguese mentors and 61,5% of the Austrian/English/Irish mentors. On the other hand, only 30% of the Spanish mentors refer to it. (Table 22).

Table 22: Frequency distribution (percentage) concerning the existence of a system for recording the student teacher observation (n=347)

Do the mentors carry out some kind of joint analysis (the two mentors with the student teacher) on the activity of the student in practice?	Portugal N=93	Spain N=202	A+E+I N=52
Yes	91 (97,8%)	62 (30,7%)	32 (61,5%)
No	2 (2,2%)	140 (69,3%)	20 (38,5%)

3.2.15. Initiation of student-teachers into educational innovation and research during internships

Developing research skills in the educational field and innovation projects is essential to student-teacher preparation. Unfortunately, the existence of this kind of project is still scarce in the participating countries, as, **only in Portugal, there seem to be some practices** in this domain, mainly under the joint supervision of both mentors (36,6%) or only under the supervision of the academic mentor. In Spain (56,4%) and above all in the other three countries (84,6%), the development of research and innovation projects needs to be better disseminated (Table 23).

Table 23: Frequency distribution (percentage) concerning the existence of any kind of educational innovation or research project (n=347)

In parallel with the development of the in-school placement program, is there any kind of educational innovation or research project developed?	Portugal N=93	Spain N=202	A+E+I N=52
No	29 (31,2%)	114 (56,4%)	44 (84,6%)
Yes, by the student teacher, with supervision of the school mentor	4 (4,2%)	32 (15,8%)	1 (1,9%)
Yes, by the student teacher, jointly with both mentors	34 (36,6%)	31 (15,3%)	2 (3,8%)
Yes, by the academic mentor	20 (21,5%)	15 (7,4%)	1 (1,9%)
Yes, by the school mentor	3 (3,1%)	5 (2,5%)	0 (0%)
Yes, by both mentors	3 (3,2%)	3 (1,5%)	1 (1,9%)
Yes, by the I-SP school	0 (0%)	20 (0,9%)	3 (5,8%)

3.2.16. Processes and tools for reflective learning during internships

Developing a critical and reflective conscience regarding teaching practices and professional development they imply, necessarily constitutes one of the objectives of the pedagogical internship. For this reason, **identifying practices and elements to support their implementation** had necessarily to be included in the survey.

In any of the contexts, student teachers are provided with guidelines to enhance reflection on their practices. The existence of such guidelines is much more evident in Portugal and in Austria/England/Ireland/ where more than 90% of the mentors acknowledge the existence of such guidelines, but also in Spain, where 83,6 of the mentors do so (Table 24).

Table 24: Frequency distribution (percentage) concerning the existence guidelines to enable/stimulate reflection on practices (n=329)

Are guidelines provided to the student teachers to enable/stimulate reflection on their practices?	Portugal N=76	Spain N=201	A+E+I N=52
Yes	75 (98,7%)	168 (83,6%)	48 (92,3%)
No	1 (1,3%)	33 (16,4%)	4 (7,7%)

Regarding the existence of a model for recording the reflections of the student teachers' reflections, the Spanish situation is rather different from what happens in the other countries. In fact, only 20,8% of the Spanish mentors refer to such models, while 59,2% of the Portuguese and 78,8% of the Austrian/English/Irish mentors recognise their use (Table 25).

Table 25: Frequency distribution (percentage) concerning the existence a model for recording the reflections of the student teacher (n=329)

Is there a model for recording the reflections of the Student Teacher?	Portugal N=76	Spain N=202	A+E+I N=52
Yes	45 (59,2%)	42 (20,%)	41 (78,8%)
No	31 (40,8%)	160 (79,2%)	11 (21,2%)

The use of technological tools to support the student's reflection is far from frequent, as only 34,5% of Austrian/English/Irish, 21,1% of Portuguese, and 5% of Spanish mentors recognise it (Table 26).

Table 26: Frequency distribution (percentage) concerning the use of technological tools to support the student's reflection (n=329)

Do mentors use some technological tool to support the student's reflection during the process??	Portugal N=76	Spain N=202	A+E+I N=52
Yes	16 (21,1%)	10 (5%)	18 (34,6%)
No	60 (78,9%)	192 (95%)	34 (65,4%)

When questioned about the way the reflections of the student teacher are related to the objectives of the school's educational project, in addition to the specific objectives defined in the in-school placement program, Portuguese and Spanish mentors differ from their colleagues from other countries. In fact, 71% of the former assume such a relationship between the objectives while only 36,5% of the latter do it (Table 27).

Table 27: Frequency distribution (percentage) concerning how the reflections of the student teacher are related to the objectives of the school's educational project, in addition to the specific objectives defined in the in-school placement program (n=329)

Does the reflection of the student teacher have to relate to the objectives of the school's educational project, in addition to the specific objectives defined in the in-school placement program?	Portugal N=76	Spain N=202	A+E+I N=52
Yes	54 (71,1%)	144 (71,3%)	19 (36,5%)
No	22 (28,9%)	58 (28,7%)	33 (63,5%)

Regardless the country student-teachers' reflection seems to consider consider the objectives to be reached at the end of the in-school placement, the methodologies and the comments of others, such as the mentors or other student teachers) (Table 28).

Table 28: Frequency distribution (percentage) concerning how the reflections of the student teacher consider the objectives to be reached at the end of the in-school placement, the methodologies and the comments of others (n=329)

Does the reflection consider the objectives to be reached at the end of the in-school placement, the methodologies and the comments of others (for example: the mentors, other Student Teachers)?	Portugal N=76	Spain N=202	A+E+I N=52
Yes	62 (81,6%)	150 (74,3%)	35 (67,3%)
No	14 (18,4%)	52 (25,7%)	17 (32,7%)

When questioned whether student-teachers keep an in-school placement teaching practice portfolio, only 42,1% of the Spanish mentors confirm the such practice. The situation is somewhat different in Portugal and in Austria/England/Ireland, where 85,5% and 80,8% of the mentors refer to the use of that instrument by student-teachers (Table 29).

Table 29: Frequency distribution (percentage) concerning the use of an in-school placement teaching practice Portfolio (n=329)

Does the Student Teacher keep an in-school placement teaching practice Portfolio?	Portugal N=76	Spain N=202	A+E+I N=52
Yes	65 (85,6%)	85 (42,1%)	42 (80,8%)
No	11 (14,4%)	117 (57,9%)	10 (19,2%)

3.2.17. The structure of the Portfolio of in-school placement teaching practice

Table 29 refers to the frequency distribution (percentage) of the mentors' answers, according to the respective countries/group of countries, concerning the structure of the Portfolio of in-school placement teaching practice. Only a minority of Spanish mentors answer this question, which explains the extremely low values shown in the tables 30 and 31. These data are consistent with the fact that the portfolio is less present as a resource for learning and feedback in the I-SP taking place in Spain.

Table 29: Frequency distribution (percentage) concerning the structure of the Portfolio of in-school placement teaching practice (n=347)

The structure of the Portfolio of in-school placement teaching practice	Portugal N=76	Spain N=202	A+E+I N=52
The structure of the Portfolio is common to all HEI student teachers.	37,6	8,4	50,0
The structure of the Portfolio is common to all student teachers at the school, regardless of the HEI of origin.	7,5	0,5	11,5
The structure of the Portfolio is flexible, negotiated between the academic mentor and the student-teacher.	28,0	1,5	15,4
The structure of the Portfolio is flexible, negotiated between the school mentor and the student-teacher.	3,2	0,5	1,9
The structure of the Portfolio is flexible, negotiated between the mentors and the student-teacher.	8,6	0,5	1,9
The structure of the Portfolio is totally free, the sole responsibility of the student-teacher	10,8	5,4	5,8

No matter the country, the evaluation of the in-school placement teaching practice portfolio formally impacts the in-school placement assessment. (93,8%, in Portugal, 69,4%, in Spain, 83,3% in Austria/England/Ireland (Table 30).

Table 30: Frequency distribution (percentage) concerning the impact of the evaluation of the in-school placement teaching practice Portfolio on the in-school placement assessment (n=347)

Does the evaluation of the in-school placement teaching practice Portfolio have a formal impact on the in-school placement assessment?	Portugal N=76	Spain N=202	A+E+I N=52
Yes	61 (93,8%)	59 (69,4%)	35 (83,3%)
No	4 (6,2%)	26 (30,6%)	7 (16,7%)

3.2.18. The content of the in-school placement teaching practice Portfolio

Reflective learning is one of the critical elements in the practical training of the student-teachers. The practices are a privileged context in which the future teacher does not assume responsibilities alone, receives feedback from the mentors and puts into play the knowledge and skills acquired in their initial training. This dynamic of experimentation and formative evaluation constitutes a constant stimulus for learning. We know that learning does not occur by observation, or if observation leads to learning, these must be consolidated through reflection and personal adoption of new knowledge. In this task, it is essential that students have tools to express themselves, think slowly and make their reflections explicit. On the other hand, it is also essential that mentors also have tools that allow them to give constant feedback that guides and stimulates the reflection of their students. **Field notebooks and portfolios are generally the most appropriate tools for this purpose.**

To know to what extent these types of instruments are used and what characteristics they have, we asked the mentors if a portfolio was used in their institutions and, if so, what were the main aspects of the practices that these instruments contemplated to guide reflection.

In this section (table 31) we can find data concerning the content of the in-school placement teaching practice portfolio.

Table 31: Frequency distribution (percentage) the elements included in the Portfolio of in-school placement teaching practice (n=347)

The content of the in-school placement teaching practice Portfolio	Portugal N=76	Spain N=202	A+E+I N=52
The reflections of the student-teacher	78,5	15,3	76,9
Comments from the academic mentor	34,4	5,4	55,8
Comments from the school mentor	34,4	8,4	51,9
Comments from other student teachers	20,4	1,5	13,5
Class teaching plans	55,9	12,4	67,3
Materials/resources used in class teaching practice (or the respective listing/referencing)	72,0	16,3	65,4
Materials/resources developed or adapted by the student teacher	68,8	12,4	57,7
Timetable/Schedule/planning of teaching practice	53,8	13,9	61,5
Contextualization of the teaching practice (reference to the context of the school, class, pupils, discipline/subject)	67,7	14,9	55,8
The in-school placement activity program/project.	57,0	11,4	50,0

The reflections of the student-teacher, the materials/resources developed or adapted by the student-teacher and the contextualization of the teaching practice are the **most frequently aspects** referred by any of the groups (Graph 16). According to Portuguese mentors, reflections of the student-teacher, materials and resources used in class teaching practice, developed or adapted by the student-teacher and the contextualization of the teaching practice are the most important aspects included in the portfolio. In turn, for Austrian, English/Irish mentors, the most important contents of portfolios are the reflections of the student-teacher, the teaching plans, the materials and resources used in class teaching practice and the teaching practices schedule. In Spain, the student-teacher portfolio seems to be less important, according to what mentors say.

3.3. A synthesis of the results

As referred to above, the use of the questionnaire aimed at identifying academic and school mentors' perspectives and conceptions about ISP and focused on different aspects involved in the process, such as:

- The relevance of different internship activities and the degree of collaboration between academic and school mentors in their development.
- The responsibility for the definition of the curricular framework of ISP.
- The aspects included in ISP guides.
- The relation between the student teacher and the mentors and the kind of activities they are involved in during the whole ISP process.
- The structure of student teachers' final report or dissertation; the aspects focused on mentors' observation and supervision during ISP.
- The structure and content of the Portfolio of in-school placement teaching practice.

Furthermore, the design of the questionnaire took into account the complexity of the ISP process, and the multiplicity of aspects involved, by offering the respondents rather long lists of the items they should express their position about.

As far as the relevance of the activities involved in ISP, all the items were valued above 3,10 on a scale that varied from 1 (nothing) to 5 (very much), regardless of the group (country), what may be seen as the recognition of the diversity and complexity of ISP. Therefore, despite the existing significant statistical differences, it is possible to say that there are some items whose relevance is recognized (generally rated above 4), namely those related to the definition of standards and procedures and those concerning **classroom observation, feedback, student-teacher evaluation and collaborative work involving students and mentors.**

Collaboration between academic and school mentors throughout the ISP process and regarding the different activities involved is highly valued. However, the comparison of data regarding the degree of real cooperation and the data regarding the degree of cooperation that should exist suggests the necessity of its enhancement. Regardless of the country, the definition of the curricular framework of ISP depends mainly on the HEI, either the HEI coordinator or their mentors.

In-school placement guides tend to include several items but mentors responding to the questionnaire highlight those related to the definition of the different roles involved and to the teaching practices and their assessment. **Planning the activities integrated into the school activity** emerges as the most important aspect of the relationship between the student teacher and the mentors. Before the placement, activities concerning class teaching planning and the selection of materials and other resources seem to be the most frequent activities involving mentors, either from HEI or schools, and student teachers. During the in-school placement, the most frequent activities involving mentors and student teachers concern not only teaching planning and materials selection but also teaching activities; pupils' assessment is also highlighted as a frequent activity that involves school mentors and student teachers. Activities developed after the placement are valued in the questionnaire; the most highlighted regard pupils' assessment and the production of students' progress reports.

The model for student teacher's final report or dissertation includes not only the monitoring procedures during its preparation and presentation, but also writing rules and procedures, as well as guidelines and rules for the use of data collected by the trainee, the extent/length of the report and formatting standards and references. The structure and content of this report dissertation are defined at the HEI level.

The supervision process involves the whole range of activities developed throughout the internship. The student teachers' portfolios include mainly teaching plans, material and resources developed by the student teachers, as well as their reflection on their practices.

4. RECOMMENDATIONS

Data collected in this study enabled the characterization of Initial Teacher Education (ITE) in the different countries involved in the project, as well as the identification of diverse and complex aspects involved in In-School Placement (ISP).

In the study, ITE, in general, and ISP, in particular, emerge as complex realities involving multiple aspects at different levels. Regardless of the specificities of each country and its culture, there are common aspects that need to be referred to. ITE and ISP are defined according to national legislations, although it is possible to see that there is a tendency to make these processes somewhat similar according to the guidelines of the European institutions in which the different countries participate.

Due to its relevance and the implication they have regarding the development of the project, three aspects should be highlighted:

1. The diversity of institutions and people with different roles and statuses involved in ISP
2. The diversity and complexity of tasks and activities of the ISP process
3. ISP as a learning context and as a personal and personal and professional development process.

Considering the first issue, it must be taken into account that ISP involves both Higher Education Institutions and Schools of different educational levels and that people involved in ISP process (Coordinators, Academic Mentors, School Mentors and Students Teachers, ...), have different statutes and roles and communication between them appears as a complex aspect and a difficulty factor that is not easy to overcome.

Regarding the second aspect, **the diversity and complexity of the activities involved in the ISP process** is recognized by all those who took part in the study, who also acknowledge the importance of most of them. These activities involve, among others, the preparation of the lessons, the construction or selection of teaching materials, the teaching activities, the pupils' assessment, implying the interaction of student teachers with their own mentors but also with their pupils, other teachers and school staff, parents. The accomplishment of all these different activities, most of them developed simultaneously, is not easy and support from mentors, colleagues and other people involved in ISP, both from HEI and schools, is essential in this context, hence the need for tools that facilitate the entire process.

Besides these two aspects, it is important to look at ISP as a **learning and professional development process** in which the student-teachers play the main role. Such development implies being continuously aware of the nature of the actions they carry out and their implications for the learning of their students and for their own development as teachers. This demands student-teachers to develop their ability to do research through their own practices and to reflect on the conclusions they draw from them in order to base their options and build their professional identity.

All these findings are relevant to the definition of the next EKT WP, namely to **the construction of platforms** that should not only aim at enhancing collaboration and communication between mentors and student teachers in the completion of the multiple and complex tasks involved in ISP, but also at promoting a reflexive and critical attitude of the student teachers regarding their activity and development as trainee teachers.

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6. ANNEXES

6.1. Annex 1.
**Strategy and calendar previously designed by
the project team**

Carmen Fernández Morante

Beatriz Cebreiro López

(University of Santiago de Compostela)

TASKS	METHOD AND DATA SOURCES	WHO-ROLES	DATES
<p>Analysis of characteristics and methodological proposals for in-school placements that are being developed in initial teacher education (ITE).</p> <p>Description of the temporary and structural conditions in which in-school placements are developed in the five countries (ES, EN, AT, PT, EI).</p>	<p>Documentary analysis and reference to experts (partners). Topics to be addressed:</p> <ul style="list-style-type: none"> Analysis of the curricula of the official ITE degrees (Bachelor and Master). How is the training of teachers and what weight/paper do they have in-school placements? Disaggregated by educational levels/titles and overall. Analysis of existing programs and teaching materials on in-school placements (guides, evaluation forms, bibliography, competencies, requirements). Analysis of the organization of in-school placements (mentor profile and selection, requirements of schools, recognition of mentors, duration, participation of the educational administration, regulatory agreements...). Contributions from Scientific literature on in-school placements (Practicum): Authors, research and reference publications 	<p>UM: Data collection form about ITE-ISP (doc 1)</p> <p>USC/PU/PHW/MEI/ UM: data and documents collection in their countries/faculties/institutes</p>	<p>20th February: UM sent data collection form (doc 1)</p> <p>17th March: UM/USC/PU/PHW/MEI feedback to UM on doc 1</p> <p>UM analysis of documents and bibliography for Report</p>
<p>Definition of needs for improvement of in-school placements of initial teacher education (ITE).</p>	<p>Questionnaire for mentors (school and academic).</p> <p>Identification of the strengths and existing difficulties. The study will focus especially on the following aspects that can be actually improved:</p> <ul style="list-style-type: none"> Dynamics coordinated work between academic and school mentors who supervise and accompany the student during the internship period. The individualized follow-up of students in practice and their continued attention. The reflexive self-learning process that the prospective teacher must perform during the period of in-school teaching practice. 	<p>UM: questionnaire for academic mentors and school mentors that collaborate on in-school placements (doc 2)</p> <p>USC/PU/PHW/MEI/ UM: feedback to the questionnaire and collect data in their countries</p> <p>UM: data analysis and draft report</p> <p>USC/PU/PHW/MEI/ UM: feedback to data analyses report</p>	<p>6th March – UM sends first draft questionnaire for mentors (doc 2)</p> <p>6th -12th: March USC/PU/PHW/MEI contributions to questionnaire</p> <p>16th March questionnaire final electronic version UM</p> <p>Ethical consents. All Educational partners upload institutional protocols (2th march)</p> <p>16th March to 13th April – questionnaire completion in each country (ES, PT,AT,EN,IE)</p>
<p>Analysis of e-learning resources and services developed by e-learning companies and technological partner members of the EKT Consortium. Utilities, functionalities, educational possibilities and requirements for their articulation/integration.</p>	<p>Initial screening:</p> <p>Extraction of the partners' knowledge (EKT educational group) about the requirements and first needs to be taken into account for the definition of the EKT technological system</p> <p>EKT Technical group meeting</p> <ul style="list-style-type: none"> To analyse the needs identified by the academic partners To analyse of services and resources of ekt technical team/companies. To develop a first basic architecture proposal (tools and functionalities) prioritizing the most urgent needs detected by the academic team in the screening Establish a calendar of first actions to start developing the ekt technical solution 	<p>CESGA: User requirements template (doc 3)</p> <p>USC/PU/PHW/MEI/ UM: feedback on user requirements form partners experience and knowledge of in-school placements</p>	<p>31th January CESGA upload template (doc 3)</p> <p>14th February USC/PU/PHW/MEI/UM upload feedback on doc 3</p> <p>Beginning of March (3rd-10th) Technical group meeting about first design of architecture according to user requirements requested.</p>
<p>Study of in-school placements needs and possibilities of technologies</p>	<p>Two focus groups with all partners.</p> <p>Alignment between services and resources strengths and existing difficulties detected Application possibilities and challenges of improving e-learning resources and services</p>	<p>CESGA-UM focus group protocol (doc 4) and execution</p> <p>All partners participation in focus group</p>	<p>Two dates to be scheduled in due course, in April – two focus groups with all partners</p>
<p>O5. Report on in-school placements needs and possibilities of the technologies</p>	<p>UM propose the structure of the report (index and list of authors), prepare a draft version and the final version with partners feedback and coordinate with USC and DIE BERATER the format and design of the publication.</p>	<p>UM: Structure and report draft (doc 5)</p> <p>All partners: Review and feedback</p> <p>Final report (UM)</p>	<p>8th May – UM first draft</p> <p>22nd May – feedback from partners</p> <p>29th May – UM final report</p>

6.2. Annex 2.
Analysis of characteristics and methodological proposals for in-school placement (ISP) that are being developed in Initial Teacher education (ITE)

WP2 Doc1. Data collection form for document analysis

Carmen Fernández Morante

Beatriz Cebreiro López

(University of Santiago de Compostela)

Objective

To describe what the Practicum (in-school placements) is, how it is organised and developed in the initial teacher training in the countries participating in the EKT project (ES, EN, AT, PT, EI). The analysis will be based on both institutional documentation (tools, guides, regulations, protocols, reports...) and on the knowledge of experts and the existing academic literature on the subject.

Sections

- 1. Analysis of the curricula of the official Initial Teacher Education (Bachelor and Master). How is the ITE and what importance/paper do they have in-school placements?**
- 2. What is the framework, system or regulation that guides Initial Teacher Education at the country level/ at a regional or local level (whether existing)? Disaggregated by educational levels/titles. Please describe and, if available, provide or indicate an official/institutional document (cite them and attach them as bibliography at the end)**
 - 2.0.1.** Type of training: official university studies, regulated curricula in the state/regions/ local area, specialities/itineraries within the qualifications, Disaggregated by educational levels/titles if necessary.
 - 2.0.2.** Duration (years, courses, ECTS credits) Disaggregated by educational levels/titles if necessary.
 - 2.0.3.** Characteristics of the study plans: teaching profile, type of training contents and their organization (compulsory subjects, optional subjects, duration, semester...). Disaggregated by educational levels/titles if necessary.
 - 2.0.4.** Profile of the Responsible Centres/Institutions? Disaggregated by educational levels/titles if necessary.
 - 2.0.5.** Profile/s of the trainers. Disaggregated by educational levels/titles if necessary.
 - 2.0.6.** Access requirements. Disaggregated by educational levels/titles if necessary.
- 2.1. What is the framework, system or regulation that guides In-school Placement at the country level/ at a regional or local level (whether existing)? Please describe and, if available, provide or indicate an official/institutional document (cite them and attach them as bibliography at the end)**
 - 2.1.1.** Characteristics of the subject in the study plans: number of credits, number and type of subjects, courses in which they are located, duration, semester...
 - 2.1.2.** Linking IST with other subjects in the degree. Existing mechanisms, strategies, initiatives.
 - 2.1.3.** There are some requirements that must be met by the student-teacher in order to carry it out? (e.g. having passed a number of credits of the degree, official certifications, specific regarding work with minors, causes of incompatibility or exclusion if any).
- 2.2. Main problems and training needs detected (in any of the previous sections specify which)**
- 3. Analysis of existing programs and teaching materials on In-School Placement. How is the ISP Disaggregated by educational levels/titles and overall.**
 - 3.1.** Teaching model: the type of teaching staff to be trained. Teaching and learning models, competencies to be developed, functions to be developed by the student-teacher.
 - 3.2.** Describe the ISP training programme: objectives, contents, professional competences and skills to be worked on, teaching methodology and evaluation methodology. (cite them and attach them as a bibliography at the end)
 - 3.3.** Describe the main ISP materials and resources used for the development of the ISP With reference to internal documents or specific resources (e.g. sexual offences certificate, code of ethics, field diary, observation sheets, monitoring sheets, evaluation Rubrics, etc.) (cite them and attach them as a bibliography at the end)

3. 4. Does the academic mentor and school mentor participate in the design and monitoring of the ISP training programme and in the development of the materials and resources used for the ISP development?
3. 5. How does the student-teacher fit into the organisation chart of the work placement centre he/she joins? Does the work placement centre's educational project include initial teacher training? Is there a welcome and action protocol?
3. 6. Is the individual student-teacher in school practices expected to design and/or implement a intervention project? What are the rules and procedures applicable for this effect? Is there a progressive sequence? at what point? are educational innovation projects developed and implemented? Is there 'educative innovation' or 'research' being conducted by the students while on their placement, of an intervention they design?
3. 7. Is the in school practices expected to be documented along the process? How is this regulated and registered. (if there is a specific format indicate, describe and provide at the end)
3. 8. Is the individual student-teacher in school practices expected to produce a final in school practices report or dissertation? how is it monitored- who is it monitored by? What are the rules and procedures applicable for this effect? What are the tools for data collection that the student-teacher is encouraged or supposed to apply or use in this reporting process?
3. 9. How is the in school practices evaluated? Who is involved in these processes? Are there evaluation instruments such as rubrics or similar? Provide indicators and evaluation criteria. (cite and attach the instruments as a bibliography at the end).
3. 10. Main problems and needs detected (in any of the previous sections specify which)

4. Analysis of the organization of in-school placements How is this training activity organized and who is involved? Disaggregated by educational levels/titles and overall.

4. 1. Who are the intervenient (individual people or institutional organisations) in the ISP process?
4. 2. How are the internship centres selected? Are there requirements, which ones, are they carried out in public and/or private centres? Does the educational administration collaborate in the selection/provision of centres, do other private entities collaborate? If so, is there a framework/agreement that defines this collaboration? (cite them and attach them as a bibliography at the end) Do students have a choice in this?
4. 3. What is the assignment process for internship centres like? Is there a specific figure who coordinates the assignment process? What are his functions? Does he have any kind of recognition?
4. 4. Number of actual hours (total and per week) that the student-teacher is in the practice center. Are they developed in parallel or not with other subjects of the ITE? (Disaggregated by educational levels/titles if necessary)
4. 5. Is there time specifically dedicated to informal learning (extra curricular activities, clubs participation, staff meetings visits and staff discussions)?
4. 6. How academic mentors are selected. What are the requirements for academic mentors? How is the process of assigning students to academic mentors? Is there a specific figure who coordinates the process? What are their functions and responsibilities?
4. 7. How school mentors are selected. What are the requirements for school mentors? How is the process of assigning students to school mentors, is there a specific figure who coordinates the process, and what are their roles and responsibilities?
4. 8. How is the participation of the centres and mentors recognised? is it considered among their professional obligations? are they taken into account in the professional career? is there any type of remuneration or incentive? hours of dedication? recognition in their professional activity? (break down according to profile: work experience centre, academic mentor)

4. 9. How are ethical or deontological issues addressed? Data processing, work with childrens, data of minors etc.
4. 10. What functions does the academic mentor have with the student-teacher before-during-after ISP?
4. 11. What functions does the school mentor have with the student-teacher before/after ISP?
4. 12. What functions does the academic mentor have with the school mentor before - during - after ISP? How are both mentors coordinated during the process? Is there communication between them?
4. 13. Is there communication with School principal? how they participate in the process?
4. 14. Is the ISP subject to observation and supervision by academic mentor? How is this regulated, conducted and registered? (if there is a specific format indicate, describe, and provide at the end)
4. 15. Is the ISP subject to observation and supervision by school mentor? How is this regulated, conducted and registered? (if there is a specific format indicate, describe, and provide at the end)
4. 16. How is the student-teacher orientated/accompanied before during and after ISP?.
4. 17. Main problems and training needs detected (in any of the previous sections specify which)

5. Contributions from Scientific literature on in-school placements (Practicum): Authors, research and reference publications

Please describe and, if available, provide or indicate recent papers/articles/bibliography that analyse or deal with ISP in the context of each partners' intervention. (last 5 years and/or reference literature)

Title	ISP In school placements: What Research/educational Literature Tells Us		
File name	Full Reference (APA)	What is this paper important?	Uploaded by
HartellStrimel2018	Hartell, E., & Strimel, G. J. (2018). What is it called and how does it work: examining content validity and item design of teacher-made tests. International Journal of Technology and Design Education. https://doi.org/10.1007/s10798-018-9463-2 doi or url	About technology teachers'assessment practices particularly tests designed by teachers. NOT very good... teachers need support to formulate questions and assessment design in general.	USC

6.3. Annex 3.
EKT Questionnaire for academic and school mentors
who collaborate on in-school placements (I-SP)

EKT Questionnaire for academic and school mentors who collaborate on in-school placements (I-SP)

DOC 2 QUESTIONNAIRE

EKT Project overview

The EKT (Educational Knowledge Transfer) project aims at improving the quality of the Initial Teacher Education (ITE) of student teachers during their professional training period (practical experience period) through the implementation of ICT services and resources, developed jointly between e-learning companies and universities. Detailed information on the project may be consulted in the EKT project's web page: <https://ektproject.eu/>.

Questionnaire focus/aim

A transnational analysis (in 5 countries, i.e., Austria, England, Ireland, Portugal and Spain) of the difficulties, problems and needs to improve school placements for ITE in Europe for future European pre-school, primary and secondary teachers. This analysis will allow the identification of solutions to increase the educational impact of in-school placements for teaching practice in schools. For this reason, we turn to you as a teacher with experience as an internship mentor. Your experience and knowledge are fundamental to carry out this initial analysis that will guide the following steps of the EKT project.

The questionnaire has 4 parts; the first part is descriptive and three further parts oriented to find out about your contributions around the three elements that we consider key for the improvement of in-school placements:

- Coordination of work between academic and school mentors;
- Individualized follow-up of student teachers on in-school placement teaching practice and their continued attention;
- Reflective self-learning process by the student teacher.

Finally, a section with open questions so that you can send us all the comments or suggestions that you consider appropriate to make a good diagnosis of in-school placements.

Data protection:

1. By answering this questionnaire you accept your participation in this research and the processing of the information derived from it.
2. This questionnaire will be anonymised in accordance with data protection regulations.
3. Participation in this research is voluntary; once it has been completed, the data will be destroyed.
4. The results of the research linked to this questionnaire will be published (in different journals or other publications).
5. Privacy and data protection policy of the USC:

<https://www.usc.gal/es/normativa/protecciondatos/Politica-privacidad.html>

(<https://www.usc.gal/es/normativa/protecciondatos/Politica-privacidad.html>)

The contact details of the data protection delegate of the University of Santiago de Compostela (USC) are: dpd@usc.es (<mailto:dpd@usc.es>)

I. GENERAL DATA

1. Please, choose the language to answer this questionnaire.

[List (Radio). Collects an option from a proposed list.]

- Deutsch
- English
- Spanish
- Portuguese

2. In which educational level do you teach?

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

- Kindergarten/Early years
- Primary
- Compulsory secondary / lower secondary
- Secondary / upper secondary
- Vocational training
- Higher education
- Other (please specify): _____

3. How many years have you been teaching?

Numerical input, integer. Collects input only as an integer.]

4. Please indicate your age.

Numerical input, integer. Collects input only as an integer.]

5. Please indicate your gender.

List (Radio). Collects an option from a proposed list.]

- Male
- Female
- Other/non-binary
- I prefer not to indicate

6. Please indicate the geographical area where you were involved on in-school placements in 2019/2020. Please tick only one option

List with comment. Collects an option from a list of items or an item added by the respondent.]

- Austria
- England
- Ireland
- Portugal
- Spain
- Other (please specify): _____

7. Please indicate if you are an in-school placement academic mentor or school mentor. List with comment. Collects an option from a list of items or an item added by the respondent.]

- Academic mentor (Higher Education Institution staff who support the student-teacher activity in the process of teaching practice while on in-school placements)
- School mentor (school teaching staff who support the student-teacher activity in the process of teaching practice while on in-school placements)
- Other profile involved on I-SP (please describe it): _____

8. What subject(s) do you teach?

8. S1. If you are school mentor, choose from the following list.

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

- Education/guidance practitioners
- Experimental Sciences
- Foreign Languages
- Mathematics
- Music
- Native Language
- Philosophy
- Plastic and Visual Arts
- Social Sciences
- Technology and Information
- Other (please specify): _____

8. S2. If your role is academic mentor, choose from the following list.

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

- Didactics
- Pedagogy
- Philosophy
- Psychology
- Other (please specify): _____

9. Educational level of in-school placements you are involved with- please choose from the following list.

Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

- Kindergarten/Early years
- Primary
- Compulsory secondary / lower secondary
- Secondary / upper secondary
- Vocational training
- Higher education
- Other (please specify): _____

10. For how many years have you been working as an in-school placements mentor or supporting in-school placements?

[Numerical input, integer. Collects input only as an integer.]

II. COORDINATION OF WORK BETWEEN ACADEMIC AND SCHOOL MENTORS

11-12-13. Of the internship activities listed below, please rate from 1 (nothing) to 5 (very much) its relevance to the training process, the degree of collaboration between the academic mentor and the school mentor with whom they are currently working and the degree of collaboration between the two that you feel is required. If you check 'Other', please add items.

[Likert scale with comment. Collects several options from a set of proposals. Possibility of adding new items.]

In-school placement activities	11 Relevance to the training process	12 degree of collaboration that currently exists	13 degree of collaboration that it would be necessary/ should exist
	scale 1 (nothing) to 5 (very much)		
Contacts, meetings, curricular coordination between Higher Education Institution and the School			
Selection of schools (profile, criteria...)			
Selection of mentors (profile, criteria...)			
Establishment of standards, rules, procedures, communication, applicable in the in-school placement			
Development of guidelines for the organization of the in-school placement Portfolio			
Development of guidelines for the organization of the Final Report			
Orientation of the Student Teacher in registering and reporting the in-school placement experience			
Pre-training planned for the Student Teacher			
Contextualization of the in-school placement in the local community, the school and the class/pupils			
Development of instruments/tools and criteria for the assessment of pupils by student teacher			
Preparation, writing and presentation of training materials, learning resources, evaluation tools and reports			
Collaborative work between academic mentor and school Mentor			
Common monitoring in-school placement process			
Class/teaching practice observation			
Written or oral feedback to the Student Teacher			
Orientation of the student teacher in registering and reporting the in-school placement experience			
Supervision of activities, tasks and lesson planning by student teacher			
Supervision of the preparation of teaching support materials/resources by student teacher			
Monitoring the Student Teacher's progress			
Motivating student teacher for educational innovation and its implementation			
Collaborative work between Student Teacher and Mentors			
Other: _____			

14. How are the academic mentor and the school mentor coordinated?

[Array by column (checkboxes). Collects several options arranged in matrix (table) through checkboxes at the intersection of each row with each column.]

	Before I-SP	During I-SP	After I-SP
There is a pre-existing schedule of meetings			
The meetings between both are scheduled by mutual convenience			
There is no established coordination model			

15. How do the academic mentors communicate with the school mentors?

[Array by column (checkboxes). Collects several options arranged in matrix (table) through checkboxes at the intersection of each row with each column.]

	Before I-SP	During I-SP	After I-SP
Directly, by telephone			
Directly, by e-mail			
Directly, by chat/messaging channels			
Through others (for example, I-SP coordinators, academic/school directors ...)			
Through formal communication channels of the respective institutions			
Through (informal) face-to-face communication			

16. Who defines the organisational and curricular framework for in-school placements (I-SP)? [List (Radio). Collects an option from a proposed list.]

- The academic mentor
- The I-SP coordination of the Higher Education Institution
- The school mentor
- The I-SP coordination of the school
- Jointly defined by the academic and school mentors
- The school mentor and the student teacher
- None of the above situations

17. The in-school placement Program or Activity Guide provides or includes (please tick all items that apply):

[Multiple choice with comment; It collects several options from a set of proposals. Possibility of adding new items.]

- The development of support materials/resources for teaching practice
- The role and functions of the academic mentor
- The role and functions of the school mentor
- Instruments for observing teaching practice
- Guidelines or selection of resources and technological media
- Guidelines on the use of resources in the teaching practice
- Guidelines on the creation of educational support materials
- Information on the process of teaching practice assessment of the student teacher
- Information on the tools for teaching practice assessment of the student teacher
- Information on the criteria for teaching practice assessment of the student teacher
- Indication of the functions that the school mentor must share with the student teacher
- Indication of the people involved in the in-school placement process and their functions
- Other (please add): _____
- I don't know anything about the in-school placement Program or Activity Guide

18. What aspects do you consider necessary to improve the level of coordination of work between academic and school mentors? What can you suggest for its improvement?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

19. Q. Which technological resources and tools could be useful to improve the level of coordination of work between academic and school mentors?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

III. INDIVIDUALIZED FOLLOW-UP OF STUDENTS TEACHERS IN IN-SCHOOL PLACEMENT TEACHING PRACTICE AND THEIR CONTINUED ATTENTION

20. Do the in-school placement subjects/disciplines or areas of knowledge at the school relate to Course Units at the Higher Education Institution?

[Yes/No. Receive one of the inputs.]

21. Does the relation between the student teacher and the school mentor include:

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

- The existence of a formal or informal protocol to welcome the student teacher
- The planning of activities integrated into the school activity planning/project
- The forecast of meetings for analysis and reflection on teaching practice
- Other (please add): _____

22. In in-school placements, in what functions is the school mentor involved with the student teacher?

[Array by column (checkboxes). Collects several options arranged in matrix (table) through checkboxes at the intersection of each row with each column.]

	Before I-SP	During I-SP	After I-SP
Class teaching planning			
Classroom organization			
Teaching practice materials/resources selection			
Learning materials/resources production			
Teaching			
Design, develop or adapt assessment tools			
Pupil assessment			
Provide feedback to Pupils			
Provide feedback to Parents			
Communication with other teachers, subject/department coordinators or directors			
Meeting with other subject/department/school teachers			
Support students with special educational needs			
Coordinate the curriculum (select curriculum areas, topics or program units)			
Write student progress reports			

23. In in-school placements, in what functions is the academic mentor involved with the student teacher? [Array by column (checkboxes). Collects several options arranged in matrix (table) through checkboxes at the intersection of each row with each column.]

	Before I-SP	During I-SP	After I-SP
Class teaching planning			
Classroom organization			
Teaching practice materials/resources selection			
Learning materials/resources production			
Teaching			
Design, develop or adapt assessment tools			
Pupil assessment			
Provide feedback to Pupils			
Provide feedback to Parents			
Communication with other teachers, subject/department coordinators or directors			
Meeting with other subject/department/school teachers			
Support students with special educational needs			
Coordinate the curriculum (select curriculum areas, topics or program units)			
Write student progress reports			

24. Does the Final Report or Dissertation follows a model or structure fixed? (If you answer Yes, go to the next question. If you answer No, ignore the next question.)
[Yes/No. Receive one of the inputs.]

24. [Y] The model or structure includes information on:

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

- How the progress of the Report or Dissertation is monitored?
- Who monitors the progress of the Report or Dissertation?
- Rules and procedures for writing and presenting the Report or Dissertation
- Tools usable in I-SP data collection
- Use of data collected by the Student Teacher
- Document extension/length
- Formatting and referencing standards
- Document standards (facsimile, specific examples or bibliographic references).
- Other (please add): _____

25. Who defines the Final Report/Dissertation format and structure?

[Multiple choice.]

- Teacher training centres (academic mentors)
- Schools of practice (school mentors, others profiles involved in I-SP)
- Both together

26. What areas are included in the observation and supervision of the in-school placement made by the mentors?

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

- Compliance with norms or rules
- Lesson planning
- Selection or production of materials
- Use of resources
- Teaching methodologies design
- Assessment of student learning
- The student teacher's field records
- Communication skills
- Managing classroom interaction
- Student motivation
- Group dynamics management
- Key competencies (ICT, languages, entrepreneurship, teamwork, leadership...)
- Reflection on practices.
- Report writing.
- The relationship with pupils.
- The relationship with other teachers and / or student teachers.
- Other (please add): _____

27. Is there a system for recording the observations that mentors make of student teachers in the classroom?

[Yes/No. Receive one of the inputs.]

28. What tools do you use to record the tracking of students in practice?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

29. The mentors carry out some kind of joint analysis (the two mentors with the student teacher) on the activity of the student in practice?

[Yes/No. Receive one of the inputs.]

30. In parallel with the development of the in-school placement program, is there any kind of educational innovation or research project developed (please indicate the closest situation)?

[List (Radio). Collects an option from a proposed list.]

- No
- Yes, by the student teacher, with supervision of the school mentor
- Yes, by the student teacher, jointly with both mentors
- Yes, by the academic mentor
- Yes, by the school mentor
- Yes, by both mentors
- Yes, by the I-SP school

31. What kind of supervision and follow-up is done on this educational innovation or research?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

32. What aspects do you consider necessary to improve the individualized follow-up of student teachers in in-school placement teaching practice and their continued attention? What can you suggest for its improvement?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

33. Which technological resources and tools could be useful to improve the individualized follow-up of student teachers in in-school placement teaching practice and their continued attention?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

IV. REFLECTIVE SELF-LEARNING PROCESS OF THE STUDENT TEACHER

34. Are guidelines provided to the student teachers to enable/stimulate reflection on their practices? (If you answer Yes, go to the next question. If you answer No, ignore the next questions.)

[Yes/No. Receive one of the inputs.]

34. [Y1]. Is there a model for recording the reflections of the Student Teacher?

[Yes/No. Receive one of the inputs.]

34. [Y2] you use some technological tool to support the student's reflection during the process? (If you answer Yes, go to the next question. If you answer No, ignore the next questions.)

[Yes/No. Receive one of the inputs.]

34. [Y2.1] In case affirmative, which tool?

[Short free text. Collects text input on one line.]

34. [Y3]. Does the reflection of the student teacher have to relate to the objectives of the school's educational project, in addition to the specific objectives defined in the in-school placement program?

[Yes/No. Receive one of the inputs.]

34. [Y4]. Does the reflection consider the objectives to be reached at the end of the in-school placement, the methodologies and the comments of others (for example: the mentors, other Student Teachers)?

[Yes/No. Receive one of the inputs.]

35. Does the Student Teacher keeps an in-school placement teaching practice Portfolio? (If you answer Yes, go to the next question. If you answer No, ignore the next question.)

[Yes/No. Receive one of the inputs.]

35. [Y1]. How is structured the Portfolio of in-school placement teaching practice?

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

- The structure of the Portfolio is common to all HEI student teachers.
- The structure of the Portfolio is common to all student teachers at the school, regardless of the HEI of origin.
- The structure of the Portfolio is flexible, negotiated between the academic mentor and the student teacher.
- The structure of the Portfolio is flexible, negotiated between the school mentor and the student teacher.
- The structure of the Portfolio is flexible, negotiated between the mentors and the student teacher.
- The structure of the Portfolio is totally free, the sole responsibility of the student teacher.
- Other (please add): _____

35. [Y2]. Does the evaluation of the in-school placement teaching practice Portfolio have a formal impact on the in-school placement assessment?

[Yes/No. Receive one of the inputs.]

35. [Y3]. The in-school placement teaching practice Portfolio includes:

[Multiple choice with comment. Collects several options from a set of proposals. Possibility of adding new items.]

- The reflections of the student teacher
- Comments from the academic mentor
- Comments from the school mentor
- Comments from other student teachers
- Class teaching plans
- Materials/resources used in class teaching practice (or the respective listing/referencing)
- Materials/resources developed or adapted by the student teacher
- Timetable/Schedule/planning of teaching practice
- Contextualization of the teaching practice (reference to the context of the school, class, pupils, discipline/subject)
- The in-school placement activity program/project.
- Other (please add): _____

35. [Y4]. Is there an e-portfolios as well?

[Yes/No. Receive one of the inputs.]

36. What aspects do you consider necessary to improve the reflective self-learning process of the student teacher? What can you suggest for its improvement?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

37. Which technological resources and tools could be useful to improve the reflective self-learning process of the student teacher?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

V. FINAL SECTION

Open questions about in-school placements

38. If you could change one thing, what would that be?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

39. And what would you really like to keep?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

40. Any other comments about in-school placements?

[Long free text. Collects input in a text field with more than one line or several paragraphs.]

6.4. Annex 4.
Authorization by the USC Research Ethical Committee
(November, 2020)



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JOSÉ MANUEL CIFUENTES MARTÍNEZ, PRESIDENTE DO COMITÉ DE BIOÉTICA DA
UNIVERSIDADE DE SANTIAGO DE COMPOSTELA,

INFORMA:

Que o proxecto de investigación con rexistro USC-23/2020 titulado “EKT (Educational Knowledge Transfer)”, do que é investigadora responsable Dona Carmen Fernández Morante, ten sido examinado por o Comité de Bioética desta Universidade, cumprindo o seu protocolo experimental os requisitos éticos esixidos.

Este documento non exixe da obtención de permisos ou autorizacións e do cumprimento de outras normativas de aplicación.

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