

UV6070

RIKTLINJER FÖR ÄMNES-VFU 2 – SVENSKA OCH ENGELSKA (7,5 hp)

Under HT24 äger Ämnes-VFU 2 rum under veckorna 46-50

För att kunna fullfölja kraven för denna ämnes-VFU måste du ha gjort 25 heltidsdagar på din VFU-skola. Det betyder att du har varit på skolan minst 35 timmar per vecka och att du har ägnat ytterligare 10 timmar för planering och efterarbete utanför skolan. Vad gäller din egen undervisning under din VFU-period bör den uppgå till 50% av din handledares tjänst (förutsatt att de har heltid) och fokus bör vara på undervisning i Svenska och/eller Engelska. Om du fokuserade mest på Svenska under Ämnes-VFU 1 ska du nu i första hand undervisa i ämnet Engelska – och tvärtom.

När du inte undervisar på egen hand ska du använda din tid till att observera och skugga din handledare. Du ska lära känna dina elever och deras intresse av och förmåga i Svenska och Engelska. Du kan också hjälpa elever som behöver hjälp 1-1, planera dina lektioner, utvärdera och betygsätta uppgifter och lösa andra uppgifter som är kopplade till din undervisning i ämnena. Du ska också tillbringa tid med att observera och delta i de olika uppgifter som präglar en lärares vardag i skolan. På så sätt praktiserar du din förmåga att undervisa i Svenska och Engelska och blir bekant med alla aspekter av en lärares vardag.

Hur du tar över hälften av din VFU-handledares undervisningstid bestämmer du och din handledare utifrån de förutsättningar som finns på skolan. Ofta är det lämpligt att börja observera (auskultera), därefter undervisa på egen hand i mindre skala och så låta det öka efterhand. Man kan också prova att undervisa tillsammans med handledaren eller dela upp lektionernas olika moment mellan sig. I slutet av perioden ska du kunna undervisa hela lektioner på egen hand. Här finns dock utrymme för variation efter din, din handledares och elevgruppernas behov.

Om din handledare av något skäl inte ha tillräckligt med grupper för att du ska kunna fullfölja din VFU måste du vara förutseende och fråga någon annan lärare som låter dig

låna någon av deras grupper. Om inte heller det är möjligt, observera lektioner i det ämne du inte får undervisa så mycket i.

TIMELINE FOR UV6070

- *Pre-seminar 28 October 10:15-12:00 with Cecilia:* You are introduced to the tasks below and we discuss them and your expectations before going out on VFU
- *Weeks 46-50:* During your Ämnes-VFU you perform task 1 (Teaching English and Swedish) and the journal keeping part of task 2 (Keeping a Journal to Prepare for Final Reflection) and task 3 (Danielle or Cecilia visit you at your school)
- *Post seminar with Cecilia in week 50* (date to be communicated): based on reflections made in your journal you share observations with the class. The seminar is intended as a means of preparing for the Final Reflection. For example, listening to a classmate's reflections on a particular aspect may provide a new dimension to take into account when writing your Final Reflection.
- *29 December, 17:00:* Final Reflection (task 2) to be handed in on the Blackboard site for UV6070 (opens on 4 November).

Task 1: Teaching English and Swedish

Your main task during your VFU-placement is to put into practice what you have learned during your time at HH, be it leading a shorter activity as part of your supervisor's lesson or executing a full lesson on your own. Remember that the main aim of the VFU placement is to facilitate your students' learning. While it is important that new topics are introduced in a well-structured and clear way by you as a teacher, make sure you soon move on to communicative tasks that engage the students in activities such as pair and group work. This approach helps the students to process the material and use it actively.

In consultation with your supervisor, you should be planning, designing and executing well-constructed appropriate communicative ESA type lessons in accordance with the teacher's/school's desired/planned scheme of work for each specific class. Each lesson, be it English or Swedish, as far as possible, should exhibit clear stages, a clear linguistic, literary or cultural focus and use effective materials. When preparing a lesson, always ask yourself why you want to do what you plan to do, what you want to achieve and what your

students should be more aware of/better able to do by the end of the lesson. Make sure each stage/task ties into the next and into the curriculum and think about how each lesson ties in with past/future lessons. Moreover, consider how to manage practical aspects such as groupings and classroom layout. Be clear and concise in giving instructions but do so in a friendly tone to make all students feel safe and confident to facilitate a good learning environment.

Task 2: Keeping a Journal to Prepare for Final Reflection

Your second task is to write a daily journal (in English and/or Swedish) of your experience of teaching English and/or Swedish. As you have more than enough work with the planning of your lessons, keeping up the journal will be tough, so do it as best you can. You do not have to reflect on the same things each day, and some days, the reflections may be longer/shorter than other days. Since the journal is for your eyes only (not to be handed in), it is up to you to decide on how much/little you record each day.

Practical Details

It is a good idea to keep a recording device (notebook or phone) with you during the day so that you can jot down impressions and details that can then be written up in your journal in the evening. The journal can be kept as a word document or audio file, or a mix with elements of audio, video, illustration etc. The main thing is that it is a detailed record of the work done. Also try to keep a record of materials/references to materials used in the classroom. If you need to get some inspiration to get started on your journal, look at the Appendix. There you find a list of questions relating to different stages and aspects of your teaching. Do not be overwhelmed by the many questions, though, and only choose the ones that you find relevant.

Highlighted Areas

In addition to reflecting on what you did in general, you are expected to analyse, problematise and critically reflect in more depth on the following areas:

- how you have managed to adapt your lessons to the needs of individual students.
- discussions with your supervisor (and others) about questions of equality (in all respects) in relation to the teaching profession and the school world.
- your own handling of questions of equality (in all respects) as a teacher.

- the demands made on teachers of Swedish and English in relation to the subject content, the curriculum, the actual practice of teaching, as well the evaluation of student work and the giving of grades. Reflect, in particular, on what you have observed/taken part in with regards to the evaluation of English and/or Swedish.
- the areas of the teaching and learning of English and Swedish that the teachers in your VFU school are currently focusing on for improvement/ researching into ect.

As mentioned above, you will not be required to hand in your journal. However, at the end of the placement, using your journal as an aid, you should write and hand in a Final Reflection in English that looks back on your whole experience of VFU, what you have learned and how you have developed as a teacher. The Final Reflection should consist of 4 pages with 1,5 spacing. Please do not forget to check for accuracy of grammar, spelling and punctuation.

Please structure your text as follows:

- By way of introduction give the basic information of the school, the number of classes, your supervisor and other information relevant for framing your text (approx. 10 lines)
- Devote a part of your text to observations in your journal relating to aspects other than the ones pertaining to the highlighted areas. Here it may be a good idea to select three topics or areas that you have touched upon continuously in your journal and trace how you have reflected on them week by week (approx. 1 ½ page)
- Address the aspects listed under Highlighted Areas and present observations made during your VFU and reflect on these (approx. 1 ½ page)
- Wrap up your reflective text by stating what your total impression of the VFU period is. You can, for example, comment on how your expectations were met or not met, if you have experienced an epiphany. Finally, state one important thing that you have learned, which you know that you will be thinking about next time you go out on a VFU period (approx. ½ page)

Uppgift 3: VFU-besök från Högskolan

Du kommer under din VFU-period att få ett besök av en lärare kopplad till Högskolan. Vederbörande kommer att observera en hel lektion och du måste presentera en detaljerad plan för din lektion minst två dagar före besöket. Före själva lektionen förväntas du också ge besökande lärare kopior av det material du tänker använda. Om den besökande läraren inte får någon detaljerad plan blir det inte något lektionsbesök.

Som framhållits tidigare är huvudsyftet med din VFU inte att du ska visa dina stora ämneskunskaper i sig. Du är alltså i första hand inte en föreläsare utan en lärare och ditt arbete är att underlätta dina elevers lärande. Så den lektion som du får besök från HH ska i första hand inte vara en lektion som innehåller en lång genomgång eller där eleverna mestadels letar information, skriver långa texter under tystnad eller gör prov. Låt gärna eleverna i stället arbeta i par eller grupper under en del av lektionen och försök få dem att själva delta aktivt och utveckla idéer. Lektioner i Engelska ska inte heller innehålla långa moment på svenska språket.

VFU-Betyg (U/G/VG)

Denna VFU-period kommer att bedömas med ett av följande betyg: U/G/VG. Ditt slutliga betyg för din VFU bygger på din VFU-handledares utvärdering och återkoppling på ditt arbete (Närvaro- och omdömesblankett), i vilken utsträckning du har uppnått de eftersträlvade resultaten enligt återkopplingen på din lektion av den besökande läraren från HH, och på din slutliga reflektion.

Lycka till!

Anders Nilsson and Cecilia Björkén-Nyberg

APPENDIX 1: IDEAS & QUESTIONS FOR REFLECTION

GENERAL DESCRIPTIONS/REFLECTIONS

1. A description of the teaching institution(s) and the people from the institution you are working with (names & roles) etc.,
2. A description of the main classrooms you are working in and the resources you have available. What are your feelings (sights, sounds, smells etc.) about the rooms and resources – content, use etc.?
3. A class profile(s) for each of the different groups you teach. This should include the age/ school level of the group, number of students in the class and the type of group they are (for example: IB programme, nursing programme etc.
4. A copy of the relevant syllabus for Swedish and English.

DAILY REFLECTIONS

Each day, as far as possible, you should try to make a journal entry, even if it is a brief overview of what you did. This could be in tabular form. For example:

| | | | |
|---------------|---|--|--|
| Monday | 8-9 Class 7B (Topic: Food & Drink) | | |
| 10/3 | Textbook: <i>First Time pp. 42-46</i> <i>Ways of offering/asking for things (Can I have. Would you like..)</i> | | |

You should then try to reflect in detail on a specific event experienced during the day. These could be reflections on the lessons taught and observed (from planning to execution and evaluation), a particular conversation with a teacher or students, observations from the staff room, feelings about course books or materials, the way you are creating rapport with the students (learning their names and getting to know them), student behaviour, thoughts on current discussions about Swedish students' levels of attainment, the national tests, student reactions to learning Swedish and English etc.

OTHER QUESTIONS FOR CONSIDERATION

- **Planning**

- a. How did you go about planning? How have you adapted materials? Did you try things out? What was effective or not? What have you learned?
- b. How was the national curriculum used?

- **Content and Assessment/Evaluation**

- c. What kind of material was used – textbooks, own material, media? Why? Add references or copies of material.
- d. What kind of content was focused on – Language? Topics? Literature? Culture? Skills? ... Why? Give details.
- e. Was there a shape to the lesson? Did it consist of a number of cohesive steps that build on each other? How did the lesson connect to previous/following lessons, and the curriculum?
- f. How did the teacher (you or your mentor) get the students interested in the topics worked on?
- g. Was homework given? How was it dealt with when complete?
- h. Were there any assignments? Internal? National tests? Etc. How were they evaluated and graded? What criteria did you refer to? How easy/difficult was it to spot/correct errors and to assign grades and why? How did you work with error/correction/feedback etc.?
- i. What are your views on the National tests?

- **Communication in the classroom**

- a. What kind of atmosphere was created in the classroom, how was it achieved?
- b. How did the teacher work with differentiation and individualisation? Any good examples?

- c. What was the layout of the classroom like? Furniture and groupings? How did the students use the space?
- d. Who got to speak in class? Who participated? How? When? Where? How long?
- e. Was there a difference between the way the teacher approached the subject depending on the orientation of the class or level (for example: IB programme, practical programmes etc.?)
- f. Which students do you notice (or not), why? ...

The following tasks (from Scrivener, J. (1994) *Learning teaching*. Heinemann, p.198) may also help you with your reflections. For example, when reflecting on a particular lesson, you could answer (in detail) **one or two** questions from each section below, and combine them into a coherent text. To add variety, you should pick different questions for each lesson, or even make up your own questions.

A Recalling the lesson

1. List a number of things that you (the teacher) did during the lesson.
2. List a number of things that the learners did during the lesson.
3. Note down any comments or feedback that a student gave you during the lesson.
4. Note any important personal interaction between you and a student during the lesson.
5. What was the balance of 'teacher doing things' compared with 'students doing things' in the lesson?
6. List some things that happened approximately as you planned them.
7. List some of the things that happened differently from your plan.
8. Recall one moment in the lesson when you had a clear decision to make between one option and another. What were the options you chose and rejected?

B Reflecting on the lesson

1. Note several things you are proud of about the lesson.
2. What was the high point of the lesson for you? Why did it feel good?
3. Can you answer the previous question (s) from the learners' point of view?
4. Name several specific points in the lesson where you feel the learners were learning something.

5. At what points could you have been clearer?
6. Which part of the lesson involved the learners most completely?
7. Where was time not used efficiently?
8. At what point did you feel most awkward or uncomfortable?
9. Did you achieve what you wanted to achieve?
10. Did the learners achieve what you hoped they would achieve?

C Drawing conclusions; making plans

1. If you taught the lesson again, what you would do the same?
2. If you taught the lesson again, what would you do differently?
3. What have you learned about your planning?
4. What have you learned about your teaching procedures and techniques?
5. What have you learned about your learners?
6. What you have learned about yourself?
7. What you have learned about learning?
8. List some intentions or 'action plans' for your future teaching.
9. Write a brief description of yourself as a teacher as seen for a student's viewpoint.
What is it like to be taught by you?