

Curriculum

for

Theoretical Professional Postgraduate

Teacher Training 2014

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I. Provisions governing theoretical professional postgraduate teacher training

Pursuant to the Danish Act on Professional Postgraduate Teacher Training for General Upper Secondary School and the Ministerial Order on Teaching Qualifications for General Upper Secondary School Programmes, we offer theoretical postgraduate teacher training.

A. Objectives of the programme

The overall objective of theoretical professional postgraduate teacher training is to give the candidate the ability to reflect over his/her own teaching practices and to collaborate with other subjects and colleagues. Furthermore, the objective is to establish a link between the theory of education and practice. The training course shall function in close collaboration with a practical teacher training course to boost the link between theory and practical experience.

The content of the programme and each module has been adapted to establish comprehensive training with well-functioning collaboration between the subject didactic modules, the general didactic modules and the five workshops.

The programme is research-based and structured to enable the candidate to analytically and systematically relate to his/her own teaching practices whilst at the same time training the candidate to link theoretical reflection to general didactic and subject didactic topics. The aim is to train reflective practitioners who are able to understand and develop their own teaching practices through the incorporation of research and theories on relevant subject matter, and to apply their knowledge and understand when organising and carrying out the practical course.

The programme will progress as follows: General Didactics, Module I: focuses on an introduction to educational contexts, and basic educational and didactic tools. These pave the way for the subject didactics modules and the five workshops, in which the candidate is given the opportunity to immerse him/herself in relevant key didactic and subject didactic issues. The subject didactic modules contribute to socialisation and entrenchment in the academic culture. General Didactics, Module II: associates the practical considerations of the previous module with more comprehensive theoretical considerations in relation to students, teaching, subjects and learning. Throughout the course, work is carried out on all four types of upper secondary schools with reflection on their differences and similarities.

The programme will also support the progression of the practical teaching course, thereby reinforcing the training alternance principle. This is done by actively involving supervisors and course leaders in the candidate's work with the material for each workshop module, etc. The use of digital media and Web-based communication is an integral part of the entire programme and is significant for its didactic profile.

B. Course timetable

<i>Autumn</i>						
August	September-March	September	October	September-March	November	December
General Didactics I + Introduction to	Subject Didactics I	Workshop 1	Workshop 2	Subject Didactics II	Workshop 3	Workshop 4
3 days	3 days	1 day	1 day	3 days	1 day	1 day
Regional	National	Local	Local	National	Local	Local

<i>Spring</i>			
January	March	March-April	May
Subject Interaction	Workshop 5	General Didactics	Exam
3 days	1 day	3 days	Submission of
Regional	Local	Regional	

II. Description of the modules of the theoretical professional postgraduate teacher training programme

Section 1 General Didactics I

a. Description of objectives

The purpose of this module is to introduce the candidate to upper secondary school from a contemporary and historical perspective. In addition, the module shall give the candidate knowledge and understanding to enable the candidate to consider and discuss the practical organisation and implementation of lessons, as well as reflect on the connection between teaching practice and the foundations of pedagogical didactics.

The candidate should be able to:

- formulate different objectives of a lesson and support his/her choice of material, etc., in relation to his/her progression;
- discuss various types of work methods and ways of organising lessons;
- discuss various evaluation methods
- relate to class management, teacher roles, student prerequisites and communication during lessons;
- discuss the above conditions in relation to special academic starting points and the different forms of representation of academic groups;
- be familiar with the special profiles of the four upper secondary education programmes and their impact on the academic structure, the organisation of lessons and work methods;
- be familiar with the relationship between general didactics and subject didactics — including a general conceptual system for subject didactics.

b. Scope of teaching

The module is held as a three-day on-site stay with 20 teaching hours.

c. Content

The following perspectives will be incorporated into the classes:

- didactic principles;
- teaching practices (work methods, differentiation, evaluation);
- student prerequisites (social background and youth culture);
- student learning processes;
- motivation;
- current secondary education programmes in a historical perspective;
- educational objectives according to the type of school and student prerequisites;
- skills development and formation;

- introduction to working with Web-based communication and IT-based teaching.

d. Teaching and work methods.

The work in this module, first and foremost, focuses on didactic tools, which the candidate can use during the practical course of the professional postgraduate teacher training programme. Issues related to subject didactics and the use of the discussed didactic tools in an academic context will be introduced.

The module combines presentations and discussions with specific exercises, for example, video recordings of short teaching sequences to give the candidate the opportunity to discuss theoretical issues related to teaching practices, whereby reflective and practical competencies are linked closely together. The module also introduces the different types of upper secondary schools.

Section 2 General Didactics II

a. Description of objectives

The purpose of the module is to enable the candidate to analyse his/her own teacher role in terms of didactics and organisation, as well as to relate to his/her work as an upper secondary school teacher from a development-oriented perspective. A number of the practical considerations, which are dealt with in Module 1 and the workshops, are put into an extended theoretical context, in which it will be possible to put concepts into a series of phenomena the candidate encounters during the practical course of the professional postgraduate teaching training programme. Thereby, the candidate gains knowledge that allows him/her to analyse and develop his/her own teaching practice.

The candidate should be able to:

- discuss different theoretical learning approaches and the connection between teaching and learning;
- analyse the relationship between didactic choices and learning processes from a study preparatory perspective;
- demonstrate insight into different functions of teams from an academic, didactic and organisational perspective;
- reflect on how the work and learning in each subject contributes to the achievement of the overall competence and formation objectives;
- reflect on the ethical issues associated with being a teacher and an employee of an organisation;
- discuss the identity processes and competence development of students in relation to various psychological and sociological issues;
- discuss various ways of creating knowledge and understanding of one's own, and the practices of others, in relation to a class.

b. Scope of teaching

The module is held as a three-day on-site stay with 20 teaching hours.

c. Content

The following perspectives will be incorporated into the classes:

- theories on the relationship between learning and teaching;
- perspectives on student competence and formation;
- teaching ethics;
- types of team collaboration and their function in the development of teaching and the school;
- teachers' research on their own teaching.

d. Teaching and work methods.

Presentations, discussions and cases are used in the module. In addition, the candidate will be introduced to the concluding project assignment and appropriate ways to organise work on this.

Section 3 Subject didactics

a. Description of objectives

The overall objective of subject didactics is to establish a link between the subjects, academic tradition, teaching and learning. The purpose of the subject didactic modules is to enable the candidate to critically reflect over their own teaching practices in relation to academic tradition and the objectives of the subject. In addition, training in subject didactics develops the candidate's ability to reflectively develop the subject and to collaborate with other subjects.

The candidate should be able to:

- discuss the subject's position in relation to upper secondary school as a whole and its overall objective;
- demonstrate insight into the traditions of the subject and subject didactics;
- reflect over the relationship between the target areas of the subject, forms of knowledge and ways of working in order to be able to develop the candidate's own lessons;
- reflect over the contexts in which the subject interacts with other subjects;
- reflect over the correlations between regulatory frameworks, organisational forms and evaluation and methods of assessment of the subject;
- consider the different practices, in which student learning processes are the core focus;
- reflect over the different student prerequisites and didactic choices;
- be familiar with how new media, including IT and Web-based teaching are used in the subject.

b. Scope of teaching

The module is held as a three-day on-site stay with 22 teaching hours.

c. Content

The following perspectives will be incorporated into the classes:

- How the subject contributes to the objectives of the upper secondary school education programme related to formation and competence.
- The academic and subject didactic tradition of the subject and its current potential to develop.
- The relationship between the forms of knowledge of the subject and its practices, including net-mediated communication forums.
- Student prerequisites in relation to the subject.
- Didactic practice in relation to academic progression and the development of student competence.
- The subject in relation to academic interaction.
- Regulatory frameworks, evaluation and methods of assessment of the subject.

d. Teaching and work methods.

The modules are arranged in the form of collaboration between the Ministry's specialist academic advisors, academic group leaders and educational managers to create a close link between the subject didactic modules, general didactics and the practical postgraduate teacher training course in a way that enables the modules to support the candidate in becoming a 'reflective practitioner'. This is accomplished, for example, by incorporating and focusing on perspectives related to the understanding of general didactics and cases, etc., based on the candidate's teaching practice at a school.

Section 4 Subject Interaction

a. Description of objectives

The purpose of the interaction module is to give the candidate the opportunity to connect their own subjects with other subjects in order to carry out various types of academic collaboration. The module incorporates both the subject's methodical commonalities with other subjects within the same faculty and subject-related interactions across the faculty, as well as academic interaction in relation to matriculation and formation objectives. Moreover, the module also deals with the organisational framework of subject-related collaboration in relation to tasks and ways in which collaboration between teams can be organised. The objective is for the candidate to establish course types in collaboration with colleagues. Several subjects shall be included and the function of the subjects and respective contribution to the achievement of the common goal shall be transparent to provide clear impetus for the assessment of student achievement.

The candidate should be able to:

- demonstrate knowledge of different types of interaction and their importance in the achievement of the overarching formation and preparatory study objectives;

- place his/her subject in relation to other subjects in order to reflect on the didactic possibilities for academic interaction based on specific subject matter and empirical data;
- plan and support didactic choices when carrying out academic collaboration in relation to subject matter, work methods and progression;
- consider the use of project work with regard to the relationship between problem orientation and the construction of student knowledge and reflection on this;
- relate to aspects relating to collegiate collaboration, for example, group processes, meeting management and conflict resolution.

b. Scope of teaching

The module is held as a three-day on-site stay with 18 teaching hours.

c. Module content

The following perspectives will be incorporated into the classes:

- The purpose of the individual forms of interaction seen in relation to the overall purpose of upper secondary schools and the position of the subjects when looking at upper secondary education as a whole, as well as in relation to the special characteristics of each school.
- Assessment of the methods and theories of each subject and their opportunities and limitations in different types of academic interaction.
- Organisational principles in connection with collaboration with subjects within the same faculty and with subjects of other faculties.
- Project pedagogy in relation to progression, academic objectives and evaluation.
- Organisation and implementation of team collaboration in relation to processes, progression and academic objectives.

d. Teaching and work methods.

The interaction module is organised as a mixture of presentations on existing forms of interaction as well as exercises. In addition, the candidate shall learn different principles for organising academic interaction in relation to the candidate's own faculty and across the faculties. The candidate shall also become acquainted with the various assessments linked to the interaction.

Section 5 Workshop I-V

a. Description of objectives

The aim is to strengthen the link between theory and practice by creating a didactic unit between the different components of the professional postgraduate teacher training programme. Through themed analyses of their own teaching, the candidates learn to assess the consequences of didactic choices.

b. Scope of teaching

There are five workshops, all of which are locally organised as day courses lasting for six hours.

c. Content

The content of the five workshops supports the candidate's progression during the practical course:

- *Workshop 1:* Choosing work and organisational methods
- *Workshop 2:* Evaluation
- *Workshop 3:* Differentiated teaching
- *Workshop 4:* Web-based teaching and digital formation
- *Workshop 5:* Teaching through guidance

d. Teaching and work methods.

The workshops are based on the candidate's own contribution, which is discussed and put into perspective on the specific day. Some of the preparation and post-processing in relation to the courses, including the candidates' joint discussions, is done in the form of Web-based teaching.

III. Concluding assignment

The theoretical pedagogy examination must demonstrate that the candidate meets the objectives (cf. the curriculum) of the theoretical professional postgraduate teacher training programme and its individual components. For example, the examination shall demonstrate the candidate's ability to associate relevant theoretical considerations with general didactics and subject didactics when teaching his/her subject, as well as the ability to relate analytically and systematically to the development of teaching, guidance and evaluation; and to subjects and school cultures.

An assignment committee announces two to three overarching topics mid-January, which makes it possible to limit a subject area. This can be clarified on the basis of key elements of the professional postgraduate teacher training programme. The candidate limits the elected topic of a question that can demonstrate the candidate's ability to apply general didactic and subject didactic knowledge and understanding in terms of their own practical teaching course and upper secondary school education as a whole.

At an academic level, the candidate's assignment must demonstrate the following:

1. Identify an appropriate general and subject didactic problem in relation to the candidate's own practical teaching course.
2. Analyse the problem based on relevant pedagogical and didactic theory, including an account of the core categories of the analytical basis.
3. Relate the pedagogical and didactical analysis to his/her own teaching context and experience with the aim of
4. identifying potentialities for pedagogical and didactical development, in addition to outlining and evaluating possible pedagogical and didactical intervention.

The concluding examination consists of a written assignment, which is submitted at the end of the programme's second semester. The answer should be between 15 and 20 standard pages long and 37 working hours are set-aside in a pre-arranged week to prepare the answer.

The assignment is marked according to the Danish 7-point grading scale.

Assessment is carried out by two examiners appointed by the Danish Ministry of Children and Education. Rules on re-examination as well as the right to appeal are determined by the Ministry of Children and Education, and the Ministerial Order on Professional Postgraduate Teacher Training, section 12, 13 and 14.

Approved by the Ministry of Children and Education on 15 November 2013.