

# SUPERVISION FORM

## TEACHING PLACEMENTS FOR INCOMING STUDENTS

STUDENT: ..... PLACEMENT SUPERVISOR: .....

PLACEMENT SETTING: ..... UNIVERSITY TUTOR: .....

### THE THREE PARTS OF THE SUPERVISION FORM

Expectations for the placement	Placement supervision matrix	Areas to improve on the next placement
<p>The student and the placement supervisor discuss and write down their expectations for the placement at or close to the introductory meeting. They do so based on the intended learning outcomes of the course syllabus and the actual circumstances in the placement setting.</p>	<p>The supervision matrix serves as a basis for discussions throughout the placement. To make the discussions forward-looking, in most cases, additional aspects of teacher competence are added.</p> <p>Towards the end of the placement, the placement supervisor indicates which aspects are satisfactory by signing the respective boxes.</p> <p>The supervision matrix is a living document during the placement and not the only basis for the university tutor's assessment and grading. The different rows and columns of the matrix do not represent certain grades.</p>	<p>Both the placement supervisor and the student write down areas where the student can improve on the next placement.</p> <p>The student is responsible for submitting the complete supervision form to the university tutor</p> <p>The original is kept by the student and presented to the supervisor in the setting for the next placement.</p>

# EXPECTATIONS

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Expectations	Supervision meetings	Development
This is how I, the student, would like to be supervised	This is how I, the student, would like to have supervision meetings with the placement supervisor (when, where, how?)	This is what I, the student, would like to do and become better at during the placement
This is how I, the placement supervisor, would like to supervise	This is how I, the placement supervisor, would like to have supervision meetings with the student (when, where, how?)	This is what I, the placement supervisor, would like to know about the student before the start of the placement

# SUPERVISION MATRIX

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Leadership and communication			Analysis and reflection			Professional attitude			
A s p e c t s  o f  t e a c h e r  c o m p e t e n c e	Leads educational activities	Promotes the core values of the education system	Communicates and works together with others	Personal development	Peer learning	The common core values of the education system	Subject knowledge and knowledge of general and subject didactics	Policy documents	The democratic mission of the education system
		Recognises, in planning and teaching, how leadership and social relationships influence pupils' learning and development.	Uses strategies and incorporates the core values of the education system into educational activities.	Tailors their communication to suit pupils, and colleagues. Uses appropriately communication tools to support their teaching.	Critically evaluates their own teaching and identifies areas for improvement.	Reflects on alternative teaching methods and approaches to teaching, based on different theories of learning, together with their placement supervisor and colleagues.	Analyses and reflects on how the core values of the education system are incorporated into activities in the placement setting.	Plans, delivers and evaluates teaching and uses relevant teaching methods.	Describes the teaching context, such as the school year and subject-specific knowledge requirements of the national curriculum.
	Signature:								

## ADDITIONAL COMMENTS

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Is there anything in the supervision matrix that you, the placement supervisor, would like to clarify?

## AREAS FOR IMPROVEMENT

### TEACHING PLACEMENTS FOR INCOMING STUDENTS

Areas where I, the student, would like to improve during my next placement

Areas for improvement that I, the placement supervisor, would like to bring up in preparation for the next placement

SIGNATURE OF STUDENT

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SIGNATURE OF PLACEMENT SUPERVISOR

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