

The following checklist can help you as mentor teacher (MT) to support a music student (ST) completing an internship in music lessons (ME) at your school in the preparation, execution, and evaluation of their placement. It contains both organizational and content-related information. This checklist was developed as part of the TEAM project.<sup>1</sup> We hope you enjoy working, learning and co-creating with the student!

Practical Guidelines for Mentor Teachers in Music. A Checklist		✓	My own Notes ...
1	<p><b>Lay the groundwork for the internship: Connect and prepare</b></p> <p>Take enough time for an introductory conversation in which the MT explains the school context and daily life; the role and content of music lessons; and very specific things (e.g. a typical day, list of instruments, etc.). Take your time to answer all questions and ideas that the ST may have.</p> <p>Clarify and agree on responsibilities and requirements of both the MT and sending institution (TE). Be aware of the ST's learning in an unfamiliar international (setting away from home, typical immersiveness of internships abroad, lack of peer network or personal support system) and think about offering local cultural orientation and support.</p>		
2	<p><b>Discuss the why: Music teaching beliefs and philosophies</b></p> <p>Share examples of diverse music teaching philosophies.</p> <p>Encourage STs to create and reflect on their general teaching philosophy of and values regarding ME, and what their overarching aims and objectives when teaching music are.</p>		
3	<p><b>Reflect on different levels: Similarities and differences</b></p> <p>Address and discuss ST's experiences regarding the intercultural (school, professional settings, and beyond).</p> <p>Provide reflection tools for intercultural learning experiences like the <i>intercultural reflection tree</i>.</p> <p>Explore the role that music plays and how music is taught in a different context.</p>		
4	<p><b>Facilitate peer mentoring among STs</b></p> <p>Support peer learning among STs through group reflection and facilitate interdisciplinary networking.</p>		
5	<p><b>Embrace different forms of musical communication</b></p> <p>Encourage STs to take advantage of the SIA to communicate through music and nonverbal means.</p> <p>Keep in mind: Do more, talk less.</p>		

<sup>1</sup> **TEAM** was funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. TEAM ran from 15.6.2023 to 14.9.2026 <https://teacher-academy-music.eu/>

6	<p><b>Support adaptation of teaching in a foreign language</b></p> <p>Offer teaching materials in English (or the language of instruction that is used) so that songs, further material and subject-specific terms can be used well right from the start.</p> <p>Encourage clear and concise communication during key moments in the lesson (e.g. by written preparation).</p> <p>Language adaptation needs time; trust that the mentee will learn quickly.</p>		
7	<p><b>Learn from each other, share learning opportunities (reciprocal mentoring)</b></p> <p>Benefit from what the STs can offer from their home institutions (universities and schools), from personal skills or from experiences with different musical styles.</p> <p>Raise awareness for your music educational specialities, school culture and national requirements.</p> <p>From time to time, ask for and benefit from feedback for yourself as MT.</p>		
8	<p><b>Progress gradually from observation to independent teaching</b></p> <p>Offer observation of your teaching to clarify questions, norms, atmosphere and the ability of pupils.</p> <p>Offer opportunities for 1-to-1, small group, co-teaching, and full-class teaching responsibilities.</p> <p>Facilitate observation of colleagues' teaching as well.</p>		
9	<p><b>Provide constructive feedback on and encourage discussion of music-didactic principles</b></p> <p>Create space for regular conversation and reflection via a medium that is best for everyone.</p> <p>When mentees observe your teaching or teach themselves, clarify and explain the patterns behind your teaching actions, as this strengthens teaching practice.</p>		
10	<p><b>Feature the student teacher as an artist</b></p> <p>Provide opportunities for ST to share and implement their musical/artistic personalities, interests, skills and competences in the school.</p>		
11	<p><b>State the importance of and model reflective practice</b></p> <p>Demonstrate your own self-reflection methods and tools, highlighting their benefits.</p> <p>Encourage, support and participate in (as needed) ST's self-reflective, self-assessment activities.</p> <p>Support the ST in systematic documentation (e.g., of lesson planning, feedback, personal learning).</p>		
12	<p><b>Enable the development of collaborative working skills in the school setting</b></p> <p>Involve STs in collaborative work as curricular planning, school events, larger projects, field trips, etc.</p> <p>Discuss how effective teams work: ensuring all voices are heard, developing listening skills, establishing clear feedback policies.</p> <p>Give insight into faculty peer-learning and collaboration structures between teachers at your school.</p>		