

# Design Principles for School Internships Abroad & Mentoring

## Set B - Mentoring, Teaching & Teaching Content

The following are design principles that resulted from a large-scale, pan-European design-based research project within the [TEAM<sup>1</sup> \(Teacher Education Academy for Music\) project](#). These design principles capture the theory generated over seven iterative cycles studying school internships abroad in music education. Two sets of design principles emerged from this research. This set focuses on quality mentoring within the school internship abroad, including how mentor teachers can support student teachers' intercultural learning and professional development during the placement; a second set of design principles focusing on the planning and structuring of school internships abroad is also available.

1	<p><b>Become Visible as Internship School</b> Provide multiple forms of information.</p> <ul style="list-style-type: none"> <li>– Provide visual information, website, virtual tour of learning facilities and resources, contacts, school or teacher profile.</li> </ul>
2	<p><b>Connect and Prepare</b> Lay the groundwork of the internship abroad with care.</p> <ul style="list-style-type: none"> <li>– 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; curriculum and unit design; desired teaching methods and the balance between instruction and collaborative work; planning and assessing; materials and learning resources...</li> </ul>
3	<p><b>Clarify and Agree</b> Establish the responsibilities of the ST, MT, and sending institution.</p> <ul style="list-style-type: none"> <li>– Meet to discuss expectations and desired learning outcomes (university teacher, MT, and ST) together, if applicable.</li> <li>– Take enough time to answer all questions and ideas that the ST may have.</li> </ul>
4	<p><b>Create a Supportive Learning Environment</b> Support the ST's learning in an international setting away from home.</p> <ul style="list-style-type: none"> <li>– Keep in mind the lack of peer context or personal support system; consider offering local cultural context and connecting the ST to others.</li> <li>– Encourage ongoing dialogue between all stakeholders (in sending and receiving institutions).</li> </ul>
5	<p><b>Explore Music Teaching Beliefs and Philosophies</b> Discuss the “why”.</p> <ul style="list-style-type: none"> <li>– Share examples of diverse music teaching philosophies and discuss their potential impact on teacher practice and student learning outcomes.</li> <li>– Encourage STs to create and reflect on their general teaching philosophy and values in Music Education (ME), including overarching aims and objectives.</li> </ul>
6	<p><b>Encourage Dialogue on (Musical) Links</b> Reflect upon home and host countries/institutions.</p> <ul style="list-style-type: none"> <li>– Address and discuss the ST’s previous experiences of intercultural contexts (at school, in professional settings, and beyond).</li> <li>– Provide reflection tools for intercultural learning experiences.</li> <li>– Explore the role that music plays and how music is taught in a different context.</li> </ul>
7	<p><b>Move Gradually</b> Grow from observation to independent teaching.</p>

<sup>1</sup> This OER has been developed within the project **TEAM - Teacher Education Academy for Music, Future-Making, Mobility and Networking in Europe**. [www.teacher-academy-music.eu](http://www.teacher-academy-music.eu).

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	<ul style="list-style-type: none"> <li>– Offer observation of your teaching to the ST to clarify questions, norms, atmosphere, and the ability of students.</li> <li>– Offer opportunities for 1-1, small group, co-teaching, and full-class responsibilities.</li> <li>– Offer additional observation of colleagues (musical and non-musical subjects).</li> </ul>
8	<p><b>Unlock the Artist</b> Feature the ST as an artist.</p> <ul style="list-style-type: none"> <li>– Provide opportunities for the ST to share and implement their musical and artistic personalities, interests, skills, and competences in school.</li> </ul>
9	<p><b>Share Terminology</b> Support adaptation of teaching in a foreign language.</p> <ul style="list-style-type: none"> <li>– Offer teaching material in English (or another shared language of instruction) so that music-related technical terms, songs, and further materials can be used effectively from the start.</li> <li>– Trust that the mentee will learn quickly; language adaptation takes time.</li> <li>– Encourage clear and concise verbal communication in key teaching moments (e.g. when setting a task).</li> </ul>
10	<p><b>Embrace Non-Verbal Forms of Musical Communication</b> Do more, talk less.</p> <ul style="list-style-type: none"> <li>– Encourage STs to take advantage of the SIA to develop communication through music and other non-verbal means.</li> <li>– Facilitate learning processes without relying on verbal instruction.</li> </ul>
11	<p><b>Model Reflective Practice</b> Highlight its importance for professional development.</p> <ul style="list-style-type: none"> <li>– Demonstrate your own self-reflection methods and tools and highlight their benefits.</li> <li>– Support the ST in systematically documenting experiences (lesson planning, feedback, personal learning and insights).</li> <li>– Highlight current collaborative reflective practices (collegial exchanges, participation in online teacher-support groups, supervision groups).</li> </ul>
12	<p><b>Provide Constructive Feedback</b> Discuss music-didactic practices.</p> <ul style="list-style-type: none"> <li>– Address metacognition: clarify and explain the patterns and reasoning behind teaching strategies.</li> <li>– Create space for regular conversation and reflection via the medium that works best for everyone.</li> <li>– Encourage the use of tools for self-reflection (e.g. voice-memo prompts, photo-journal prompts) and self-assessment (e.g. lists of teacher competencies).</li> </ul>
13	<p><b>Share Learning</b> Facilitate Peer Mentoring.</p> <ul style="list-style-type: none"> <li>– Support peer learning among STs through group reflection.</li> <li>– Facilitate interdisciplinary networking (student teachers teach student teachers).</li> </ul>
14	<p><b>Stay a Learner</b> Learn from each other — share learning opportunities.</p> <ul style="list-style-type: none"> <li>– Benefit from what STs bring from their home institutions, personal skills, and experiences with different musical styles.</li> <li>– Raise awareness of local strengths (music educational offerings, school culture, contextual traditions and requirements, etc.).</li> <li>– Seek feedback for yourself as MT (reciprocal mentoring).</li> </ul>
15	<p><b>Act as a Team Player</b> Develop collaborative learning and working skills in school settings.</p> <ul style="list-style-type: none"> <li>– Involve STs in collaborative work such as school curriculum design, planning school events, projects, field trips, etc.</li> <li>– Discuss how effective teams work: ensuring all voices are heard, developing listening skills, establishing clear feedback policies.</li> <li>– Give insight into faculty peer-learning and collaboration structures between teachers at your school.</li> </ul>