



## Introductory Conversation Guide — Planning & Reflection for School Internships Abroad

**How to use this worksheet:** This work sheet will guide your first meeting. Begin with the ★ questions (discuss together). Each non-starred question is labeled for Student Teacher or Mentor Teacher. Sections may be revisited throughout the internship.

<i>Student Teacher Notes</i>	<i>Guiding Questions</i>	<i>Mentor Teacher Notes</i>
<b>1. Context &amp; Orientation</b>		
Notes:	★ How would you describe the educational and music education system in this school environment?	Notes:
Notes:	★ Which cultural, linguistic, or curricular features are most important to know to complete this internship successfully?	Notes:
Notes:	<b>(Mentor)</b> What are the key characteristics of this school (type of school, students/age groups, music programme, schedule, particular policies, classroom routines, cultural norms)?	Notes:
<b>2. Aspirations &amp; Professional Growth (Expectations, Hopes, Challenges)</b>		
Notes:	★ What mutual expectations do you have for a successful internship experience?	Notes:
Notes:	<b>(Student Teacher)</b> What specific competencies do you hope to develop/gain during this internship?	Notes:
Notes:	<b>(Student Teacher)</b> What feels familiar, and what areas are you eager to explore or find challenging?	Notes:

### 3. Roles, Activities & Participation

Notes:	<ul style="list-style-type: none"><li>★ What teaching and observation schedule is realistic (hours, groups, repertoire, workload)?</li><li>★ Is there a preferred type of content/group the Student Teacher wants to teach (due to previous experience)?</li></ul>	Notes:
Notes:	<b>(Student Teacher)</b> In what ways will the Student Teacher participate in school life beyond the classroom? How does the Student Teacher feel about participating in teaching beyond the classroom?	Notes:
Notes:	<b>(Mentor)</b> What does the first/typical school day look like, including expectations beyond classroom time (meetings, activities, etc., ...)?	Notes:

### 4. Communication & Feedback

Notes:	<b>(Student Teacher)</b> How do you prefer to receive mentor feedback (timing, format, reflective dialogue)?	Notes:
Notes:	<b>(Mentor)</b> In which way would you like to be supported by me/ the music education team (e.g., teaching preparation, access to materials/resources, musical pedagogical practice, reflection, etc.)? Is there anything else we should know?	Notes:

## 5. Language, Preparation & Logistics

Notes:	★ What is the language of instruction during the internship, and how will language be managed?	Notes:
Notes:	<b>(Student Teacher)</b> What preparation or materials are needed before or early in the internship (see also further material in TEAM Course B for English language teaching)?	Notes:
Notes:	<b>(Student Teacher)</b> Are there concerns related to language use, logistics, or intercultural adaptation? Are there concern reg. usage of data (photos etc.)	Notes:
Notes:	<b>(Mentor)</b> Are the expectations and requirements (e.g. from the student's university) related to the internship, learning agreements, and assessment clearly communicated?	Notes:

*This worksheet reflects TEAM's focus on shared reflective practice, professional learning, and meaningful international mobility.*

This OER was 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).

*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.*