

Mentoring in School Internships Abroad

A Course for Mentor Music Teachers | TEAM Project OER Collection

Welcome to this open educational resource (OER) course, designed for music teachers in schools of general education who are hosting and mentoring music education students — student teachers — on a school internship abroad.

Mentoring in this context is a distinctive and rewarding role. Your student teacher arrives not just in a new school and educational system, but in a new country, a new language environment, and a new musical culture. The support, guidance, and professional dialogue you offer can make a decisive difference to their development as a music educator — and, as many mentors discover, to your own.

What This Course Is About

Here you will find practical tools, frameworks, and reflective prompts that you can use throughout all phases of the internship. You may use them to prepare and plan, as well as to support you and your student teacher during their internship as well as in reflecting on the internship after its conclusion.

The materials address core themes of the mentoring role in an international context:

- Preparing for and structuring the internship together with your student teacher and their home institution
- Supporting intercultural learning and language-sensitive music teaching
- Facilitating gradual, observed entry into classroom practice
- Encouraging reflective practice and professional dialogue
- Navigating your own role as both mentor and co-learner

Course Materials at a Glance

The course consists of the following open educational resources. You do not need to work through all of them — select the ones most relevant to your situation and the phase of the internship you are in.

Title	What it offers you
Mentor Checklist	A practical checklist covering all key mentoring tasks from preparation through to evaluation. Use it as an orientation guide throughout the internship.
Introductory Conversation Guide	A structured worksheet for your first meeting with the student teacher — covering context, expectations, roles, language, and communication.
Tips for Language-Sensitive Music Teaching	Practical tips to help your student teacher navigate teaching music in a foreign language — and to support them in drawing on non-verbal communication.
Debrief Conversation Guide	A reflective interview guide for the end of the internship, available in both condensed and extended format. Can be used by the student teacher independently or in conversation with you or their home institution.

Title	What it offers you
Design Principles: Internship Formats	Research-based design principles for structuring the internship — covering clarity, inter-institutional collaboration, cultural immersion, multilinguality and language-sensitive teaching.
Design Principles: Mentoring	Research-based design principles for quality mentoring — from laying the groundwork to reflective practice, feedback, and peer learning.

How to Engage with These Materials

There is no single required sequence. We suggest the following as a starting point:

- Before the internship begins: Read *Design Principles: Internship Formats* and *Design Principles: Mentoring* for an overview of the research-based principles underpinning the SIA. Use the *Mentor Checklist* to consider and plan for your role as a mentor in an intercultural context, and the *Introductory Conversation Guide* to plan and structure your introductory meeting with the student teacher.
- During the internship: the *Mentor Checklist* may be kept on hand as a consulted throughout, and *Tips for Language-Sensitive Music Teaching* will be helpful if language-related challenges arise for your student teacher.
- At the end of the internship: Use either the condensed or extended version of the *Debrief Conversation Guide* to close the experience reflectively — together or as a guide for your student teacher's own written reflection.

The tools are designed to be flexible and you should use them in ways that best suit your context and your needs. You may share these open educational resources freely — with proper attribution, of course!

Further Reading

All materials in this course emerged from the [TEAM¹ \(Teacher Education Academy for Music\) project](#), a pan-European research initiative that, among other things, studied [school internships abroad in music education and developed practical tools](#) grounded in that evidence. If you are interested in reading more, please visit the [TEAM website](#) and explore the literature and other practical offerings found there.

<https://teacher-academy-music.eu/publications>

¹ 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.

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.