

## **INTERNATIONAL PRACTICAL TRAINING ASSIGNMENT**

With the **Early Childhood Education training programme**, Karel de Grote University College intends to contribute to making the broader sector of day care more professional.

This training programme helps young people with ability to develop into a pedagogical coach. A coach should be able to have high-quality interaction with children, but should also be capable of inspiring counsellors or childminders and to further professionalize the team of a day care initiative.

In what follows, we give information about the **content, planning and guidance** of our international internships.

We look forward to fine and inspiring collaboration!

### **1 CONTENT**

The final year students focus on supporting and coaching staff. They carry out pedagogical tasks and collaborate in the educational policy. Together with the team they develop an innovative project. They maintain contacts with external partners.

We ask the students to serve as a learning professional in the organization. Their tasks are in keeping with the content of the programme and are tailor made to the training location. The student has sufficient space in the tasks to innovate and work independently. They develop initiatives in a project-based way that connect with the educational policy of the training location. These initiatives are in keeping with (a part of) the pedagogical expertise that the student has developed in the programme with regard to 'raising children', 'supporting the development of children', 'being a partner of children's families' and/or 'coaching teams'. Their tasks may concern a part of or all facets of the programme. Cooperation with the team is important for every initiative.

During her/his practical training, the student must have sufficient consideration for the team and the context in which s/he is working. The student will have regular dialogue with children and parents and will in no instance work in an ivory tower. To achieve this, s/he must regularly work together with the team, the children and the parents. S/he assumes responsibilities, initiates specific projects and actively works on initiatives that also remain after the training is finished. These activities take shape in collaboration with the contact mentor and are set up so that they fit well with the need and/or strengths of the training location.

We give the training locations enough space to immerse the student in the doings of the organization. The majority of the tasks the students take on depend on the specific training context in which they are working. Students can be employed in different ways to give pedagogical support. As mentor, you are in the best position to determine which tasks can be included in your organization. In addition, we formulate a number of training assignments that help students to focus on a number of themes and to take responsibility for some general tasks, because the intention is ultimately that each student takes on some responsibilities.

## **2 PLANNING**

We expect from the programme that the student does **50 days** of practical training. This means that s/he is present for **375 hours** at the training location. We ask to respect the working schedule of the training location. If the training location expects more training days or hours, then the student will also work them.

## **3 GUIDANCE**

As a training location, you are not on your own. During the training assignment you can rely on the professional guidance of the Karel de Grote University College.

At the start of the academic year, each student is assigned a teacher who serves as the **study programme adviser**. The personal study programme adviser supports and monitors the student for her/his entire education, and in particular for her/his portfolio and practical training. The study programme adviser thus also serves as a practical training adviser.

We ask the training location to assign a **mentor** to the student. This contact mentor assumes responsibility for training guidance from a broad perspective. We expect the contact mentor to support the student in her/his learning process. He or she is regularly available to the student and arranges the student's tasks together with her/him. The contact mentor also makes time for formal and informal feedback.