

## Guidelines for your internship

You get	40h for doing field work in a regular school – EF/EM (20h-30h – observing classes; 20h-10h – attending meetings AND/OR interviewing teachers, students, coordinators AND/OR reading documents AND/OR doing activities suggested by the school/teacher)	TOTAL 60 h
	5h for writing the initial Internship Plan*	
	15h for writing the Report (introduction + description + analysis**)	

### 1. Prepare your Internship Plan (written in Portuguese, two pages only)

Paragraph I – Introduce yourself (name, course you take at the university) and explain why you would like to do your internship activities in that particular school.

Paragraph II – Explain **what** you intend to do and **how long** your internship will take (not in number of hours, but in days/months). In order to establish a focus for your observation write down your guiding questions (the ones you will try to answer based on the data you gather during your observations)

E.g.1 – Do *Ensino Fundamental* students and *Ensino Médio* students have different attitudes towards learning English? Is the teacher's choice of activities and tasks different in these two contexts? To answer these questions, you will need to find a school where the same teacher is in charge of both *EF* and *EM* groups and you will have to interview the teacher and the students.

E.g. 2 – How many teachers are there in the staff? Do they plan the course together? In what sense are their approaches to teaching different? In what sense are they similar? To answer these questions, you will need to find a school where there are two or more teachers working with the same grades and you will need to interview the teachers.

Paragraph III – Explain what your report will be like (check item 4 below) and **clearly** state that the school will receive a copy of your report by the end of your Internship.

### 2. Locate a school

Preferably a public school (*Ensino Fundamental* and/or *Ensino Médio*). Once you have chosen a school, you may need to review your internship plan.

### 3. Choose the teacher(s) and the class(es)

The classes you observe should not be chosen randomly. Keep your internship plan in mind. Discuss with the coordinator/teacher(s) - in advance - which classes you will observe and why.

### 4. Start your observation having in mind you have to write (in Portuguese) a final report organized in three parts\*:

#### **Part I – Introduction**

This is the part where you explain who you are and what your project is about, clearly stating your objectives and any changes that had to be made in the original plan.

#### **Part II - Description**

This part of your report should include:

- a) a detailed description of **everything** you did from the day you went to the school to negotiate the possibility of attending classes to the day you left the school;
  - b) a description of the school (location, number of students, facilities, etc);
  - c) a collection of the "formulários de observação", **one per each class you observed**;
- Attention! The description of the context will be influenced by your values, but avoid being judgmental.

#### **Part II – Analysis**

To write this part, go over your records (you will probably gather more information than you will use here) and answer the questions you posed in your project/letter.

Try to examine the context of teaching through the eyes of the participants. The risk of being judgmental is even higher in the analysis.

### 5. Ethical issues

Do not accept to start your observation before having a previous conversation with the teacher(s). Involve the teacher you are observing in the process of deciding whether you will use his/her real name in your report or not.

In case the coordinator asks you questions about the teacher's performance, make your answers as descriptive and non-judgmental as possible.

If you decide to interview students or other members of the school community, remember to ask for their consent and explain what your project is about. Prepare your questions in advance and try not to predetermine responses. (Avoid biased questions like: Do you believe that good teachers should have strong interpersonal skills?)

Your presence in the classroom or in a meeting should be declared. Do not act as if you were invisible.

### 6. Before you leave the school, tell the teacher/coordinator how long it will take you to write the report and arrange to send them a copy.