



Dear Mentor Teacher,

GUIDING THE LEARNING PROCESS AS PART OF PEDAGOGICAL STUDIES IN VOCATIONAL TEACHER EDUCATION

On behalf of the School of Professional Teacher Education at Jamk University of Applied Sciences, I would like to thank your institution for its collaboration in implementing teacher's pedagogical studies, and you personally for your willingness to act as a mentor for teaching practicum. I believe that this mentoring role can also be beneficial for you as a teacher.

The scope of the teacher's pedagogical studies is 60 ECTS credits. These studies include a practicum as part of a 14-credit course titled "Facilitating Learning Process". During this course, the focus is on planning, implementing, and assessing a teaching module. A more detailed description of the course objectives, implementation, and assessment can be found in the "Materials for Mentor Teacher" provided in the orientation info, which the teacher student will deliver to you along with this cover letter.

All students in the School of Professional Teacher Education already hold the required qualification in their teaching field and have at least three years of work experience in the field. Completing the pedagogical studies grants pedagogical qualification for teaching in vocational education and other institutions where these studies are required, in accordance with regulation 986/1998.

There are various formats available for completing the pedagogical studies. When studying alongside work, the studies can be completed in 1–3 years, depending on the student's goals. The studies are conducted in regional online and peer groups. For students already working in teaching roles, the development of teaching and guidance skills takes place in their own institution. For others, the studies are carried out in a separately agreed institution.

AGREEMENT ON MENTORING

The cooperation between the practicum placement and the School of Professional Teacher Education, as well as the mentor of the student, is governed by an agreement. The practicum agreement is prepared and signed electronically in the Workseed system. Attached to this letter is also information about our updated way of offering you the opportunity to join our expert network and participate in available continuing education programs.

We hope that the student has a diverse opportunity to participate in the everyday activities of your work community and receives orientation from any member of the community.

Thank you for your valuable contribution to the implementation and development of teacher education!

Jyväskylä University of Applied Sciences
School of Professional Teacher Education

Jari Kalavainen
Head of Department, Teacher Education

ATTACHMENT Network of Teaching Practice Mentors



Network of Teaching Practice Mentors

Dear Partner Institution / Mentor of Teaching Practise,

Warm thanks to all of you—institutions and mentors—with whom we have the pleasure of collaborating. The support provided by educational institutions in implementing teaching practicum for students training to become teachers, guidance counselors, and vocational special education teachers is highly valuable. It ensures that future professionals have the opportunity to practice and reflect on their skills in real work situations. At the same time, these situations allow institutions to build relationships with potential future employees. Often, mutual trust is established during the practicum period, which can support future recruitment decisions by the education provider.

We would like to invite your institution and each teacher mentoring the practicum to join our expert network, which supports a current and high-quality learning path for future colleagues aiming for teaching roles. The practice mentor acts as a discussion partner and a colleague who introduces the student to the institution's practices, making them a key figure alongside the student's teacher educator. Therefore, the expert network of teacher educators and practice mentors serves not only the students but also our institutions.

We offer the opportunity for closer collaboration with other practice mentors and our teacher educators by organizing a topical seminar twice a year, to which all practice mentors are invited. If attending in person is difficult due to scheduling, we also offer the possibility to participate remotely. The seminar covers current themes in pedagogical competence and presents results from the latest projects related to learning and teaching.

With collaborative regards,

Pekka Risku
Director

Jari Kalavainen
Head of Department, Teacher Education