Guidelines for planning curricula in teacher education to support coherence

Coherence of theory and practice

- How does our study program support student teachers' professional development in applying theory into practice?

- How do the educational sciences, especially research methods studies, facilitate students' critical stance in their profession and in developing teaching practice?

Opportunity to analyze practice

- How does our study program support the reading, analysing and discussing 'broad' educational theories that are relevant for teaching and supporting learning in the classroom?

- How does our study program encourage students to reflect upon the ways their conceptual understanding of teaching and learning is developing during their study program?

- How does our study program encourage students to connect theories/concepts from one class to another within the same course?

Opportunity to enact practice

- How does our study program help students to plan teaching, implement their plans in class, practice assessment, and examine actual teaching materials?

Teacher self-efficacy

- How does our study program enhance the students' sense of self-efficacy in classroom management?

- How does our study program support the students' sense of self-efficacy in terms of being prepared to applying theoretical knowledge into teaching practice?

Vision of teacher education program

- What is the structure of our study program?

- What is the role of different stakeholders in different teacher education departments, subject departments, and schools in which teacher training practices are taking place?

- How do different stakeholders see and articulate the vision of teacher education program?

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