

PAIC

PractInComing Programme

International Internship Guide for Visiting Students

Faculty of Education of Bilbao

EHU – University of the Basque Country
Degree in Primary Education & Early Childhood Education

1. Introduction

The PAIC (PractInComing) programme is an international internship initiative developed by the Faculty of Education of Bilbao (EHU). It offers visiting international students the opportunity to complete a school placement in Basque public schools in Bizkaia, as part of their undergraduate studies in Primary or Early Childhood Education.

Internationalisation is a strategic priority for both EHU and the Faculty. This programme responds to the need for multilingual training and enriches the international mobility experience. It also fosters cross-cultural exchange, collaborative learning, and international research partnerships.

The presence of international student-teachers in schools is a valuable opportunity for schools and students alike — promoting intercultural understanding, inclusive education, and a global perspective on learning.

2. Context

The programme is coordinated jointly by the Vice-Deanship for International Relations and the Vice-Deanship for Practicum of the Degrees in Primary and Early Childhood Education.

Participating schools are part of the Basque Public School Network (Red de Pública Vasca) in Bizkaia. Before the course begins, an online information session will be held for all participants.

3. Programme Overview

Three Practicum Levels

Practicum	Duration	Main Focus
Practicum I	6ECTS	School observation and discovery. Immersion in the Basque educational context.
Practicum II	12ECTS	Deeper analysis of the school, structured observations, and comparative reflection.
Practicum III	18ECTS	Designing, implementing, and evaluating teaching interventions in the classroom.

4. Who is Involved?

Four key people are involved in the PAIC process:

□ Faculty of Education	<ul style="list-style-type: none"> Coordinates between the Vice-Deanship for International Relations and the Practicum Vice-Deanship. Assigns the school and the university tutor to each student.
□□ University Tutor	<ul style="list-style-type: none"> Meets with the student regularly to support and guide their progress. Designs the study plan together with the school tutor. Keeps contact with the school tutor and shares the programme guide. Supports the student in writing the final report. Submits the final grade in GAUR during the official assessment period.

	<ul style="list-style-type: none"> For Practicum II: makes a phone call to the school to follow up. For Practicum III: makes an in-person visit to observe the student.
□ School Tutor	<ul style="list-style-type: none"> Welcomes and introduces the student to the school and classroom. Designs the study plan together with the university tutor. Guides, supports, and supervises the student's daily work. Notifies the university of any exceptional circumstances (absences, schedule changes, etc.). Completes the evaluation rubric (Annex A) and sends it to the university tutor within one week of the placement ending.
□ Student	<ul style="list-style-type: none"> Attends punctually and follows the school's rules and regulations. Knows the programme and collaborates in its development. Submits all required documents on time. Maintains respectful relationships with all members of the school community.

5. Assessment

To pass each Practicum, students must pass ALL parts. The final grade is calculated as follows:

EVALUATOR	TOOL	WEIGHT
University Tutor	Evaluation rubric for the Practicum Report (Annex B)	50%
School Tutor	School Tutor Evaluation Rubric (Annex A)	50%

⚠ Failing the Practicum

- Two unexcused absences from the school → automatic fail.
- School tutor's grade below 5/10 → automatic fail.
- University tutor deems performance insufficient → fail (student must submit a new report for a second call).
- The practicum will be graded as "Not Presented" if the student is enrolled but does not attend the assigned school, attends without formal authorization and assignment (school and university tutor), or fails to submit the final report.

6. Contact

Practicum Vice-Deanship
Faculty of Education of Bilbao
Tel: +34 946 014 666
bhf.practicum.dekanordea@ehu.eus

International Relations Vice-Deanship
Faculty of Education of Bilbao
Tel: +34 946 017 564
bhf.internazionale@ehu.eus

7. Transversal Competencies

By completing the PAIC programme, visiting students will develop the following competencies, aligned with the EHU Transversal Competency Catalogue (2019) and the UN 2030 Agenda:

C1	Drawing on past experience to anticipate problems and plan solutions.
C2	Carrying out personal and professional projects, seeking learning opportunities in different contexts.
C3	Generating relevant learning by integrating knowledge from different disciplines.
C4	Describing actions and behaviours that respect linguistic and cultural diversity.
C5	Sharing the results of an inquiry or research process with specific social contexts.
C6	Making proposals for professional improvement, individually or collectively.
C7	Recognising the importance of cooperation, access to science, technology, and the sharing of knowledge.
C8	Raising awareness about the importance of local, national and global partnerships for sustainable development.

8. Data Protection and Privacy

Protecting the privacy of everyone in the school community is a legal and ethical obligation. The following rules apply to all students on placement and must be observed at all times.

Personal Data in Your Report

When writing any report, observation sheet, or intervention record, never use real names of students, teachers, or other school staff. Always use fictitious names or initials only. This applies to all written documents produced during the placement.

Photographs and Video Recordings

Taking photographs or videos inside the school is a sensitive matter regulated by Spanish and European law. Before doing so, you must:

- Request permission from the school director or coordinator.
- Obtain written authorisation from the parents or guardians of any minors who may appear (see permission form below).
- Use images exclusively for the purpose stated (Practicum documentation) and never share them publicly.
- If in doubt, do not photograph or record.

Possible alternatives: photograph from behind, blur faces digitally, or choose angles that do not capture faces.

PHOTO & VIDEO PERMISSION FORM

I, _____, parent or legal guardian of
 _____, authorise the student-teacher
 _____ to include my child in photographs or video
 recordings made exclusively for educational documentation purposes as part of the PAIC Practicum
 programme. These images will not be published or shared in any form.

Location: _____ Date: _____ Signature: _____

Applicable Legislation

- Spanish Constitution, Title I, Article 18 (fundamental rights and freedoms).
- Organic Law 1/1982, of 5 May, on the civil protection of the right to honour, personal and family privacy and one's own image.
- Organic Law 1/1996, of 15 January, on the Legal Protection of Minors (Article 4).
- Organic Law 3/2018, of 5 December, on the Protection of Personal Data and guarantee of digital rights.

Important reminder for the report

In any report, observation sheet, or intervention record submitted as part of the PAIC programme, all individuals must be referred to using fictitious names or initials. The student is responsible for ensuring this requirement is met before submitting any document.

PRACTICUM I | 6 ECTS

Goal

Immersion in the Basque school context. Observe, discover and start reflecting on the Basque educational reality.

What will you do during Practicum I?

- Observe the school: organisation, facilities, educational projects, and how it functions day-to-day.
- Observe your classroom: the learning environment, routines, students, and teaching style.
- Compare what you observe with your home country's education system.
- Write a final report following the structure below.

Specific Competencies

Competencies to Develop
Acquire practical knowledge of the school, its organisation and functioning.
Observe classroom interaction and communication processes.
Identify the main variables involved in the teaching–learning process.
Link theory to the reality observed in the classroom.

Practicum I — Final Report Structure

Note: All individuals mentioned in the report must be referred to using fictitious names or initials only. See Section 8 for the full data protection policy.

1.	Cover page: student name and ID, academic year, degree programme, school, location, names of school tutor and university tutor.
2.	Table of contents.
3.	Introduction: frame the context of the placement to help the reader understand the document. <i>(approx. 1 page)</i>
4.	Descriptive analysis of the school reality: describe the school's environment, main characteristics, educational model, and classroom context. <i>(approx. 2–3 pages)</i>
5.	Comparative analysis: reflect on the similarities and differences between the Basque educational system and your home country's system. <i>(approx. 2 pages)</i>
6.	Personal reflection: What have you learned? What surprised you? What will you take into your future teaching career? <i>(approx. 1–2 pages)</i>
7.	Bibliography: all sources cited must follow APA format.

After the placement

Once you submit your report, you will need to complete a satisfaction survey.

PRACTICUM II | 12ECTS

Goal

Deepen your understanding of the school and classroom through structured observation and critical reflection.

What will you do during Practicum II?

- Carry out an in-depth analysis of the school and its characteristics.
- Complete between 3 and 6 structured observation and reflection sheets (see Annex 1 — Observation & Reflection Sheet).
- Compare the Basque educational context with your home country.
- Write a final report following the structure below.

Specific Competencies

Competencies to Develop
Carry out a thorough analysis of the school and its educational context.
Develop structured observation and reflection skills.
Connect observations to theoretical knowledge from your studies.
Compare the Basque educational system with your home country's system.
Practise written communication and academic reflection.

Practicum II — Final Report Structure

Note: All individuals mentioned in the report must be referred to using fictitious names or initials only. See Section 8 for the full data protection policy.

1.	Cover page: student name and ID, academic year, degree programme, school, location, names of school tutor and university tutor.
2.	Table of contents.
3.	Introduction: frame the context of the placement to help the reader understand the document. <i>(approx. 1 page)</i>
4.	Descriptive analysis of the school reality: environment, school model, and classroom characteristics. <i>(approx. 2–3 pages)</i>
5.	Observations (3–6): attach completed observation and reflection sheets (Annex 1) and include a critical analysis of each. <i>(approx. 4–6 pages)</i>
6.	Comparative analysis: reflect on the similarities and differences between the Basque and home-country educational systems. <i>(approx. 2 pages)</i>
7.	Personal reflection: What have you learned? What challenged you? What will you carry into your future career? <i>(approx. 1–2 pages)</i>
8.	Bibliography: all sources cited must follow APA format.

After the placement

Once you submit your report, you will need to complete a satisfaction survey.

PRACTICUM III | 18ECTS

Goal

Design, implement, and evaluate teaching interventions in the classroom. Develop your practical teaching skills.

What will you do during Practicum III?

- Carry out an in-depth analysis of the school and its characteristics.
- Complete between 3 and 6 structured observation and reflection sheets (see Annex 1).
- Plan and deliver a minimum of 3 teaching interventions in the classroom (see Annex 2 — Intervention Record Sheet).
- Compare the Basque educational context with your home country.
- Write a final report following the structure below.

Specific Competencies

Competencies to Develop
Plan, implement and evaluate teaching interventions in the classroom.
Develop professional teaching skills and autonomy.
Apply learning from your degree programme in a real educational setting.
Reflect critically on your teaching practice and professional growth.
Engage with the school community professionally and collaboratively.

Practicum III — Final Report Structure

Note: All individuals mentioned in the report must be referred to using fictitious names or initials only. See Section 8 for the full data protection policy.

1.	Cover page: student name and ID, academic year, degree programme, school, location, names of school tutor and university tutor.
2.	Table of contents.
3.	Introduction: frame the context of the placement to help the reader understand the document. <i>(approx. 1 page)</i>
4.	Descriptive analysis of the school reality: environment, school model, and classroom characteristics. <i>(approx. 2–3 pages)</i>
5.	Observations (3–6): attach completed observation and reflection sheets (Annex 1) and include a critical analysis of each. <i>(approx. 4–6 pages)</i>
6.	Teaching interventions (minimum 3): attach completed intervention record sheets (Annex 2), including planning, implementation, and self-evaluation for each. <i>(approx. 6–9 pages)</i>
7.	Comparative analysis: reflect on the similarities and differences between the Basque and home-country educational systems. <i>(approx. 2 pages)</i>
8.	Personal reflection: What have you learned? What challenged you? What will you carry into your future career? <i>(approx. 1–2 pages)</i>
9.	Bibliography: all sources cited must follow APA format.

After the placement

Once you submit your report, you will need to complete a satisfaction survey.

ANNEXES

Supporting documents and templates for students and tutors

ANNEX	DOCUMENT
Annex 1	Observation & Reflection Sheet (for Practicum II and III)
Annex 2	Teaching Intervention Record Sheet (for Practicum III)
Annex A	School Tutor Evaluation Rubric
Annex B	University Tutor Report Evaluation Rubric

ANNEX 1 — OBSERVATION & REFLECTION SHEET

Complete one sheet per observation. Use fictitious names or initials for all individuals mentioned. Attach all completed sheets to your final report.

Student name:			
Observation nº:		Degree:	
Class / Group:		Year:	
Aspect observed:			
Location:			
DESCRIPTIVE SUMMARY — What did you observe? (describe factually, without interpretation, eg. Which teaching strategies did you observe most frequently, what learning theories do they seem to reflect? How did the teacher scaffold pupils' learning? In what ways were differentiation and inclusion addressed in the classroom? Provide specific examples)			
QUESTIONS & INITIAL REFLECTIONS — What caught your attention? What did you not understand? What would you like to know more about? To what extent did the observed practices align with current curricular frameworks (e.g., competence-based education)?			
ANALYSIS — -How would you describe the patterns of classroom interaction (teacher–student, student–student)? -To what extent did the teacher promote active participation and meaningful communication? - How did he manage classroom dynamics and behaviour? -Connect your analysis with theoretical principles with what you have learned in your degree (include references)			
PERSONAL REFLECTION — How do you feel about what you observed? What would you do differently? How does this relate to your development as a future teacher?			

COMPARATIVE NOTE — How does this compare to what you know from your home country's educational system?

ANNEX 2 — TEACHING INTERVENTION RECORD SHEET

Complete one sheet per teaching intervention. Use fictitious names or initials for all individuals mentioned. Collect the school tutor's signature at the end of each sheet.

Student name:	
Intervention nº:	
Title of the intervention:	
Subject / Area:	
Class / Group / Year:	
Date(s):	
Number of sessions:	

PLANNING — Objectives, content, methodology, sequence of activities (including timing), materials, and evaluation tools, criteria and rubrics.

IMPLEMENTATION — How did the session go? What worked well? What did not? How did students respond? Was the lesson completed in full? What feedback did the school tutor give you?

SELF-EVALUATION — Reflect honestly. What are your strengths in this intervention? What would you change? What difficulties did you encounter? What will you improve next time? How did you adapt your teaching practice? How does this intervention confirm or challenge theoretical principles studied during the degree? What assumptions about teaching and learning have you reconsidered? How was feedback provided, and how effective was it in supporting learning? What have you learned about yourself as a teacher? What areas require further improvement, and how do you plan to address them?

School tutor's signature and approval:

If the tutor does not sign, please explain the reason below:

ANNEX A — SCHOOL TUTOR EVALUATION RUBRIC

The school tutor evaluation rubric is provided as a separate document (one per Practicum level). Please use the rubric corresponding to the student's Practicum level:

- Practicum I (200 hours) — School Tutor Rubric PI
- Practicum II (275 hours) — School Tutor Rubric PII
- Practicum III (420 hours) — School Tutor Rubric PIII

The completed rubric must be sent to the university tutor within one week of the end of the placement. The rubric accounts for 50% of the student's final grade.

Reminder for school tutors

Please use fictitious names or initials when referring to specific students or situations in your written comments. This is a legal requirement under Spanish data protection legislation.

ANNEX B — UNIVERSITY TUTOR REPORT EVALUATION RUBRIC

The university tutor uses this rubric to evaluate the student's final report. The rubric accounts for 50% of the student's final grade. The rubric is provided in a separate document.