

# **Internship Policy Document: Collaborative Mentoring-based Internship Program for PGDEM, PGDEL and FY MAEML courses**

## **Introduction:**

This policy document outlines the Collaborative Mentoring-based Internship program for Post – graduate program students in Educational Management and Leadership, Diploma In Educational Management and FY MAEML. This model aims to bridge the gap between theory and practice through experiential learning and collaborative mentoring; ensuring interns gain practical skills and develop a philosophy of educational management/leadership.

## **Context:**

Recognizing the challenges faced by interns, this program emphasizes collaboration. By involving pre-service and in-service interns, site supervisors, and teacher educators, the program addresses real-world complexities. Need-based internship programs are designed for each school unit, grounded in distributed partnership, experiential learning, and addressing actual educational problems.

## **Outcomes:**

1. Experiencing educational management/leadership realities: Interns participate in various tasks and activities, gaining firsthand understanding of the complexities involved.
2. Gaining practical experience: Interns apply managerial/leadership skills in real-world scenarios, developing confidence and competence.
3. Developing a philosophy: Through reflection and engagement, interns form their own philosophy of educational management/leadership grounded in experience.

## **Principles:**

1. Comprehensive career growth: We are committed to supporting interns' holistic professional development.
2. Institutional partnership: Educational institutions play an integral role in shaping future leaders.
3. Contextualization: The program adapts to individual school needs and contexts for effective results.
4. Research-based design: The model is underpinned by sound research and best practices.
5. Reflective practices, experiential learning, and distributed partnership: These core principles guide the program's structure and approach.

## **Conceptual Framework :**

### **The model draws upon:**

1. **Heutagogy:** This self-directed learning approach empowers interns to actively seek knowledge and solutions.
2. **Complexity theory:** The program acknowledges the complex and adaptive nature of school systems.
3. **Research-based standards:** The model adheres to established ethical and professional standards.

### **Phases of the Model:**

1. Pre-design: Literature review and discussions with practitioners to identify best practices and needs.

2. Design: Development, pilot testing, and validation of the program based on input and findings.
3. Evaluation: Continuous evaluation of interns and the program using structured methods for improvement.

### **Structure (Semesters 1 and 2):**

- Duration: Internship spread over two semesters.
- Time commitment: Approximately 100 hours per semester dedicated to internship activities.
- Workplace: In-service interns work in their own school environment.
- Career growth areas: Interns choose four areas for focused development each semester.
- Action plans: Design three action plans related to identified growth areas.
- Faculty development: Design and implement one faculty development program per pair of interns.
- Administrative tasks: Participation in regular administrative tasks for exposure and experience.
- Reflection log: Maintaining a daily reflection log to document learning and insights.
- Assessment: Portfolio-based assessment based on action plans, faculty development program, reflection log, and presentation.

### **Suggested Internship Activities (Based on Domains):**

- Participate in school improvement planning and implementation.
- Analyze and contrast school mission statements with other progressive schools.
- Plan and lead staff development programs based on identified needs.
- Conduct walkthrough observations and discuss data with assistant principals.
- Participate in the hiring process and school budget proposal development.
- Organize and manage activities involving parents and families.
- Lead community focus groups to assess school vision implementation.
- Attend special education placement or annual review meetings.
- Participate in or lead the grant application process.

- Attend leadership conferences or seminars.
- Develop and implement event plans.

**Evaluation:**

Regular feedback from interns, site supervisors, and school principals will inform program evaluation. This feedback will be used to monitor progress and make continuous improvements to the Collaborative Mentoring-based Internship Model.