

## THE ROLE OF PEDAGOGY UNIVERSITIES DURING PRACTICUM IN PRE-SERVICES TEACHER TRAINING OF VIETNAM

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**Abstract.** Pedagogy universities must be responsible for performing the obligation to organize and guide students. The role of pedagogical universities in practicum is very important, which ensure the quality of pedagogical practice of students. Practicum is a form of organizing to send students of pedagogical universities to schools so that students can apply professional and scientific knowledge about pedagogical science which has been learned at pedagogical universities, initially getting acquainted and embark on the actual work of a teacher. Therefore, the process helps strengthen and cultivate more professional, professional, emotional and professional ethical qualities. The purpose of this research is to determine the role of pedagogy universities in practicum to train student teacher. Data will be collected through questionnaires involving 390 participants comprising student teachers, university lecturers and mentors/ instructors. The findings show that the role of pedagogy universities in teacher preparation relating to practicum is extremely important. The result of the research may provide insights into factors that push pedagogy universities to improve the effectiveness of practicum, as well as the implications of these for the professional development of prospective teachers. On the other hand, Pedagogy universities have responsibility for their students, not only about the linking with school but also the result and the effectiveness of the practicum.

**Keywords:** practicum, role of pedagogy universities, pre- service teacher training, student teachers.

### 1. Introduction

Practicum is an important activity in the training of knowledge, skills and education students. Because the process improves the quality of pre - service teacher training. Practicum is also a compulsory stage, necessary conditions to form and develop pedagogical skills of student teachers [1]; [2]; [3]. There are many partnerships in teacher – training and practicum, however, pedagogy universities play an importance part in the process [4]. Pedagogy universities are responsibility for supplying knowledge, skills, attitude for student teachers during the training time. Pedagogy universities also link with the schools for practicum actively [5];[6]. The level of effectiveness and the role of pedagogy universities during practicum need be researched deeply in the context of Vietnam.

Tuli, F., et al (2009) [7] mentioned that high quality practicum program with features such as:

- integrating theoretical knowledge and professional practice across the three domains of a teacher education program; ‘content’ knowledge gained through a liberal education, professional knowledge, pedagogical skills and insights;

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- being designed and implemented within a partnership involving teacher education institutions (TEIs), schools, school systems and relevant professional bodies;
- articulating clear and progressive stages for the development of the acquired knowledge, skills, attributes and dispositions of beginning teachers;
- providing diverse experiences in a range of school contexts and with a variety of students;
- assessing clear delineations of purposes, roles and expectations of TEI student activities and performance;
- including an assessment of resource needs and implications;
- being flexible and encouraging innovation;
- involving ongoing evaluation and response.

Early field experiences and collaborative feedback from both district and university professionals allow pre-service teachers to self-identify the possibilities that teaching might not be an appropriate career choice, giving them a chance to change majors much earlier in their college experience. Student teachers become well-known to principals and teachers, markedly enhancing the possibility of their employment in the district upon graduation (Holen, M. C., et al, 2014).

Under Smith, Karl (2016) [4] approach, universities assign students to schools for practice teaching, and there is a clear division of responsibilities between the school and the university. He researched three models of teacher education institution. In *practice schools model*, the university is responsible for teaching the theory, and the schools deal with the practical skills of teaching. In fact, the communication between the university and the school is mainly written, and there are few face-to-face meeting points other than, perhaps, a pre-practicum information meeting. A university-based teacher educator visits the student teachers to observe what students often call ‘an examination lesson’, not always a perception shared by the visiting teacher educator.

However, the final assessment of the practicum, if the student has passed or failed, is likely to lie with the university teacher educator, in consultation with the written report from the school. It is often the university or the government that decides the length of the practicum, the number of lessons to be taught, the focus of assessment, and the practice field that holds the practical expertise is not always consulted. This kind of relationship between the practice field and higher education cannot be characterised as a true partnership with shared responsibilities and rights, and mutual trust in each other’s expertise. The power lies with higher education, and the school provides services with or without reimbursement.

*In partner schools model*, the university sends out a call to schools to apply to become partner schools. Schools have to present their qualifications, such as the number of educated mentors, innovative projects, and to write a brief statement about wanting to work closely with the university. The main objective is that the schools shall be a good arena for the students’ practicum. The school principal commits the school to accepting a certain number of student teachers during the partnership period and to allow for a number of teachers per year to attend the credited mentor education program offered by the university. The university offers mentor education, which provides academic credits if the mentor wants to pursue education at a master level. Teacher educators from the university are available for lectures and seminars in the partner schools, and the university organizes a two-day seminar for the school principals and the coordinating mentors every year. the university that ‘owned’ the partnership, provided the resources, decided which schools were selected as partners, and had the responsibility for the final assessment of the practicum.

*In university schools model*, the basic idea behind university schools in Norway is that selected schools have the same status as university hospitals. Learning takes place in both arenas,

and the involved actors have dual positions in the university school as well as at the university. Partnership is perceived as an experience between the two environments joined by the students. While university teacher educators and mentors interact, there is awareness that the university has less direct contact with (and thus control over) the students, and school experience is viewed as the most valuable experience.

Magudu, S, 2018 expressed that that the supervision and assessment of student teachers were the responsibility of both teacher education institution lecturers and school-based supervisors (mentors and administrators), who were supposed to observe the student teachers' lessons and produce written reports. Teacher education institution visits to schools were an important feature of the interaction between the partners [5]. Lecturers visited schools to supervise and assess student teachers at least once per term, i.e. every four months. Teacher education institutions called for the establishment of open lines of communication in terms of information flow, clarifying each other's roles in the process and periodic feedback reviews.

Since student teachers begin their semester with extended and progressively demanding experience working in school settings, teachers receive real assistance in teaching and managing their classroom when they accept responsibilities as a cooperating teacher [8]. The combination of student teachers, clinical instructors, university faculties, and shared professional development activities greatly reduces teacher isolation and increases morale as they have regular opportunities for planning, brainstorming, and sharing with other professionals. The roles of teacher education institution include: sharing research, in which teacher inquiry provides teachers with a critical orientation to their practice, and demonstrating that they could conduct research in their schools that leads to meaningful change and enhanced teacher professionalism. The role of the Institute as fostering collaboration in the development of criteria, processes and procedures for the accreditation of those schools providing professional experience for student teachers, and the definition of respective roles in the induction of teachers.

The Ministry of Education and Training of Vietnam pays special attention to the relationship between high schools and pedagogical institutions in teacher training [9]. The practicum regulations after many changes have been completed in 2003. The role of pedagogy university is expressed in the concept of pedagogical practicum. Practicum is a form of organizing to send students of pedagogical universities to schools so that students can apply professional and scientific knowledge about pedagogical science which has been learned at pedagogical universities, initially getting acquainted and embark on the actual work of a teacher, thereby strengthening and cultivating more professional, professional, emotional and professional ethical qualities.

After completing pedagogical practicum programme, teacher students must achieve the following objectives:

1. They have skills in class work, education, emotional enhancement and professional ethics.
2. They have basic skills in lesson preparation, promotion; organizing lectures; assessing students' learning outcomes.
3. They can go to class to lecture and be a class leader independently.

The content of pedagogical practicum consists of two basic activities for a teacher: 1/ Teaching practicum includes: lectures, practice lessons, guiding self-study, summarizing teaching experience. 2/ Practicum of education includes: activities of class chairman planning; focus on educational activities of political ideology, ethics, building academic discipline, building collective classes, special education, educating workers' consciousness; Union work, teams, arts, sports, etc. All these two content students have been equipped with theories at the pedagogical university.

In Vietnam, there are two methods of practicum in parallel: Concentrated mode: pedagogical practice takes place in batches and at a certain time of the training course. Some pedagogical teachers divided pedagogical practice into two courses for 3rd-year and 4th-year students. However, at present, in order to be suitable for training under credit system, some pedagogical institutions have combined two practicum progresses in the fourth year. Students will be divided into groups being called concentrated practicum. The pedagogical institution is proactive in planning the pedagogical practicum, finding schools to bring students to practice, stable practicum plans, and convenient practicum.

My, G. S (2014) [6] supports the concept that, as a teacher training university, responsible for the quality of its training, the pedagogical universities are the main responsible units, taking an active role in the Practicum. Pedagogy schools must be responsible for performing the obligation to organize and guide students. Relations and coordination between pedagogical universities and high schools in pedagogical practicum play a very important role, which is an essential link to ensure the quality of pedagogical practice of students. My, G. S (2014) presents the current situation, the pedagogical universities play an active role, seeking ways to rely on help. Departments and schools play a passive role and help if conditions permit.

MOET (3003) [9] determined the role of the pedagogical institution includes:

- Directing the development of plans, content, compilation of instruction and training materials for cadres and students who are willing to focus on pedagogical practice.
  - Sending lecturers to schools where students have practicum programme to monitor, grasp the situation, guide students, help students prepare lesson plans, practice teaching, etc, together with the leaders of practice schools to exchange jobs, price of pedagogical practicum process as planned.
  - Monitoring and organizing a review of pedagogical practice to draw experience in training, helping students perform well in the next pedagogical practice;
  - Approving the results of allocating students to practice pedagogy; sign a decision to set up delegations and send a representative board of students to practice pedagogy;
  - Approving estimates of pedagogical practice funding;
  - Coordinating with departments, practice schools, faculties to check and review pedagogical practicum at schools;
  - Reviewing and deciding the cases of student disciplinary violations during the practicum;
  - In case of necessity, inviting the Board to direct the school, the relevant units to attend the meeting and exchange the evaluation at the practice schools in the middle of the pedagogical practice;
- Checking and approving the results of pedagogical practice.

## **2. Content**

### **2.1. Method**

#### ***Research questions***

The research questions for the study focuses on:

1. The importance of pedagogical university during practicum in teacher training.
2. How is the role of pedagogical university?

#### ***Data sources***

To answer the research questions, questionnaires were utilised to provide data sources. Questionnaires can obtain information from a large population of teachers and students, lecturers who could provide practical knowledge regarding the role of pedagogical university during

practicum in teacher education training. In this study, the characteristics of pedagogy universities in teacher education were used as a theoretical framework to set up specific themes and questions for the questionnaires. Accordingly, the questionnaires focus on determining awareness and attitudes implemented by teachers, lecturers and students. The questionnaires were discussed intensively several times with other researchers as regarding their words before they were used in practice. In this study, the data come from three main sources:

- Teacher questionnaires,
- Student questionnaires,
- Lecturers questionnaires

The questionnaires applied similar content for the questions, with an emphasis on specific, visible and measurable manifestations of the role of pedagogy universities in teacher education and attitudes about the role of pedagogy universities. Specifically, the questions were about:

- The importance of issues related to practicum;
- The level of implementation the role of teacher education institution in practicum to training teachers;

The questionnaires used closed-ended questions with 5 point Likert scales. By answering the questions, the extent of the role of pedagogy universities in teacher education can be revealed and recognised.

#### ***Data collection***

The questionnaire surveys were conducted in all three main sources: teachers at schools, student teacher and lecturers in pedagogy universities. The questionnaire surveys were implemented in two phases. The first was a pilot phase and the second was the official phase. The aim of the pilot phase was to check whether the designed questionnaires were effective or not in obtaining the most complete and accurate information from teachers and students. The analysis of the data from the pilot phase showed that some questions were not expressed appropriately enough to make the teachers, lecturers and students provide information in a detached and honest manner. After that, the questionnaires were adjusted and reworded to encourage the teachers, lecturers and students to provide accurate, unbiased and complete information regarding the research issue. In both of the survey phases, instructions were given to the teachers, lecturers and students in order to help them understand the questions and guide them in how to work on the questionnaires. The teachers, lectures and the students were encouraged to be free, honest and detached in order to provide accurate answers to the questions in the questionnaires.

#### ***Participants***

A total of 150 school teachers were involved in the official survey (teachers are from Phu Tho and Hai Phong province), of whom 72,5 % were female and 27,5% were male. They were class teachers, specialist subject teachers or school leaders, with class teachers being the proportion at 60%. Relating to school teachers, more than half of them had more than ten years of experience. A total of 150 students were involved in the official survey, among whom 75% were male and 25 were female (They are from Hanoi national university of education and HCMU). Most of them were aged 23, amounting to a proportion of 80%. A total of 90 lecturers were involved in the official survey, among whom 65% were male and 35% were female. Most of them were aged 35- 40 (They are from Hanoi national university of education and HCMU).

#### ***Data analysis***

Teachers' and students' written responses to the questionnaires provided raw data sources that were later assessed using SPSS software. The results from the SPSS assessment were read carefully by the author, to obtain a general sense of the information and get an opportunity to reflect on its overall meaning in terms of the role of pedagogy universities in teacher education.

After that, they were coded by writing words representing categories of the role of pedagogy universities in teacher education activities and attitudes, and later divided into themes for the findings that emerged from the evidence.

Accordingly, coherent interpretations of the themes of the findings were made. The data analysis involved several steps. Firstly, a detailed descriptive analysis of the collected data was carried out by the author. The analysis indicated means and ranges of scores for the variables. After that, the descriptive analysis was presented and intensively discussed several times with other researchers from the same field as the author. In this way, the data were validated and reliable findings were produced. This also led to a discussion about the implications of promoting the role of pedagogy universities in teacher education.

## 2.2. Results

The result of the research showed in the tables below

**Table 1. Awareness of the role of pedagogical universities during practicum in teacher education training**

N0	Items	Lecturer		Teacher		Student	
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
1	The importance of pedagogical university in practicum for teacher training	4,7000	,46082	3,6667	,87214	3,8871	,74582

Table 1 shows that the surveyors highly appreciate the important role of pedagogical universities in practicum to train teachers. In the current context of pedagogical training in Vietnam, the teacher education institutions still take the initiative in training and mastering the practicum procedures for students, so the role of pedagogical institutions is highly appreciated, most lecturers assess with a mean of 4.7. Due to the focus and administration of the practicum process at the pedagogical institution, the role of the school is mainly to guide teacher students to follow orders and requests from the pedagogical institution during the practicum process. The teachers and students evaluated with lower mean: 3,6667 and 3,8871

**Table 2. Lecturers assess the role of pedagogical universities in practicum to train teacher educator**

No	Items	Awareness			Implementation		
		Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank
1	Promulgate regulations on practice of violations and accompanying instructions	4,5000	,50351	4.5	4,3333	,47434	3.5
2	Conduct an assessment of students' practicum records	4,2500	,66608	9	3,5556	,50000	13
3	Establish the steering committee at the school and faculty level	4,2500	,66608	9	4,3333	,47434	3.5

4	Appoint staff to contact high school where students are about pedagogical practice	4,5000	,50351	4.5	4,2222	,41833	6.5
5	Develop detailed programs, plans and contents on pedagogical practice	4,6250	,48752	1	4,1111	,57009	10
6	Compilation of specific documentation	4,5000	,71207	3	4,2222	,63246	5
7	Foster, train cadres and students on practicum	4,6250	,48752	2	4,2222	,41833	6.5
8	Establish Evaluation Council, assess records of the process of practice, practice, skills training of students according to regulations.	4,3750	,70085	6	4,0000	,94868	11
9	Responsible for the funding of practicum	4,2500	,66608	9	4,1111	,57009	10
10	Appoint lecturers in charge of leader of team practicum	4,1250	,60369	12	4,0000	,82158	12
11	Lecturers evaluate students with school teachers	4,0000	1,23334	13	4,1111	,57009	10
12	Lecturers visit teacher student team, arrange a timetable to assess the practicum process of students but do not give points	4,3750	,48752	7.5	4,4444	,50000	2
13	Organize meeting to summarize and learn from experience of pedagogical practice	4,3750	,48752	7.5	4,5556	,68920	1

The data from the above table shows that, in terms of awareness of the role of pedagogical universities in training teachers and teachers of pedagogical universities, it is highly appreciated the role of pedagogical universities in the content “Develop detailed programs, plans and contents on pedagogical practice”, “Foster, train cadres and students on practicum”, “Compilation of specific documentation”.

The criteria with the lowest average score are: “Appoint lecturers in charge of leader of team practicum”, “Lecturers evaluate students with school teachers” For practical implementation of the role of pedagogical university, lecturers highly appreciate the content: “Lecturers visit teacher student team, arrange a timetable to assess the practicum process of students but do not give points”, “Organize meeting to summarize and learn from experience of pedagogical practice”.

The criteria with the lowest average score are: “Conduct an assessment of students' practicum records”, “Establish Evaluation Council, assess records of the process of practice, practice, skills training of students according to regulations”, “Appoint lecturers in charge of leader of team practicum”.

Pedagogical universities play a key role in the pedagogical practice of students under their training, the pedagogical institutions actively build plans and establish practicum with the teachers of the schools to participate in the guidance and connecting with high school, promulgating regulations attached with detailed instructions on the work that schools need to implement. However, in the implementation, the budget for the schools is still low, the lecturers are

responsible for connecting the pedagogical institution with the school, which does not fully reflect the role and activities of the pedagogical institution in the universal school, unclear information, especially when teachers coordinate with school teachers to evaluate students' progress in pedagogical practicum.

**Table 3. Teachers evaluate the role of pedagogical universities in practicum to train teacher educator**

No	Items	Awareness			Implementation		
		Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank
1	Promulgate regulations on practice of violations and accompanying instructions	4,1333	,50056	9	3,8000	,65539	11
2	Conduct an assessment of students' practicum records	4,1333	,62031	8	3,8667	,50056	10
3	Establish the steering committee at the school and faculty level	4,0667	,44370	11	3,8667	,50056	8.5
4	Appoint staff to contact high school where students are about pedagogical practice	4,2667	,57541	5.5	4,0000	,51813	5
5	Develop detailed programs, plans and contents on pedagogical practice	4,2667	,57541	5.5	4,0000	,63457	2.5
6	Compilation of specific documentation	4,2667	,57541	5.5	4,0000	,63457	2.5
7	Foster, train cadres and students on practicum	4,2000	,54342	2.5	4,0000	,51813	5
8	Establish Evaluation Council, assess records of the process of practice, practice, skills training of students according to regulations.	4,2667	,57541	5.5	4,0667	,68215	1
9	Responsible for the funding of practicum	4,2000	,65539	1	3,6667	,70155	13
10	Appoint lecturer in charge of leader of team practicum	4,2000	,54342	2.5	3,8667	,50056	8.5
11	Lecturers evaluate students with school teachers	3,8667	,62031	13	3,7333	,57541	12
12	Lecturers visit teacher student team, arrange a timetable to assess the practicum process of students but do not give points	4,0000	,73274	12	3,9333	,44370	7
13	Organize meeting to summarize and learn from experience of pedagogical practice	4,0667	,68215	10	4,0000	,51813	5



The data from the above table shows that, in terms of awareness of the role of pedagogical universities in teacher training, teachers of pedagogical universities appreciate the role of pedagogical universities in the content “Foster, train cadres and students on practicum”, “Responsible for the funding of practicum”, “Appoint lecturers in charge of leader of team practicum”. The criteria with the lowest average score are: “Establish the steering committee at the school and faculty level”, “Lecturers visit teacher student team, arrange a timetable to assess the practicum process of students but do not give points”, “Establish the steering committee at the school and faculty level”.

For practical implementation of the role of high school, teachers highly appreciate the content: “Develop detailed programs, plans and contents on pedagogical practice”, “Compilation of specific documentation”, “Establish Evaluation Council, assess records of the process of practice, practice, skills training of students according to regulations”.

The criteria with the lowest average score are: “Promulgate regulations on practice of violations and accompanying instructions”, “Responsible for the funding of practicum”, “Lecturers evaluate students with school teachers”

The views of school teachers are quite similar to the teacher's assessment of the role of pedagogical universities in pedagogical practice. Pedagogical universities have a great advantage in pedagogical training programs, connecting students to schools according to the school's plan, the time to bring students to school is quite stable, focusing on students in the second year. By the fourth year, the pedagogical system for pedagogical practice is also fully prepared by the pedagogical universities. However, the role of the pedagogical university in assessing teachers is not high, the relationship with the public is not tight when high school teachers do not have the opportunity to comment on the regulations and participate in training students at the monk. Offenders and lecturers also have little time to visit, visit student delegations, mainly focus on contacting, handing over the delegation at the time of coming and reviewing the practice of the offense.

**Table 4. Students evaluate the role of pedagogical universities in practicum to train teacher educator**

No	Items	Awareness			Implementation		
		Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank
1	Promulgate regulations on practice of violations and accompanying instructions	4,2733	,62280	5	3,7724	,62480	12
2	Conduct an assessment of students' practicum records	4,1800	,58009	7	3,9919	,67138	7
3	Establish the steering committee at the school and faculty level	4,4467	,66086	1	3,8862	,31889	10.5
4	Appoint staff to contact high school where students are about pedagogical practice	4,3600	,64797	2.5	4,0976	,56416	4

5	Develop detailed programs, plans and contents on pedagogical practice	4,0867	,51731	10.5	4,0976	,56416	4
6	Compilation of specific documentation	4,0867	,51731	10.5	3,8862	,31889	10.5
7	Foster, train cadres and students on practicum	4,0867	,66491	9	3,9919	,47037	8
8	Establish Evaluation Council, assess records of the process of practice, practice, skills training of students according to regulations.	4,0867	,51731	12	4,0976	,56416	4
9	Responsible for the funding of practicum	3,9133	,79374	13	3,7805	,41561	13
10	Appoint lecturers in charge of leader of team practicum	4,3533	,64648	4	3,8943	,56992	9
11	Lecturers evaluate students with school teachers	4,0867	,67493	8	4,1057	,56992	1.5
12	Lecturers visit teacher student team, arrange a timetable to assess the practicum process of students but do not give points	4,2600	,75467	6	4,0000	,47907	7
13	Organize meeting to summarize and learn from experience of pedagogical practice	4,3600	,64797	2.5	4,1057	,56992	1.5

The data from the above table shows that, in terms of awareness of the role of pedagogical universities in training teachers and students of pedagogical universities, it is highly appreciated the role of pedagogical universities in the content: “Establish the steering committee at the school and faculty level”, “Appoint staff to contact high school where students are about pedagogical practice”, “Organize meeting to summarize and learn from experience of pedagogical practice”.

The criteria with the lowest average score are: “Establish Evaluation Council, assess records of the process of practice, practice, skills training of students according to regulations”, “Responsible for the funding of practicum”.

For practical implementation of the role of high school, teachers highly appreciate the content: “Lecturers evaluate students with school teachers”, “Organize meeting to summarize and learn from experience of pedagogical practice”.

The criteria with the lowest average score are: “Promulgate regulations on practice of violations and accompanying instructions”, “Responsible for the funding of practicum”

Students find that the pedagogical university is still having many limitations on financial regime for pedagogical practice, students mainly know about instructors and delegates in practice and human resource planning for practicum. Pedagogy is almost unknown.

### **2.3. Discussion**

Pedagogical practicum is the period when students practice their knowledge of specialized science subjects and knowledge of educational science that have been studied at universities. This is the period when students are challenged in many aspects: the ability to apply knowledge flexibly into reality, creative capacity, organizational capacity, and student management.

- It is the stage of practical training, contributing to the implementation of educational principles, combining theory with practice, reasoning with practice in the process of education and training.

- Helping students apply professional knowledge and skills in pedagogical science that they have learned at vocational schools, practice doing the jobs of a teacher, thereby strengthening and cultivating more professional knowledge.

- Fostering moral qualities, raising awareness and love for students.

- Helping teacher training institutions self-test and evaluate the quality of training.

Pedagogical universities still play a key role in the relationship with high schools related to pedagogical practice. Act as a focal point and take main responsibility in organizing architectures and teaching practice: Organizing for students to register architecture and teaching practice; advising and proposing the issuance of decisions, plans, documents for implementation, process of organization, management of digital architectures and pedagogical practice; notify training units and students to perform. Contact, coordinate with departments, Education and Training Department, schools, relevant units of university of education to perform related tasks; coordinating with the Planning and Investment Department to propose the fostering norms for the performance of tasks related to architecture and teaching practice. Organizing inspection and forecasting - assessing, summarizing and collecting archived results and records. Organize training, guidance, and help for students' representative boards to well perform the prescribed tasks. Finance for pedagogical practicum. On the pedagogical institutions side, they are proactive in all stages of practicum process from time, place, student groups, instructing lecturers to guide the teacher student, promulgate documents and practicum rule with compulsory demand for schools.

### **3. Conclusions**

Practicum is a compulsory content in teacher training programs in Vietnam. The importance of the problem has been specifically adopted by MOET through mandatory regulations for teacher training institutions. There are many different components involved in teacher training and practicum, but the pedagogical institution - which provides fundamental knowledge, reasoning about teaching, education and high school - where the knowledge that formula is applied in practice are two core components. The paper points out the role of of teacher training institutions. The teacher training institutions are active from the plan to the internship content, the regulations on assessment, the practicum process to cut and appoint personnel for pedagogical practicum including appoint lecturers and divide students into groups. Funding and practicum content are also determined by teacher training institutions. The relationship between teachers and school leaders with teachers and pedagogical institutions is rather loose, high schools have not participated in training at pedagogical universities as well as direct comments with teacher training institutions, mainly proposed through the summary report. The article has explored the role of schools and teacher training institutions to see the relationship between these two components. It is necessary to point out the two-side relationships with each other and assess those aspects with practical research.

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