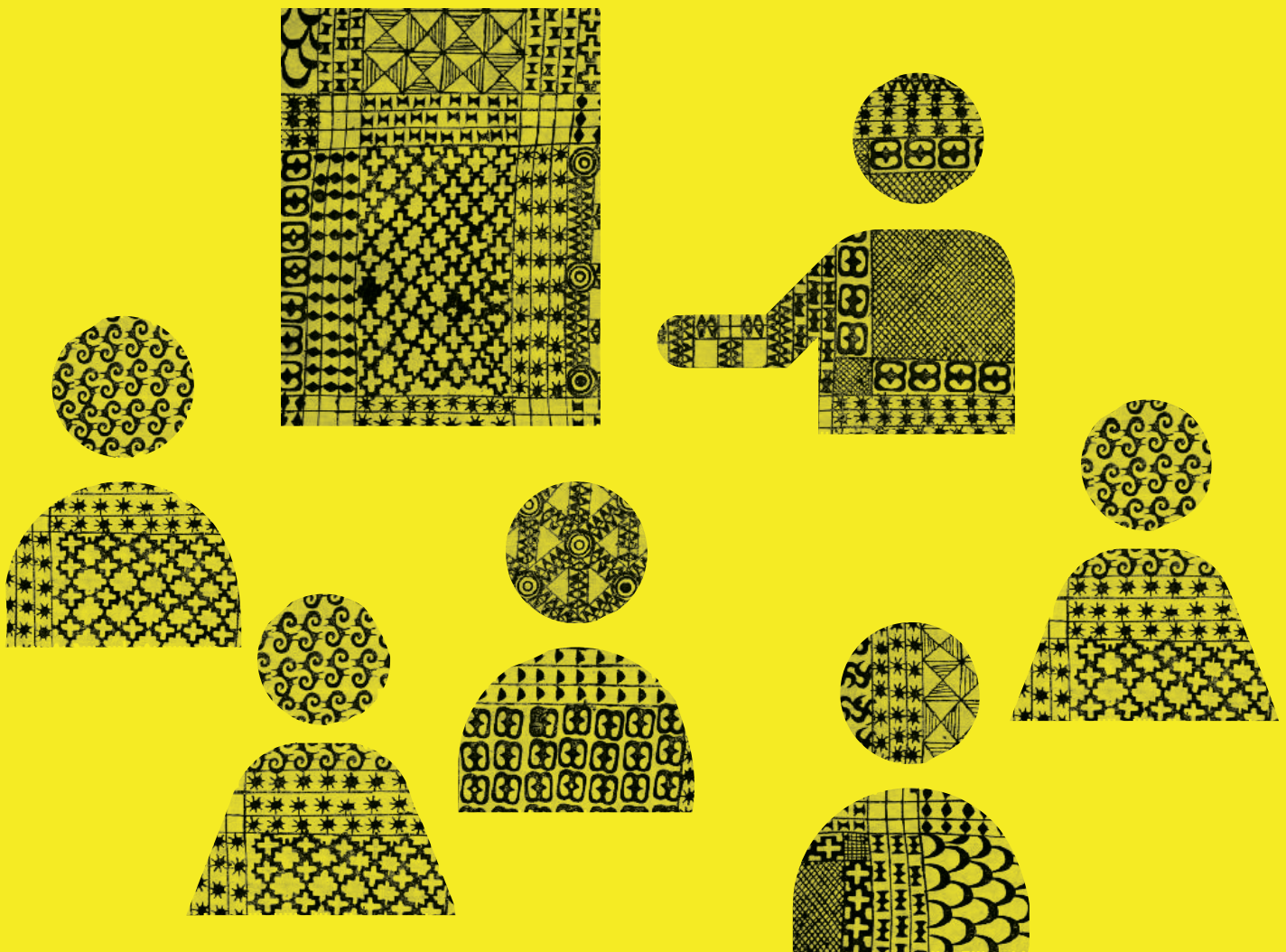


# Teaching Practice

MENTOR HANDBOOK





## Year 3: Teaching Practice



## Schools Partnership Programme

Year 3: Teaching Practice  
Mentor Handbook



The Government of Ghana



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## ABBREVIATIONS

CoE	College of Education
CS	Circuit Supervisor
DBE	Diploma in Basic Education
GEO	Girls Education Officer
GES	Ghana Education Service
ICT	Information Communication Technologies
ITE	Initial Teacher Education
JHS	Junior High School
LP	Lower Primary
PCK	Pedagogical Content Knowledge
P-D-R	Plan Together-Do- Reflect Together
RPK	Relevant Previous Knowledge
SEM	Semester
SPA	School Partnership Adviser (T-TEL)
STPD	Student Teacher Professional Development
T	Theme
TLA	Teaching Learning Adviser (T-TEL)
TLM	Teaching Learning Materials
TP	Teaching Practice
TPC	Teaching Practice Coordinator
T-TEL	Transforming Teacher Education and Learning
UP	Upper Primary
Y1, Y2, Y3	Year One, Year Two, Year Three

## FOREWORD

The quality of education in every society is largely determined by the quality of its teachers. Conversely, the quality of teachers is determined by the level of their subject matter mastery and how they pass on that subject matter to their learners, among many other factors. Teachers' ability to do this depends on how the Initial Teacher Education (ITE) prepares them for teaching. The ITE should provide teachers with intellectual and professional background through the study of academic content, professional and pedagogical studies, and create the opportunity for student teachers to practise teaching. In many contexts, it is this foundation that informs teachers' practice the most.

The initial teacher education in Africa, and sub-Saharan Africa particularly, has been criticised for failing to prepare teachers adequately for the conditions they face in the field (Lewin and Stuart, 2003; Bakari, 2009). In some cases, weaknesses in teachers' capabilities in promoting effective learning at the classroom level have been cited. There is also the argument that the ITE curricula in many African countries, including Ghana, is too theoretical, with little emphasis on practical knowledge and practice (Akyeampong, Lussier, Pryor & Westbrook, 2013). To address these issues, the ITE programme must be reformed to make it practice-based, giving student teachers a number of opportunities to observe and practise a variety of different forms of professional knowledge and skills through direct practical experience in schools.

Teaching practice is an essential component of all ITE programmes. During teaching practice, Student Teachers are placed under the guidance of qualified professionals (Mentors, College Tutors, District Education Officers, etc.) who introduce them to teaching and its routines in order to develop in them the required professional skills and competencies, and a positive attitude towards the teaching profession. Teaching practice also provides the right environment for Student Teachers to familiarise themselves with all the processes of the school setting, and to observe examples of good practices.

The Transforming Teacher Education and Learning (T-TEL) programme is supporting the Ministry of Education, the National Council for Tertiary Education and the Ghana Education Service, including all their related agencies to transform the ITE programme in all public colleges of education in Ghana. The structuring of three teaching practice periods for Student Teachers while in college, the provision of handbooks to guide the three teaching practice periods and the training of teacher educators and related stakeholder groups are some of the ways T-TEL is partnering with these institutions to transform the initial teacher education programme. In this initiative, there are three handbooks for College Tutors, Mentors and Student Teachers respectively, each containing information on the three structured and complementary teaching practice activities. The handbooks provide a vitally important resource to Student Teachers as well as their Mentors and College Tutors who are directly involved in supporting and directing Student Teachers throughout the teaching practice periods. It is expected that by the end of the three-year Diploma in Basic Education programme at the Colleges of Education, having gone through the three structured teaching practice sessions, Student Teachers will be competent and capable of providing quality education for children in basic schools across Ghana.



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Colleges of Education  
Principals of Colleges of Education

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The views expressed in this handbook are those of the writing team and do not represent the views of DFID, Cambridge Education or Mott MacDonald Limited.

# Teaching Practice Guidelines for MENTORS

## Introduction

This Teaching Practice (TP) Handbook has been prepared to provide you with a set of topics and activities that you will undertake with your Student Teachers during their Year 3 TP period in school. Information is also included in this Mentor Handbook relating to the activities the Student Teachers will undertake with their Tutors before and after the Year 3 TP with an outline of the Year 1 and Year 2 TP activities. In addition, there is also a Teaching Practice Handbook for Student Teachers and a Teaching Practice Handbook for Tutors.

Note that Student Teacher is the terminology used consistently throughout the T-TEL Teaching Practice Handbooks, used also when referring to DBE trainee and Year 3 mentee. The topics and activities are designed to focus on key skills and competencies the Student Teachers will develop step-by-step throughout the teaching practice cycle. Each topic and activity will be planned to fit into the daily routines of the school week. Work with the Student Teachers to ensure that they undertake all the activities described in this Handbook at the designated time. You or the head teacher may assign other activities as part of the normal teaching practice timetable to further expand the Student Teachers' skills and enrich their teaching practice experience. Some activities will be undertaken during their non-contact time, for example lesson planning and preparing Teaching and Learning Materials (TLM). Other activities are planned for them to undertake during the classroom contact time, either observing the teacher and pupils or to practise their own teaching skills.

Each activity has the following format: summary of the task; Plan Together-Do-Reflect Together (P-D-R). The P-D-R activities provide a step-by-step description of the tasks and who you, as Mentor, should work with during each activity – either the Student Teachers, the TP group, the Tutor or other Mentors.

In some activities, there is a self-assessment or peer assessment task. At the end of each Y3 weekly topic, evaluate the work of the Student Teachers in Reflective Practice meetings and, together, routinely complete a simple check box to reflect on where they need to improve in their teaching skills. As a self-evaluation question, each day the Student Teachers should answer the question: 'What new thing have I learnt today?'

### Evaluation of Performance

This week my teaching practice activities were VERY SUCCESSFUL/SATISFACTORY/COULD BE BETTER  
These are the main points for me to improve:

Student Teacher: \_\_\_\_\_

Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

In some activities, there is additional information that will help you to perform your role. In the Annexes at the end of the Mentor Handbook, there is additional information for you, the Tutors and the Student Teachers to refer to during the teaching practice periods, including Teacher Competencies (Annex 1), Lesson Plan (Annex 2), Lesson Observation format (Annex 3), Assessment Procedures (Annex 4), Protection Strategies for Student Teachers on Teaching Practice (Annex 5), and an example page from a TP Journal (Annex 6).



## YEAR 1, YEAR 2 AND YEAR 3 TEACHING PRACTICE ARRANGEMENTS

During the three-year Diploma in Basic Education (DBE) programme, Student Teachers will be provided with three structured and complementary teaching practice experiences through which to observe and practise new skills. They will be assessed in each of the three TPs and the scores will be included as part of their final TP grade.

**Y1 Observation TP:** In DBE Year 1, they will join a host school for two weeks during the vacation between Semester 1 and 2 to undertake school and classroom observation.

**Y2 On-Campus TP:** In DBE Year 2, they will actively participate in On-Campus demonstration and practise lessons for three weeks in Semester 1 and three weeks in Semester 2. Whenever possible, their Tutor will arrange for the peer teaching and individual teaching to take place with a class of pupils in one of the schools close to the College of Education (CoE).

**Y3 Off-Campus TP:** In DBE Year 3, Student Teachers will undertake a 12-week Off-Campus Teaching Practice (school-based) during Semester 1. During the Y3 teaching practice, they will be assigned to a Mentor in the TP school. They will observe you teaching some lessons and they will co-teach some lessons with you and their TP Partner, sharing parts of the lesson as described in this handbook and the parallel Student Teacher Handbook. Plan the co-teaching lessons together with the Student Teacher, observe the lessons that the Student Teacher teaches and then reflect on the lessons together.

For each of the three TPs, there will also be one week of **pre-TP activities** and one week of **post-TP activities** in the CoE organised by the Tutor. In the pre-TP activities, the TPC and the tutors will help the Student Teachers to prepare and plan; the post-TP activities will provide the Tutors and TPC with an opportunity to reflect together with the Student Teachers and evaluate their TP experience with other Student Teachers.

TP Timetable	Pre-TP Activities	TP Activities	Post-TP Activities
Y1 Observation TP	Before end of Y1 SEM1 - on campus	2 weeks (10 days) during the end of Y1 SEM1 vacation - in schools	First week of Y1 SEM2 - on campus
Y2 On-Campus TP	1 week in Y2 SEM1 - on campus	3 weeks in Y2 SEM1 3 weeks in Y2 SEM2 - on campus/in schools	1 week in Y2 SEM2 - on campus
Y3 Off-Campus TP	First week of Y3 SEM1 - on campus	12 weeks in Y3 SEM1 - in schools	Last week of Y3 SEM1 - on campus

### Student Teacher interaction with pupils in their classrooms

It is important for Student Teachers to be given opportunities to interact with pupils in their classrooms throughout each stage of the DBE programme. This classroom-based interaction with pupils will be a core element of their professional development. In addition to the Y1, Y2 and Y3 TP where they should work with pupils at every opportunity, their Tutor will also arrange demonstration lessons either in the demonstration school or neighbouring schools close to the CoE. On some occasions, the Tutor will arrange for some pupils to be brought into the CoE for a demonstration lesson or for peer and individual teaching practice.



### Student Teacher interaction with other Student Teachers – TP partner or TP buddy

It is important for Student Teachers to have a TP partner to work with so that they can plan together and reflect together on the activities. In Y1 TP, Student Teachers will be posted to a school close to their home. They may be the only Student Teacher in the school. If this is the situation, the Student Teacher should request the head teacher of the observation school to assign a teacher on the staff to be their Observation Teaching Practice buddy. The assigned buddy can take the place of the TP partner in any of the activities where a partner is required for planning and reflection.

### USE OF THE TEACHING PRACTICE JOURNAL (TP JOURNAL)

Student Teachers will be required to keep a regular and systematic record of teaching practice tasks, activities and assignments for the full three years of the DBE programme, as described in each section of this Student Teacher Handbook. The TP Journal will be the Student Teacher's personal record of their own professional development and learning experiences and will be used by their Tutor, and/or by you for the purpose of assessing the Student Teacher's progress and performance (see Annex 6, Example Page from a TP Journal). Familiarise the Student Teacher with these instructions:

#### How to keep the TP Journal

- Keep your TP Journal up-to-date and available at all times throughout the teaching practice periods.
- Use your TP Journal with your Tutor, Mentor and TP partner following the three P-D-R steps for each activity.
- Clearly write the date, the activity number and the title of the activity at the start of the section. Your Tutor and Mentor will have the same activities in their respective Handbooks.
- Plan and work together with your TP partner or TP buddy, but both of you should maintain your own TP Journal, recording and reflecting your own individual ideas.
- Keep your TP Journal in a tidy condition with anything you record entered neatly. You may want to draft your entries on paper first and then write in the TP Journal when ready.

**Y1 Observation TP:** In the pre-TP week of orientation the Tutor will instruct the Student Teachers on how to use the TP Journal during their 10 days of classroom observation. They should complete the TP Journal entries each day of the Observation TP following the instructions for each activity in the Student Teacher Handbook. They should also show the TP Journal to the head teacher and class teacher of their host school as they may want to check the entries. The TP Journal will be used by Student Teachers and their Tutor in the first week of Y1 Semester 2 during the post-TP activities.

**Y2 On-Campus TP:** During the Pre-On-Campus TP week the Tutor will instruct the Student Teachers to ensure that they know how to use the TP Journal for the peer-teaching and individual teaching practice activities. They should complete the TP Journal entries following the instructions for each activity in the Student Teacher Handbook. If they conduct their peer or individual TP in a school, they should show the TP Journal to the head teacher and class teacher of their host school as they may want to check the entries. The TP Journal will be used by Student Teachers and their Tutor in the post-TP activities week.

**Y3 Off-Campus TP:** You, as their Mentor, will ensure that the Student Teachers maintain their TP Journal in accordance with the activities described in the Student Teacher Handbook and the parallel instructions included in this Mentor Handbook for Year 3 TP. Their entries will be used as the basis for the weekly Reflective Practice meetings and may also be used in the assessment of their TP performance. When the Student Teachers' Tutors visit the TP schools, they will ask to see the TP Journal.



### ROLES AND RESPONSIBILITIES OUTLINED FOR TEACHING PRACTICE

**Student Teachers:** In Y1 TP, the Student Teacher will work closely with the class teacher/TP buddy in the observation school. In Y2, the Tutor will guide the Student Teachers through the TP activities. During the Y3 TP, the Student Teacher should cooperate with the Mentor and their TP partner/buddy and also interact actively with other staff and pupils in the host school.

During the three TP periods, the Student Teacher's main areas of responsibility include the following (those specific to Y3 TP are indicated in parentheses):

- plan, prepare and present a scheme of work and expanded scheme of work (lesson notes) to the Mentor for guidance regularly and prior to the Link Tutor's supervision visit (Y3 TP);
- teach using the prepared expanded scheme of work (Y3 TP);
- mark the class register (Y3 TP);
- participate actively in extra-curricular activities, e.g. sports;
- ensure that discipline is maintained in the class and the school as a whole (Y3 TP);
- pay individual attention to pupils' learning needs;
- give and mark pupils' class exercises, assignments/homework and provide feedback through discussion and corrections accordingly (Y3 TP);
- ensure that instructional periods are used to improve teaching and learning of all pupils (Y3 TP);
- ensure good relationships with Student Teachers, Mentors, community members and others;
- create a learning environment conducive to the active learning of all pupils (Y3 TP);
- acquire additional skills and knowledge from the Mentor/class teacher as you observe them teach various subjects and lessons in class and ask questions for clarification where necessary;
- actively identify teaching skills and competencies that you need to improve and work on these following the advice given by the Mentor and Tutor.

#### CoE Tutor and Link Tutor:

**CoE Tutors** concentrate on content acquisition and project work as well as Student Teachers' practical teaching. CoE Tutors must:

- guide Student Teachers through the Y1, Y2 and Y3 pre- and post-TP activities;
- guide Student Teachers through the Y2 On-Campus TP activities;
- visit Student Teachers during Y3 TP to guide their progress and monitor their performance;
- assist Student Teachers with their Y3 TP project work;
- encourage Student Teachers to complete their Y3 project work as scheduled;
- provide subject matter content knowledge support to Student Teachers;
- help Student Teachers with appropriate skills and competencies for teaching each subject.

**CoE Link Tutors** work closely with the Mentors when they visit Student Teachers to resolve any academic, professional and social problems that affect Student Teachers, and to discuss and share ideas on the progress of Student Teachers. Link Tutors must:

- liaise between CoEs and TP schools;
- assess Student Teachers' teaching to achieve the basic goals of teaching practice;
- assist Student Teachers to carry out Action Research for their project work;
- give feedback to Tutors on challenges Student Teachers may face which require assistance;
- provide Student Teachers with material resources, such as reference books from the library;
- oversee the Mentorship exercise in a cluster of schools;
- collaborate with Lead Mentors/Mentors on Student Teacher professional development;
- resolve conflict that may arise among Student Teachers and others at the school level;
- ensure all reports are received from Tutors who have supervised Student Teachers on TP.

**Teaching Practice Coordinator (TPC):** The TPC is a member of the Teaching Practice Implementing Committee responsible for:

- selection of schools for the TP placement;
- administration arrangements for posting Student Teachers to the TP schools, including providing letters of introduction;
- pastoral arrangements, including ensuring provision of suitable accommodation through liaison with district and community officials;
- monitoring and evaluation of teaching practice placements;
- assessment of Student Teacher performance during TP.

See also the TPC Guidelines (T-TEL) for additional details on the roles and responsibilities of the TPC.

**Head Teacher/Lead Mentor:** the Lead Mentor will provide the Student Teacher with an introduction and orientation to the school and will introduce them to classes and to teachers who are trained as Mentors. The Lead Mentor will be familiar with the TP guidelines, including the need to ensure the professional and pastoral well-being of the Student Teacher during the TP period. These are the main responsibilities of the Lead Mentor:

- organise orientation for Student Teachers;
- arrange and hold regular Reflective Practice meetings with Mentors and Student Teachers;
- cooperate with the activities of Mentors, Link Tutors, Tutors and Student Teachers at school level;
- monitor and evaluate the roles and responsibilities of Mentors;
- ensure that Mentors are punctual and remain at post during school hours;
- hold regular meetings with Mentors to monitor progress of Student Teachers;
- provide guidance, counselling and professional development to Mentors and Student Teachers;
- assume overall responsibility for the welfare of Student Teachers;
- ensure that Student Teachers are punctual and make good use of class contact hours;
- provide Student Teachers with appropriate TLMs to assist them in lesson preparation;
- assess the performance of Student Teachers in Y3 TP and report back to the CoE.

See also the Lead Mentor Guidelines (T-TEL) for additional details on their TP roles and responsibilities.

**Mentor:** Work closely alongside the Student Teacher throughout the full period of their Y3 Off-Campus TP, providing them with professional guidance and encouragement, acting as a role model and coordinating classroom activities to gradually give increasingly more responsibility as the Student Teacher's skills and confidence grows. Be guided by the Mentor Handbook which parallels the activities detailed in the Student Teacher Handbook. Conduct assessment as part of the Reflective Practice process in Y3 TP. The Student Teacher's final assessment will be conducted by the Tutor.



## Year 3: Teaching Practice

Focus on planning of lessons and practical teaching in the school providing psychological and professional support in the real classroom teaching situations.

As a Mentor, you should cooperate and work closely with the Link Tutor and Tutor, and you should:

- endeavour to be regular and punctual at school to support Student Teachers;
- supervise and observe Student Teachers' work in the classroom;
- assist Student Teachers to plan and organise their lessons;
- help Student Teachers to choose their Action Research topic and carry out project work;
- guide Student Teachers to practise classroom organisation, control and management;
- help Student Teachers to prepare appropriate TLMs for lesson delivery;
- arrange for regular meetings with Student Teachers to discuss issues regarding teaching practice;
- write a comprehensive report on Student Teachers' performance during their teaching practice;
- hold regular meetings with the Lead Mentor to address issues relating to Student Teachers.

See also the Y1 TP Class Teacher Guidelines (T-TEL) for additional details on their TP roles and responsibilities in supporting the Student Teacher during the Y1 School Observation TP.

**Girls Education Officer (GEO):** The GEO has responsibility for ensuring that girls are given equitable access to good quality education opportunity by visiting schools on a regular basis to advise and strengthen gender sensitive approaches. They will also be responsible for implementing and monitoring the Gender Policy and Sexual Harassment Framework for CoEs, and the related Guidelines for Protection Strategies for Student Teachers on Teaching Practice (see Annex 5).

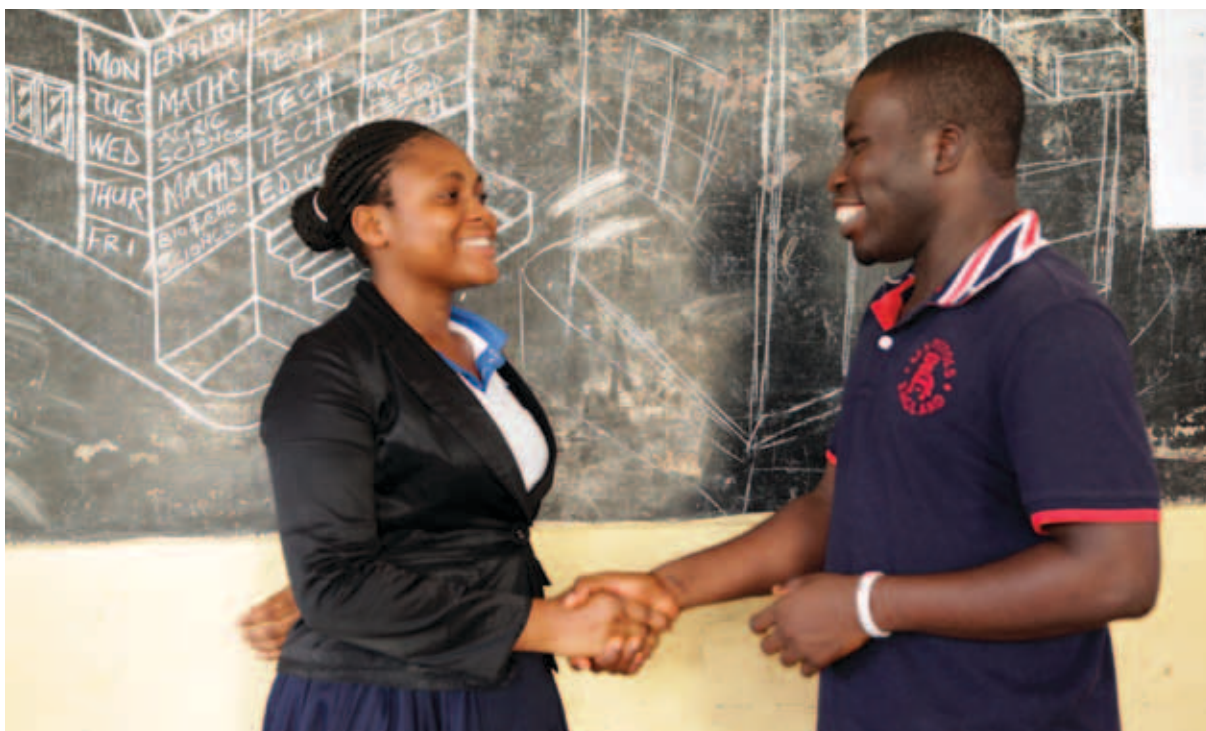
During their teaching practice, Student Teachers will learn how to adopt gender sensitive approaches to teaching and learning. The GEO may visit their school during the teaching practice and should discuss with Student Teachers how to improve their skills in gender sensitive education.

See also the GEO Guidelines (T-TEL) for additional details on their TP roles and responsibilities.

**Circuit Supervisor (CS):** The CS has responsibility for monitoring and quality assurance in schools. The CS must therefore:

- provide support in respect of availability of curriculum materials, e.g. syllabus for Student Teachers;
- enquire from Student Teachers whether they are facing any challenges in their teaching practice and provide support accordingly;
- ensure that Student Teachers have cordial relationships with staff and community members;
- motivate Student Teachers to be committed and dedicated to their task.

See also the CS Guidelines (T-TEL) for additional details on their TP roles and responsibilities.



*Establishing and maintaining good relationships between mentor and student teacher is really important in teaching practice*

## ASSESSMENT OF STUDENT TEACHER PERFORMANCE

In Teaching Practice, assessment is the process by which the quality of the Student Teacher's work or performance will be judged during each of the three TPs. The Assessment Procedures are summarised in Annex 4.

The Y1, Y2 and Y3 teaching practices will be assessed based on the Teacher Competencies set out in the GES Policy with which the Student Teacher will be familiar (see Annex 1). Competencies develop from one year to the next and the TP tasks and activities are designed to gradually develop the range of competencies that are needed to become a qualified teacher. The Student Teacher is required to monitor their own progress against the Teacher Competencies and review them regularly with the Tutor and Mentor to identify the areas of Teacher Competency that they need to work on to improve.

## GUIDELINES FOR PROTECTION STRATEGIES FOR STUDENT TEACHERS ON TEACHING PRACTICE

The Ghana Education Service (GES) recognises the importance of ensuring the well-being and safety of Student Teachers, particularly female Student Teachers, during their teaching practice. The GES Gender Policy and Sexual Harassment Framework for CoEs will be implemented in all TP schools, ensuring that the necessary arrangements and safeguards are in place.

A Matrix of Gender Responsive Competencies has been developed, as a Monitoring and Evaluation component of the T-TEL Project and included in this Handbook as Guidelines for Protection Strategies for Student Teachers on Teaching Practice (see Annex 5).

The CoE will familiarise the Student Teacher with the Gender Responsive Competencies and how they can use these as strategies to protect themselves and other students while on teaching practice. It will be your responsibility to ensure you are familiar with these strategies and to safeguard the welfare of the Student Teachers in your school during teaching practice.



## Outline Content For Year 1 And Year 2 Teaching Practice

**NOTE:** The outline contents for Year 1 and Year 2 Teaching Practice is provided (below) as background information for Lead Mentors and Mentors. The Y1 and Y2 TP activities are described in detail in the Student Teacher Handbook and the Tutor Handbook, along with the Y3 TP activities that are also described in detail in this Mentor Handbook.

### Y1 Observation Teaching Practice Activities

- **pre-TP observation activities** to be undertaken by the Tutors in pre-observation orientation before the end of Semester 1, on campus for all Year 1 Student Teachers;
- **one topic for each of the ten TP observation days** during the Y1 end of Semester 1 vacation, with two to three activities to be undertaken by the Student Teacher and recorded in their TP Journal;
- **post-TP observation activities** to be undertaken by the Tutors during the first week of Semester 2, on campus for all Year 1 Student Teachers.

### Teaching Practice Framework: Year 1 Observation Teaching Practice

Pre-Observation Activities (college-based)

Topic 1. Familiarisation with School Organisation

Topic 2. Observing a Lesson – What to look for

Topic 3. Lesson Planning

Topic 4. Stimulating and Sustaining Pupils' Interest

Topic 5. Developing the Lesson

Topic 6. Classroom Organisation, Management and Control

Topic 7. Teacher Talk: Assessing Pupils' Learning Achievement – Communication and Questioning Skills

Topic 8. Co-Curriculum Activities

Topic 9. Professional Commitment of the Teacher

Topic 10. School Leadership

Post-Observation Teaching Practice Activities (college-based)

## Y2 On-Campus Teaching Practice Activities

- **Pre-On-Campus Teaching Practice activities** to be undertaken by the Tutors in Semester 1, On-Campus for all Year 2 Student Teachers;
- **one topic for each of the three peer Teaching Practice weeks** in Semester 1 with two to three activities to be undertaken by the Student Teacher and recorded in their TP Journal;
- **one topic for each of the three individual Teaching Practice weeks** in Semester 2 with two to three activities to be undertaken by the Student Teacher and recorded in their TP Journal;
- **Post-On-Campus Teaching Practice activities** to be undertaken by Tutors after completion of the On-Campus TP in Semester 2, for all Year 2 Student Teachers.

## Teaching Practice Framework: Year 2 On-Campus Teaching Practice

### Pre-On-Campus Teaching Practice Activities

Topic 1. Stimulating and Sustaining Pupils' Interest – Peer Teaching in Lower Primary

Topic 2. Stimulating and Sustaining Pupils' Interest – Peer Teaching in Upper Primary

Topic 3. Stimulating and Sustaining Pupils' Interest – Peer Teaching in Junior High School

Topic 4. Lesson Sequence and Activities – Individual Teaching in Lower Primary

Topic 5. Lesson Sequence and Activities – Individual Teaching in Upper Primary

Topic 6. Lesson Sequence and Activities – Individual Teaching in Junior High School

### Post-On-Campus Teaching Practice Activities





# Year 3 Off-Campus Teaching Practice

## Y3 Off-Campus Teaching Practice Activities

- **Pre-Off-Campus Teaching Practice activities** to be undertaken by the Tutors at the start of Semester 1, in the CoE for all Year 3 Student Teachers;
- **one topic for each of the 12 Off-Campus Teaching Practice weeks** in Semester 1 with two to three activities to be undertaken EACH WEEK by the Student Teacher with their Lead Mentor and Mentor and recorded in their TP Journal;
- **Post-Off-Campus Teaching Practice activities** to be undertaken by Tutors and Student Teachers after completion of the Off-Campus TP at the end of Semester 1, in the CoE for all Year 3 Student Teachers.

## Purpose: In Year 3 Off-Campus Teaching Practice:

Student Teachers will be able to demonstrate questioning and communication skills in their lesson delivery. They will exhibit knowledge of appropriate use of TLMs and be able to assess their pupils' learning effectively after teaching.

The Student Teachers should arrange to meet with their mentor each morning for planning and each evening for review and exchange of information gathered.

At the end of each week, Reflective Practice meetings will be scheduled on a regular basis throughout the Y3 TP period.

The Lead Mentors/Head Teachers will be aware of their supervisory roles.

The Mentors will be aware of their responsibilities to support Student Teachers in working to achieve the goals of the Off-Campus TP programme.

The CoE Tutors will visit TP schools to supervise, evaluate and support Student Teachers.

The TPC will be the liaison officer of the CoE, District Education Office and TP schools and will organise training for Lead Mentors, Mentors and Link Tutors.

The GEO and CS will represent the District Directorate through visits to TP schools to monitor the activities of Student Teachers and Mentors. The GEO takes a particular interest in female Student Teachers in the schools.

## Teaching Practice Framework: Year 3 Off-Campus Teaching Practice

Pre-Off Campus Teaching Practice Activities (college-based)

Topic 1. Introduction to Teaching Practice by Lead Mentor/Mentor

Topic 2. Introducing a lesson

Topic 3. Deliver the lesson and manage the class

Topic 4. Practise questioning and close the lesson

Topic 5. Practise questioning and communication skills

Topic 6. Use TLMs to assess students' learning: Formative Assessment

Topic 7. Identify learning needs and plan a teaching activity: Formative Assessment

Topic 8. Conduct an assessment and use results in teaching: Formative Assessment

Topic 9. Identify learning needs and provide appropriate support: Formative Assessment

Topic 10. Prepare a test and marking scheme: Summative Assessment

Topic 11. Administer the test, score and record test results: Summative Assessment

Topic 12. Interpret test results: Formative and Summative Assessment

Post-Off-Campus Teaching Practice Activities (college-based)

## TOPICS AND ACTIVITIES FOR YEAR 3 OFF-CAMPUS TEACHING PRACTICE

### Y3 Pre-TP Topic: Pre-Off-Campus TP Activities (college-based)

**Purpose:** This Topic will prepare you for the 12-week Off-Campus Teaching Practice

**Pre-TP Activity 1:** TP Orientation - Teacher Competencies and Y3 TP Assessment Procedures

**Pre-TP Activity 2:** Using the TP Journal

**Pre-TP Activity 3:** Lead Mentor, Mentor and Student Teacher professional relationship and roles

### Y3 Pre-Off-Campus TP - Summary of the Task

The Student Teachers will have completed these three activities with their Tutor in preparation for the Y3 Off-Campus TP. The Tutor will have:

- informed the Student Teachers about specific Teacher Competencies and skills, and assessment procedures;
- explained in detail to the Student Teacher the use of the TP Journal for Y3 TP;
- clarified with the Student Teacher the roles of the Lead Mentor, Mentor and Student Teacher

### Y3 Pre-Off-Campus TP Activity 1: What are the specific skills and Teacher Competencies to be practised in Y3 TP and how are they assessed?



#### PLAN TOGETHER

Before Student Teachers begin their Off-Campus Teaching Practice, their Tutors will have taken them through a formal orientation. They are already familiar with the use of P-D-R, and this will feature across all TP activities. Their Tutor will have guided them through a review of the Teacher Competencies (see Annex 1) and the summary information about how they will be assessed during their Y3 TP. The Y1, Y2 and Y3 TP assessment forms part of the Student Teachers' final grading (see Annex 4 Assessment Procedures).

Their assessment will be based on their performance against each of the Teacher Competencies given in Annex 1 and some specific examples shown in the Text Box. In your role as Mentor, you will play a key role in (i) supporting the Student Teachers to practise the Teacher Competencies and (ii) assessing their performance as emerging teachers. You will need to fully familiarise yourself with the Teacher Competencies and Assessment Procedures for Y3 TP.

#### Examples of Y3 TP skills and competencies to be assessed

##### The Student Teacher uses effective strategies:

- to open the lesson
- to give pupils explanations for new knowledge, skills and concepts
- to facilitate learning through use of TLMs



#### DO

##### Student Teachers will have participated in orientation for the Y3 TP

The Student Teachers will have written a summary in their TP Journal of how they will be assessed in Y3 TP by their Tutor, their TPC and by you (as school-based Mentor).



#### REFLECT TOGETHER

Your Student Teachers and the CoE Tutor will have reflected on the Teacher Competencies and how they should be practised. They will also have reviewed the assessment procedures for Y3 TP.

When you meet your Student Teachers, review what they have written in their TP Journal entry for this activity and reflect together with the Student Teacher to ensure you have a common understanding of (i) the Teacher Competencies to be practised in Y3 TP, and (ii) your role in assessing the Student Teacher's performance in Y3 TP.

## Y3 Pre-TP Activity 2: Using the TP Journal



### PLAN TOGETHER

For the information of the Mentor: Since the beginning of their DBE programme the Student Teachers have been using the TP Journal. Throughout the Y3 TP, they will continue to use the TP Journal to reflect on their professional practice following the instructions for each activity given in the Student Teacher Handbook.

The Tutors and the TPC will have provided the Student Teachers with guidance and insight into the recording of their daily activities. It is important for the Student Teachers to be reminded that the TP Journal will form part of their assessment. Remind them to update their TP Journals in line with TP activities and to always carry their TP Journals with them whenever they are in school.



### DO

Student Teachers will have reviewed, with their Tutors, all the information they recorded in their TP Journal during Y1 Observation TP and Y2 On-Campus TP and identified the examples they found most useful and interesting to re-read. You may like to ask them about how they used the Y1 and Y2 TP Journal.

They will also have started studying the Y3 section of the Student Teacher Handbook and will have discussed with their TP partners what they will have to record in their TP Journal in Y3.

Familiarise yourself with the use of the TP Journal in Y3 TP as you will be checking to see if the work is done and will be advising your Student Teachers accordingly.



### REFLECT TOGETHER

The Student Teachers and their Tutors will have reflected on the use of the TP Journal during the orientation. You may follow up the discussion with the Student Teachers for consolidation.

## Y3 Pre-TP Activity 3: How the Mentor and Student Teacher work together



### PLAN TOGETHER

In their Pre-Off-Campus TP orientation, the Tutors will have taken the Student Teachers through their roles and responsibilities as Student Teachers and the roles and responsibilities of their Mentor. This will also include an explanation of the roles and responsibilities of the Lead Mentor.



### DO

Review the Roles and Responsibilities activity that the Student Teachers have undertaken during their Pre-TP orientation. Also, review the roles and responsibilities as defined in the Introduction section of the Mentor Handbook. This section forms part of the Mentor and Lead Mentor training orientation programme.

## CHECKLIST OF ROLES AND RESPONSIBILITIES

MENTOR/LEAD MENTOR	STUDENT TEACHER	TUTOR
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Visits Student Teachers on routine school supervision</li> <li>• Prepares TP lesson plans</li> <li>• Reflects on daily activities</li> <li>• Records daily experiences in the TP Journal</li> <li>• Marks pupils' exercises</li> <li>• Marks daily attendance of pupils</li> <li>• Provides feedback on pupils' work</li> <li>• Meets parents of individual pupils</li> <li>• Controls pupils in class</li> </ul>	<ul style="list-style-type: none"> <li>• Vets Student Teachers' prepared lesson plans</li> <li>• Supervises Student Teachers whilst teaching</li> <li>• Observes lessons</li> <li>• Takes pupils on learning trips</li> <li>• Assesses pupils after teaching</li> <li>• Gives pupils homework</li> <li>• Supports Student Teachers whilst teaching</li> <li>• Helps Student Teachers to prepare TLMs</li> <li>• Searches for Realia to support teaching</li> </ul>	



## REFLECT TOGETHER

These are the questions the Student Teachers will have reflected on at the end of their Y3 Pre-TP orientation with their Tutor:

- What new knowledge have you acquired from the Y3 TP orientation programme?
- What are the next steps in preparing for Y3 TP?
- What is the first thing you should do on arrival at your TP school?
- What should you do each day during your Y3 TP?
- How will you work with your TP partners during the Y3 TP?

As a Mentor, you may conduct further discussion with the Student Teachers using these questions when they arrive at your school at the start of their Y3 TP.



*Student teachers must encourage female pupils to develop their interest and participation in science lessons.*

### Y3 TP Topic 1: Introduction to Teaching Practice by Lead Mentor/Mentor

**Purpose:** In this Topic the Student Teacher will observe school routines, school rules and management of day-to-day affairs in the school

**Activity 1.1:** Prepare a Plan for the 12-week Teaching Practice period

**Activity 1.2:** Prepare School Profile Report

**Competencies Student Teacher demonstrates:** (i) skills of lesson planning: Competency 16(f)); (ii) use of different interactive methods to source information: Competency 4(a) (see Annex 1)

#### Y3 TP Week 1 - Summary of the Task

As a **Mentor** you will support the **Student Teachers** to complete these two activities for Y3 Week 1:

- preparation of a 12-week Teaching Practice Plan that is agreed with you, as their Mentor;
- preparation and record of a School Profile Report in their TP Journal;
- record of the 12-week TP Plan and the TP School Profile Report in their TP Journal.

#### Y3 TP Activity 1.1: Mentor and Student Teachers prepare 12-week TP Plan



##### PLAN TOGETHER

During the Y3 final teaching practice, the Student Teachers will be working with you for 12 weeks following a programme in which they gradually take on more and more responsibility for teaching the class. At the beginning, you will need to provide the Student Teachers with time to become familiar with the school and classroom routines. They begin learning from observing lessons that you teach. Week by week, they will take on responsibilities for teaching of specific parts of the lesson in co-teaching situations that should be carefully planned with you. During those teaching times, observe and support the Student Teachers if needed, but you should intervene as little as possible.

An important part of the Off-Campus Teaching Practice will be the 12-week Teaching Practice Plan. Work with your Student Teachers, guiding them to think carefully about the tasks that will be undertaken each week. The Student Teachers will prepare the first version of the Teaching Practice Plan. Review the Teaching Practice Plan with the Student Teachers and, together, you may decide that some changes need to be made. This first draft will help the Student Teachers and you, as Mentor and class teacher, to map out all the activities that will be covered during the 12-week TP, and how the teaching will be shared. By mapping out the activities in this way, the Student Teachers will be able to see the developmental stages in learning through observing you as their Mentor, and the Student Teachers will be able to practise each teaching skill with your support. Together with the Student Teachers, you will monitor their progress week by week.

When the Student Teachers have made their 12-week Teaching Practice Plan and agreed it with you, they will find it helpful as a guide to writing their weekly Teaching Practice Lesson Plans.



##### DO

##### Mentor and Student Teacher prepare a 12-week TP Plan

Review and discuss together with the Student Teachers the list of Y3 TP topics shown in the TP Framework at the beginning of the section. The Student Teachers will use this topic list to prepare a 12-week Teaching Practice Plan. They should include the resources and information they might need and they should make two to three bullet points of what they will do and what you will do against each week/topic. They may add more bullet points later.

They could set out their Teaching Practice Plan like this:

TOPIC	What I will do ...	What my Mentor will do ...	Resources/Information
Week 1 TP Orientation	<ul style="list-style-type: none"> <li>Observe the school routines</li> <li>Observe a boy and a girl in the TP class</li> <li>Make a classroom seating plan</li> </ul>	<ul style="list-style-type: none"> <li>Introduce me to the class</li> <li>Share the class rules and timetable</li> </ul>	<ul style="list-style-type: none"> <li>TP Journal and notebook</li> <li>Notes about what to observe in the classroom</li> </ul>
Week 2 Lesson Introduction	<ul style="list-style-type: none"> <li>Prepare a lesson plan for five lesson introductions (one each day) – working with TP partner</li> <li>Observe and make notes when the Mentor introduces lessons</li> </ul>	<ul style="list-style-type: none"> <li>Help me to choose a lesson (one for each day)</li> <li>Discuss with me what should be included in the lesson introduction.</li> </ul>	<ul style="list-style-type: none"> <li>Class timetable</li> <li>Textbooks/syllabus/teacher's guide for grade/subjects</li> <li>How the children are grouped</li> </ul>
Week 3			
Week 4			
Week 5 etc			

Ask the Student Teachers to make a note of any points they want to check with you.



### REFLECT TOGETHER

Arrange a time when the Student Teachers can share their completed 12-week Teaching Practice Plan with you.

Discuss the Teaching Practice Plan and ensure that the Student Teachers make a note of any changes that are suggested during the discussion. Remember to encourage the Student Teachers to ask any questions that they thought about during the planning process.

### Y3 TP Activity 1.2: Student Teacher prepares a School Profile Report



### PLAN TOGETHER

During the Year 1 School Observation TP, the Student Teachers will have gathered information about the school they visited, such as daily routines in the school and in the classroom, school rules and seating plans. In the Year 1 section of the Teaching Practice Handbook for Student Teachers, the activities for Day 1 describe the task of "Familiarisation with School Organisation". The Student Teachers should look back at that task and use the same ideas for preparing a School Profile for their current TP school. This task will help them to gather all the important information they will need to refer to throughout their 12-week teaching practice.

You should also review the Y1 TP Day 1 Student Teacher activities relating to the task of "Familiarisation with School Organisation". Provide the Student Teachers with guidance as to where and how they can find out the information they require without causing too much disturbance in the school. For example, the Student Teachers are advised to plan with the other Student Teachers in their TP school and, if necessary, divide out the tasks between all the TP Student Teachers; then they can share information that they gather. As Mentor, along with the Lead Mentor/Head Teacher, help the Student Teachers to organise themselves for this information gathering and sharing task.

They should arrange to meet each morning for planning and each evening for review and exchange of information gathered. You and the Lead Mentor are there to help the Student Teachers, so remind them to ask if they cannot find the information they need. The Lead Mentor should also provide the Student Teachers with an orientation of the school alongside this activity.



## DO

### Guide and support the Student Teachers to make a School Profile Checklist

**Note 1:** the Student Teachers may have already started to prepare, with the support of their Tutor during the Y3 Pre-TP activities or as part of their Y1 TP activities, a Checklist of information that they will need to gather about their TP school – if so, they should refer to that Checklist with you and update or develop it as necessary. The Student Teachers should systematically gather and organise the information for their School Profile and record it in their TP Journal.

**Note 2:** Remind the Student Teachers that there will be too much information to record everything. Help them to decide which information they need to record, for example the times the school starts and closes, names of key members of staff, number of pupils in each class showing number of girls and number of boys, etc., and which information they do not need to record in detail but for which they should record where it can be found, for example in the class register and the school rules. Check the accuracy and correctness of the information the Student Teachers have recorded.



## REFLECT TOGETHER

Review the School Profile with the Student Teachers and encourage them to think about whether there are any important gaps in the information they have gathered. Instruct them to review the checklist and compare the information they have recorded with that of their TP colleagues.

Discuss with the Student Teachers and verify the correctness of the information they have gathered. Discuss with the Student Teachers the information they found out about the number of boys and girls in each class. Ask them “What are the interesting points about this information?”

### MENTOR ASSESSMENT EXERCISE

During Y3 TP Week 1, check that the students have undertaken the activities described above (Y3 TP Activity 1.1 and 1.2)

Discuss with the Student Teachers the answers they have recorded in their TP Journal to the questions below. The answers should come from their School Profile Report:

- In which classes are there more boys than girls and in which classes are there more girls than boys? What do you think this information tells you about the gender balance in this school? What might explain any differences in the gender balance in different classes?
- What is the gender balance among the teachers in this school? What are your observations on this point?
- Have you found any information about pupils with disabilities during your information gathering? If not, can you find out some information to complete this part of the school profile. If you have found out some information on disabilities in the school what are the three key points you have observed?

### Y3 TP Topic 2: Introduce a lesson Student Teacher observes the Mentor and they co-teach a lesson

**Purpose:** In this Topic the Student Teacher will gain an awareness of stages of the lesson and lesson delivery

**Activity 2.1:** Prepare an observation checklist to focus on stages of the lesson and lesson delivery

**Activity 2.2:** Mentor and Student Teacher co-teach a lesson each day – the Student Teacher delivers the lesson introduction

**Activity 2.3:** Mentor and Student Teacher reflect together on both the lesson observed and the co-taught lesson each day

**Competencies:** Student Teacher demonstrates: (i) Use of strategies to open the lesson: Competency 1 (a-e); (ii) Use of strategies to close the lesson: Competency 15(a-c) (see Annex 1)

#### Y3 TP Week 2 - Summary of the Task

As a **Mentor** you will support the **Student Teachers** to complete these three activities for Y3 TP Week 2:

- preparation and use of an Observation Checklist for the stages of the lesson and lesson delivery;
- co-planning a lesson and delivering the lesson introduction;
- reflecting on lesson observed and the co-taught lesson.

#### Y3 TP Activity 2.1: Student Teachers prepare and use an Observation Checklist for stages of the lesson and lesson delivery



##### PLAN TOGETHER

Throughout their 12-week Off-Campus Teaching Practice, the Student Teachers will plan their lessons with you.

It will be necessary for the Student Teacher to observe a whole lesson delivery by you whilst they take notes on various steps that take place. Discuss with your Student Teachers the lesson you are going to teach which they will observe. As they prepare to teach their first lesson introduction (see Activity 2.2), discuss with them what should go into the introduction.

Your Student Teachers will need to study the class timetable, syllabus, textbooks and teacher's guide/ handbook which are the major sources/reference books. Help them to look for other approved supplementary materials to enrich their lesson preparation.





**DO**

**Student Teachers prepare an Observation Checklist and observe their Mentor**

In the box below, there are some observation points on good teaching. The Student Teachers can use them to make a simple checklist in their TP Journal for the lesson observation (see also Annex 3). They should tick each one that they observe during the lesson.

Lesson Observation Activity: Tick each example of Good Teaching that you observed	TICK
1. Discusses the topic that is going to be taught	
2. Explains difficult things clearly	
3. Allows pupils to ask questions	
4. Brings pictures or objects to help teach the lesson and organises them well	
5. Uses activities like games, songs, stories or role play to help teach the lesson	
6. Asks questions about what pupils think about the topic	
7. Asks analytical questions like, 'Why do you think this?'	
8. Encourages quiet pupils to speak	
9. Organises pupils well to work together in groups or pairs	
10. Allows pupils to mark/review each other's work	
11. Distributes questions evenly to girls and boys (gender sensitive)	
12. Tells pupils how they can improve and encourages them in their work	
13. Gives extra help to pupils who are having trouble understanding	
14. Encourages girls to take leadership roles	
15. Treats boys and girls equally and fairly	
16. Uses signals and symbols including songs to control the class	
17. Makes sure the boys and girls are mixed in the classroom seating arrangement	
18. Gets pupils to stop talking or pay attention without shouting	
19. Goes over the important things he/she has taught	
20. Makes the subject interesting and easy to understand	



**REFLECT TOGETHER**

Student Teachers will have to make notes of any issues they need to discuss with you and arrange a time to meet you.

They will discuss their findings from the lesson observation with you. They will also ask you questions about approaches and methods that they found interesting and those that were new to them.

### Y3 TP Activity 2.2: Mentor and Student Teacher co-teach a lesson each day – plan a lesson together and Student Teacher delivers the lesson introduction



#### PLAN TOGETHER

Guide the Student Teachers as they study the Scheme of Work and help them to select the appropriate topics to be taught in the lessons each day during the TP Week 2. Discuss with them what should be included in each lesson introduction they will teach.

The Student Teachers will make a plan for the lesson introductions in their TP Journals using the Lesson Plan Format (see Annex 2). Check their lesson introduction plans and support them to organise all materials needed for their lessons, for example: charts, real objects, textbooks, exercise books, chalk, crayons, etc. Advise your Student Teachers to make use of a story, a song, a question and/or an activity to connect the lesson objectives for a good lesson introduction. Arrange for you and their TP partners to observe the lesson introductions and make notes for reflection.



#### DO

##### Student Teacher teaches the Lesson Introduction

The Student Teacher will teach the lesson introduction each day following their lesson introduction plans while you and the TP partner observe and make notes. Encourage the Student Teacher to be creative in their teaching, making the lesson introduction interesting and participatory for the pupils.



#### REFLECT TOGETHER

After each lesson, you and the Student Teachers will discuss the steps and methodology that were used in the lesson introduction. This will help them to become more effective in their teaching.

### Y3 TP Activity 2.3: : Reflect Together on the co-taught lesson observed each day



#### PLAN TOGETHER

Now it is important for you and the Student Teachers to plan together on how you will reflect on the lesson introduction that Student Teachers taught. You and the Student Teachers should review the lesson observation checklist and lesson introduction plans they prepared and taught.



#### DO

##### Student Teachers and Mentor Reflect Together on the co-taught lessons observed

The Student Teachers should discuss the following question in their TP group:

How can these elements of a good lesson be observed and demonstrated? (a) Lesson objectives, (b) relevant previous knowledge (RPK), (c) organisation of TLMs; (d) good introductory activities, (e) logical sequence for the lesson presentation, (f) effective group activities, (g) assessment procedures including good questioning skills and (h) definitive closure.



#### REFLECT TOGETHER

After the co-taught lesson each day, you and your Student Teachers will reflect together with the TP partner on the co-taught lesson with the following points as a guide:

- Discuss the good practice that you observed.
- What did not go so well and why?
- What should be done differently next time?

Together, you will identify two strong points and two teaching points for improvement. Remind the Student Teachers to record each point in their TP Journal for future reference.

### Y3 TP Topic 3: Deliver the lesson and manage the class Student Teacher co-teaches with the Mentor

**Purpose:** In this Topic the Student Teacher will practise lesson delivery and classroom management

**Activity 3.1:** Mentor and Student Teacher plan a lesson each day – the Student Teacher practises lesson delivery and classroom management competencies

**Activity 3.2:** The Student Teacher and Mentor co-teach the lesson together each day

**Activity 3.3:** Mentor and Student Teacher reflect together on the co-taught lessons

**Competencies:** Student Teacher demonstrates: (i) Use of strategies to effectively manage a class: Competency 13(a-d); (ii) Use of strategies to provide clear explanations for new concepts, knowledge and skills: Competency 2(a-e) (see Annex 1)

#### Y3 TP Week 3 - Summary of the Task

As a **Mentor** you will support the **Student Teachers** to complete these three activities for Y3 Week 3:

- planning a lesson, delivering the lesson and managing classroom competencies;
- co-teaching a planned lesson;
- Reflecting on the co-taught lesson

#### Y3 TP Activity 3.1: Plan a lesson to co-teach each day to practise lesson delivery and classroom management competencies



##### PLAN TOGETHER

Last week (Y3 TP Week 2), the Student Teachers will have practised teaching the lesson introduction. In this week's co-taught lessons, they will teach the main part of the lesson and you will teach the introduction and closure of the lesson. They will practise classroom management skills while teaching their part of each lesson. Support your Student Teacher to plan the lesson, selecting the lesson topics to be covered in the co-taught lessons each day.



##### DO

##### Support the Student Teachers to prepare for the lessons to be co-taught

In planning this week's lesson, encourage the Student Teachers to consider the lesson delivery and classroom management skills that make a good lesson. These are some of the main elements they should include in their lesson delivery plan and demonstrate in their lesson delivery:

- linking the activities to pupils' RPK;
- using the activity method of teaching, including discussion, demonstration, songs, stories, etc.;
- effective use of questioning skills, i.e. using probing questions, distributing questions evenly, etc.;
- being sensitive to gender issues during lesson delivery;
- emphasis on core learning points;
- clear and audible voice together with legible handwriting on the chalkboard;
- effective use of chalkboard, which helps pupils to follow the lesson sequence.

As much as possible, support your Student Teachers to plan their lessons in collaboration with you, and bringing in most of the elements that have been mentioned above. Assist the Student Teachers wherever they require your support with preparation of materials, classroom management approaches or other suggestions that will help them to succeed.



### REFLECT TOGETHER

With the co-teaching activity in mind, answer the following questions with your Student Teachers for reflection on each day's lesson preparation

- Does the lesson plan cover the main elements of lesson delivery and classroom management?
- How can the lesson plan and lesson preparation be improved?

**Encourage your Student Teachers to record their improved lesson plans in their TP Journal.**

## Y3 TP Activity 3.2: Each day the Student Teacher and Mentor teach the lesson together



### PLAN TOGETHER

In Activity 3.1 the Student Teachers will have prepared the lesson plans for the lessons they will teach with their mentor, in which they will practise lesson delivery and classroom management, and you will teach the introduction and lesson closure. As a final preparation before commencing each of the co-taught lessons, review the Student Teacher's lesson plan and check that they have prepared everything they will need. Check that the Student Teachers have considered:

- where they will stand and how they will move around the classroom during the lesson;
- how they will organise the pupils during the lesson and ensure that both girls and boys participate actively in the lessons;
- how they will organise the TLMs;
- how they will use strategies to practise good classroom discipline without shouting or losing the attention and enjoyment of the pupils.

Discuss some of these points with your Student Teachers and give them tips and suggestions on any points where they may have doubts.



### DO

#### Co-teach the planned lesson with your Student Teacher(s)

You and your Student Teacher will co-teach the lesson, each focusing on their part of the lesson. You will teach the lesson introduction and closure and observe the Student Teachers as they deliver the main section of the lesson, checking on how well the Student Teachers are able to demonstrate classroom management skills. They should apply the elements of good teaching practice they identified in Activity 3.1.



### REFLECT TOGETHER

Arrange a time when you can fully discuss the elements of the co-teaching activities with your Student Teachers. Reflect back with your Student Teachers on the notes made in the TP Journal during Week 2 Activity 2.3 on how to improve their teaching. They should discuss with you and their TP partners. You and your Student Teachers should reflect on whether the challenges encountered during the previous co-teaching activities have been addressed according to the teaching points identified for improvement.

Encourage your Student Teachers to feel free to ask questions that may be on their minds in relation to their professional training.

### Y3 TP Activity 3.3: Reflect Together on each day's co-taught lessons



#### PLAN TOGETHER

At the end of Week 3, guide your Student Teachers to plan a Reflective Practice activity to cover all the co-taught lessons. This activity will take the form of a meeting involving the Lead Mentor, all Mentors and all Student Teachers in the school.

The Reflective Practice meeting will be planned such that it will not coincide with any lessons in the classroom for the day. The meeting should be conveniently held during break periods or the first half-hour after classes. The Student Teachers will arrange all logistics needed for the meeting with your collaboration.

At the Reflective Practice meeting, encourage your Student Teachers to express themselves freely, to enable them to elicit the maximum exchange of ideas and benefit from you, the Lead Mentor and other officials that may be present. Supervise the Student Teachers to organise the meetings in a classroom to accommodate all participants conveniently.



#### DO

##### Participate in a Reflective Practice meeting.

The convener of the Reflective Practice meeting will be the Lead Mentor. Any Tutor, TLA, SPA or TPC who is visiting the school at the time of the meeting will also participate.

Student Teachers will attend the Reflective Practice meeting under your supervision.

**Remind them to come with their TP Journal and keep a record of the main discussion points. Advise Student Teachers that their inputs and contributions will be important in making the Reflective Practice meeting a success.**



#### REFLECT TOGETHER

At the end of the Reflective Practice meeting the Student Teachers should identify with you and with their TP partner two teaching points from this week's co-taught lessons on which they need to focus attention to further improve their teaching skills and competencies.

**As they did at the end of Week 2, they should make a record in their TP Journal of the two teaching points to be improved from this week's Reflect Together activity, for future reference.**

### Y3 TP Topic 4: Practise questioning and close the lesson Student Teacher observes the Mentor and they co-teach a lesson

**Purpose:** In this Topic you will practise questioning skills and lesson closure

**Activity 4.1:** Mentor and Student Teacher plan a lesson each day for the Student Teachers to practise questioning skills and lesson closure competencies

**Activity 4.2:** The Student Teacher and Mentor co-teach the lesson together each day

**Activity 4.3:** Mentor and Student Teacher reflect together on the co-taught lessons

**Competencies:** Student Teacher demonstrates: (i) Use of a range of questions during the lesson: Competency 5(a, b and d) (see Annex 1)

#### Y3 TP Week 4 - Summary of the Task

As a **Mentor** you will support the **Student Teachers** to complete these three activities for Y3 Week 4:

- planning a lesson together with your Student Teacher, to practise questioning skills and lesson closure competencies;
- co-teaching the lesson;
- reflection on the co-taught lessons together

#### Y3 TP Activity 4.1: Plan a lesson to co-teach each day to practise questioning skills and lesson closure competencies



##### PLAN TOGETHER

In Y3 TP Week 2, the Student Teachers co-taught the lesson introduction and observed the lesson sequence with you. In Week 3, they co-taught the lesson delivery and practised classroom management skills. This week, they will prepare lessons to practise questioning skills and lesson closure competencies. Once again, the Student Teachers will assemble all relevant materials (syllabus, pupils' textbooks and teachers' handbook, others) for the lesson planning stage.

The table below shows ways of framing questions for effective learning. The Student Teachers should use these as examples for their lesson preparation.

##### Framing Questions

- Ask 'remembering' and recall questions e.g. What do you remember about...? How do you define....? What is....?
- Ask questions that require analysis and evaluation e.g. How can you classify...? Why do you think...? Can you compare with ....? What are the advantages/disadvantages of ...? What is the most important...? Is there a better solution than...? Can you suggest an alternative? Can you predict the outcome if...?

##### The Student Teachers may use these teacher questioning skills:

- Handle pupils' responses well e.g. give sufficient wait time, do not immediately correct wrong answers, ask follow up questions
- Ask follow-up questions to build on pupils' responses e.g. How did you come to this answer? Why do you think this? Does everybody agree or disagree? Is there an alternative answer?
- Use strategies to increase pupils' participation during questioning e.g. call on pupils randomly, do not require pupils to raise their hands, give praise for effort.

### The Student Teachers should pay attention to these gender issues:

- a) Give equal chance to girls and boys to ask/answer questions
- b) Assign leadership roles equally to girls and boys in lesson activities
- c) Make sure girls and boys participate equally in activities
- d) Allow sufficient time for girls and boys who may be shy or afraid to speak out
- e) Check if both girls and boys equally understand the lesson
- f) Provide constructive feedback to both girls and boys in class

Hints on effective lesson closure:

- assign homework;
- administer short/flash tests;
- summarise the lesson by way of reviewing;
- sometimes ask pupils to summarise;
- leave core points on the blackboard;
- in practical lessons like fine art/natural science, tidy up the classroom;
- you may close the lesson with a song or rhyme.

With your Student Teachers, go through the planned lesson and, if possible, micro- teach for practice.



### DO

#### Preparation of Co-teaching lesson plans on questioning skills and lesson closure

The Student Teachers should incorporate some of the ideas given above into their lesson plans for each day to practise one or two questioning skills and to practise the key steps in lesson closure. They should ensure that they have planned how much time they will have for the lesson closure. They should familiarise themselves with the Mentor's lesson plan for each day so that they can make a smooth link between the main delivery part of the lesson and its closure, which will summarise what the pupils have been learning. Guide them on the timing of the lesson and the link between your delivery part of the lesson and the lesson closure that they will teach. Check that their lesson plans are realistic and achievable.



### REFLECT TOGETHER

The Student Teachers will reflect on their lesson preparation with you and their TP partners using the following questions as prompts:

- Do your planned lesson closure activities link well with the Mentor's lesson delivery plan?
- Have you prepared questions that will require pupils to recall, analyse and evaluate?
- How will you ensure your questioning skills are gender responsive?

**Ensure that your Student Teachers record in their TP Journal two new ideas they have gained from the Reflect Together activity.**

**Y3 TP Activity 4.2: Each day the Student Teacher and Mentor teach the lesson together****PLAN TOGETHER**

In Activity 4.1, your Student Teacher will have prepared the lesson plans for the week and checked them with you. Before they co-teach the lesson with you, they should practise asking the questions they are going to use in the lessons. They should practise by asking their TP partner each question they plan to ask the pupils. Either their TP partner tries to answer each question as though they are one of the pupils in the class, or they discuss together the kinds of responses the pupils might give in answer to each of the questions. The Student Teacher should use this opportunity to check whether any of the questions need to be revised and check the revised questions with you.

**DO****Co-teach the planned lessons with your Student Teachers**

Co-teach the lesson with your Mentor using questioning as part of the lesson closure. The Student Teacher will co-teach the lesson with you using questioning during the lesson closure. You should observe them teach and offer suggestions after the lesson to help them to improve their performance.

**REFLECT TOGETHER**

Your Student Teacher should reflect with you and their TP partner on the notes they made in their TP Journal at the end of Week 3 Activity 3.3 on how to improve their teaching. They should discuss with you and their TP partner whether the teaching points for improvement that they identified last week have been improved in this week's co-taught lessons. They should discuss the following questions in their TP group or with their TP partner:

- What went well in the lesson?
- What challenges did you encounter?
- If you had another chance to teach the same lesson, what would you do differently?
- What suggestions did your mentor make?
- How will you use suggestions made by your Mentor to improve your professional practice?



### Y3 TP Activity 4.3: Reflect together on each day's co-taught lessons



#### PLAN TOGETHER

At the end of Week 4, your Student Teachers and their TP group should plan a Reflective Practice meeting to cover all the co-taught lessons this week. This will be a repeat of the Reflective Practice meeting conducted last week in Activity 3.3. The Reflective Practice meeting will be used to review all the questioning skills and lesson closure competencies demonstrated by the Student Teachers.

The Lead Mentor, all Mentors and all the Student Teachers in the school, and other concerned officials should attend. The Student Teacher and the TP group members will plan the meeting such that it will not coincide with any lessons in the classroom for the day. The meeting should be conveniently held during break periods or the first half-hour after classes. The Student Teachers will arrange all logistics needed for the meeting in collaboration with you.



#### DO

##### Participate in a Reflective Practice meeting

The Student Teachers will bring their TP Journal to the Reflective Practice meeting and will keep a record of the main discussion points. You must remind the Student Teachers to bring their TP Journal and instruct them to keep the record of discussion points. Check their TP Journal entry at the end of the meeting. Encourage the Student Teachers to reflect on questioning skills and lesson closure competencies they practised during the week. Ensure that the Reflective Practice meeting allows for free and frank discussion to help improve the professional practice of the Student Teachers.



#### REFLECT TOGETHER

At the end of the Reflective Practice meeting, the Student Teacher should identify, with their TP partner, two teaching points from this week's co-taught lessons on which they need to focus attention to further improve their teaching skills and competencies.

**As they did at the end of Week 3, they should make a record in their TP Journal of the two teaching points to be improved from this week's Reflect Together exercise, for future reference.**

As their Mentor, check that these reflect together activities have been completed by the Student Teachers.

### Y3 TP Topic 5: Practise questioning and communication skills Student Teachers co-teach a single or double period

**Purpose:** In this Topic you will practise questioning and communication skills, and pedagogical content knowledge (PCK)

**Activity 5.1: Mentor and Student Teachers plan a lesson each day for the Student Teachers to co-teach – to practise questioning and communication skills and PCK**

**Activity 5.2: Student Teachers co-teach the single or double period lesson each day and the Mentor observes**

**Activity 5.3: Mentor and Student Teachers reflect together on the co-taught lessons**

**Competencies:** Student Teacher demonstrates: (i) Question and answer: Competency 4(a) and 8(a); (ii) Use of constructive feedback in response to pupils' answers, work or effort: Competency 9(a-d) (see Annex 1)

#### Y3 TP Week 5 - Summary of the Task

As a Mentor you will support the Student Teachers to complete these three activities for Y3 Week 5:

- planned a co-teaching lesson together with your Mentor, to practise questioning and communication skills and demonstrate PCK;
- co-taught the lesson using appropriate subject knowledge;
- reflected on the co-taught lessons together.

#### Y3 TP Activity 5.1: Plan a lesson to co-teach each day to practise questioning and communication skills and to demonstrate PCK



##### PLAN TOGETHER

For the next two weeks of their Y3 TP, the Student Teachers will co-teach lessons with their TP partner. This week they will focus on questioning and communication skills and PCK. You, as their Mentor, will provide support and guidance during the planning and reflection activities, and will observe them co-teaching the lessons. In planning the Y3 Week 5 lessons, they should review the previous lessons they co-taught with you on use of questioning. They should choose two to three examples of question types from the framework of questions in Activity 4.1 which they did not use in Week 4 to practise in their co-teaching lessons in Week 5. They should also review their TP Journal record from Week 4 on teaching points to improve. They should include in their lesson plan for this week some activities to practise those teaching skills.

The Student Teachers should practise the following teaching strategies during their co-teaching to attract the attention of pupils as they interact with them.

- speak clearly – loud enough, not too fast, face the class, avoid mannerisms;
- have suitable non-verbal communication skills – the use of appropriate gestures and facial expressions, moving around the classroom, whole class eye contact;
- speak understandably – use words that your pupils will be able to understand and explain;
- use the right speed in your speech – your pupils must be able to absorb the material that is presented;
- encourage two-way communication – you should regularly check if your pupils are following your presentation; you should allow them space to express themselves and ask questions, too;
- emphasise important knowledge – make clear what is important and new to the pupils;
- knowledge must be presented in a logical manner so that it becomes easy to learn.

In the co-teaching lessons, the Student Teachers will also need to demonstrate their skills in PCK. They will have learned during their DBE studies that, simplistically, ‘content knowledge’ means the topics that they will teach in English, Maths or Science. They will need to agree with you on the topics they will teach and then you will need to guide them to study the scheme of work and textbooks to check the details of the content knowledge to be covered in the lessons. They will have learned in their DBE studies that PCK means the teaching approaches they will use which are appropriate to the topic and the age group of the pupils, for example use of songs, stories, group work, games, role play and so on.



## DO

### Preparation of co-teaching lesson plans on questioning and communication skills and PCK

Student Teachers will work together with their TP partner to prepare the daily lesson plans for co-teaching with support and guidance from you. They will focus on practising questioning and communication skills to arouse and sustain the interest of their pupils whilst giving equal attention to girls and boys and avoiding gender stereotyping.

Student Teachers will plan how to demonstrate pedagogical approaches (e.g. role play, songs, games, sorting out letters/words, story-telling, questions and answers, etc.) that are appropriate to the topics and age group they are teaching.



## REFLECT TOGETHER

Student Teachers should reflect together with you on the co-teaching lesson plans for each day. The reflection may focus on questioning and communication skills, and pedagogical approaches that are planned. For example:

- Which pedagogical approaches do you plan to use, and are they appropriate to the topic and the age group of the class?
- How will you divide the teaching in each lesson between you and your TP partner?
- What questioning and communication skills will you practise to ensure the pupils’ full participation during the lesson?

### Y3 TP Activity 5.2: Each day the Student Teachers co-teach a single or double period lesson using appropriate PCK and the Mentor observes



#### PLAN TOGETHER

In Activity 5.1, the Student Teachers will have prepared their lesson plans for the week and checked them with you. Before they co-teach the lesson, ensure that they have all the TLMs they plan to use in the lesson. Discuss with the Student Teachers how they plan to organise the pupils for each activity in the lesson. Check on the timing of the activities in the Student Teachers' lesson plans, especially if they are teaching a double period lesson. The Student Teachers will need to plan how they will vary the activities to sustain the interest of the pupils. They might want to think of one or two activities that they can give to any pupils who complete their work quickly, and to give all the pupils time to complete their work. They should neither rush through the activities nor spend too long on any activity. You should inform the Student Teachers that they should ask you for advice if they are not sure about any of these points.

Observe the Student Teachers as they co-teach the lesson each day. You may assess the Student Teachers' performance following the CoE teaching practice Assessment Procedures (see Annex 4).



#### DO

##### Observe the Student Teachers as they co-teach the lessons with their TP partner

The Student Teachers will co-teach the planned lessons with their TP partner each day, demonstrating questioning and communication skills and appropriate teaching and learning activities (PCK). Observe the co-teaching lessons.



#### REFLECT TOGETHER

Student Teachers should reflect on the co-taught lessons and find out whether they have improved the teaching skills that they identified in their TP Journal entries from previous weeks.

They should discuss the following questions in their TP group:

- What went well in the lesson?
- What challenges did you encounter?
- If you had another chance to teach the same lesson, what would you do differently?
- How will you use suggestions made by your Mentor to improve your professional practice?

### Y3 TP Activity 5.3: Mentor and Student Teachers reflect together on the co-taught lessons



#### PLAN TOGETHER

The Student Teachers will schedule with their TP partner, TP group and you a convenient time for a Reflective Practice meeting on the co-taught lessons following the same arrangements as last week (Activity 4.3). A classroom will be an appropriate venue and they must remember to bring their TP Journals to the meeting.



#### DO

##### Participate in a Reflective Practice meeting

The Student Teachers will attend a Reflective Practice meeting with you, their Lead Mentor, their TP partner and other TP group members in the TP school. They will reflect together on the week's co-teaching practice focusing on the main improvements they have made as Student Teachers. They will identify the aspects of their teaching where further practice in skills and competencies is needed.



#### REFLECT TOGETHER

The Student Teachers should agree with you the main challenges encountered during the delivery of the co-taught lesson and how the Student Teachers will address these challenges in next week's teaching practice.

Encourage the Student Teachers to feel free to ask questions that may be on their minds as far as their professional training is concerned.

**The Student Teachers will record the action points from the discussion in their TP Journals.**



*Using TLMs in science lessons stimulates and sustains pupils interest in learning.*

### Y3 TP Topic 6: Use TLMs to assess pupils' learning Student Teachers co-teach a single or double lesson

**Purpose:** In this Topic you will practise the appropriate use of TLMs and assessment of learning

**Activity 6.1:** Mentor and Student Teachers plan together a lesson for each day for the Student Teachers to co-teach; practise appropriate use of TLMs and assessment of learning

**Activity 6.2:** Student Teachers co-teach the single or double period lesson each day using TLMs and assessment of learning and the Mentor observes

**Activity 6.3:** Mentor and Student Teachers reflect together on the co-taught lessons

**Competencies:** Student Teacher demonstrates: (i) Use of different TLMs to facilitate learning: Competency 3(a-g); (ii) Assessment of learning: Competencies 8 and 9; (see Annex 1)

#### Y3 TP Week 6 - Summary of the Task

As a Mentor you will support the Student Teachers to complete these three activities for Y3 Week 6:

- planning a lesson with you, to practise appropriate use of TLMs and assessment of learning;
- co-teaching the lesson using TLMs and assessment of learning;
- reflecting on the co-taught lessons together

#### Y3 TP Activity 6.1: Plan a lesson to co-teach for each day to practise appropriate use of TLMs and assessment of learning



##### PLAN TOGETHER

This week, the Student Teachers will be co-teaching with their TP partners as they did last week. They will be looking at ways to handle TLMs appropriately in their lessons and also, they will begin to practise how to assess their pupils' learning.

Plan with your Student Teachers the English, Maths or Science topics they will co-teach in one lesson each day this week. Guide the Student Teachers to follow each of the TEACHING TIPS listed below.

**TEACHING TIPS:** Student Teachers should ask themselves these questions as they plan their co-teaching lesson on use of TLMs:

- Which TLMs will be most appropriate for the topic I am teaching and the age group of the pupils (for example story books, videos, games, flashcards, etc.)? **TIP:** Choose one or two TLMs to include in each co-teaching lesson.
- At what point in the lesson will I introduce the TLMs? **TIP:** introducing the TLMs too early in the lesson may distract pupils' attention.
- How many TLMs will I need for the class? **TIP:** if you make a class chart, it should be written clearly and displayed so that it can be seen and read by all pupils. If you make sets of TLMs for group work, think about how long it will take to make the sets and consider how you will store them for future use.

Provide advice to your Student Teachers as they prepare and search for suitable TLMs to use in your planned co-teaching lessons.

During the DBE programme and in preparation for the Y3 teaching practice the Student Teachers will have come to know that assessment of pupils' learning is a very important skill for all teachers to acquire. In planning for this week's co-teaching lessons, the Student Teachers should recall what they learned in their DBE programme on how to assess pupils' learning.

They will have been introduced to the multiple formats and assessment types that can be used to paint an accurate picture of pupil achievement and understanding. Some commonly used examples are shown in the Text Box as a reminder for the Student Teachers. They will be practising some of the assessment types in the following weeks of their teaching practice. For this first week of incorporating pupil assessment in teaching, they should choose one assessment type that they are familiar with and plan a simple test for the end of each day's co-teaching lesson (see Text Box examples). Guide them in this planning activity and check that they have devised an assessment activity that is appropriate for the topics they are teaching and that corresponds with the age of the pupils.

#### Examples of types of classroom assessment

- reading tests
- mental maths tests
- short comprehension tests
- spelling drills/tests
- dictation
- True/False questions



#### DO

##### **Preparation of co-teaching lesson plans on use of TLMs and assessment of learning**

Provide the Student Teachers with guidance as they prepare their co-teaching lesson plans, ensuring that they include opportunities for both of them to practise the use of TLMs and assessment of pupils' learning. They should be reminded to prepare the co-teaching lesson plans for each day clearly indicating which parts of the lesson each of them will teach. They should consider how they will gain and sustain the interest of the pupils, ensuring that equal attention is given to boys and girls and avoiding any gender stereotyping. The Student Teachers may want to organise micro teaching to practise the assessment tasks they have planned. Support them in this activity.



#### REFLECT TOGETHER

Student Teachers should reflect with you and their TP partner on the reasons why TLMs should be used in teaching, for example: TLMs help pupils to solve problems and develop concepts; TLMs help pupils enjoy the lesson.

**They should brainstorm and give five more reasons why TLMs should be used in teaching and record them in their TP Journal.**

### Y3 TP Activity 6.2: Each day the Student Teachers co-teach the single or double period lesson using TLMs and assessment of learning as the Mentor observes



#### PLAN TOGETHER

In Activity 6.1, the Student Teachers will have prepared their lesson plans for the week and checked them with you. Before they co-teach the lesson, ensure that they have prepared all the TLMs they plan to use in the lesson. Discuss with your Student Teachers how they plan to organise the pupils for the activities they will use in the lesson. Check on the timing of the activities that have been planned, especially for any double period lessons. The Student Teachers will need to consider how they will vary the activities to sustain the interest of the pupils. They should think of one or two activities that they can give to any pupils who complete their work quickly, to give all the pupils time to complete their work. They should neither rush through the activities nor spend too long on any activity. Remind them to ask you for advice if they are not sure about any of these points.

Towards the end of the lesson, the Student Teachers will give the pupils the assessment task and mark it to find out what the pupils have learned from the lesson. As this will be their first opportunity to practise administering assessment activities, you should provide them with all the necessary support.



#### DO

##### Observe the Student Teachers as they co-teach the lessons with their TP partner

The Student Teachers will co-teach the planned lessons with their TP partner each day practising appropriate use of TLMs and assessment of pupils' learning in the classroom. Observe them as they co-teach the planned lessons.



#### REFLECT TOGETHER

You and your Student Teachers should reflect on the co-taught lessons and whether they have improved the teaching skills they identified in their TP Journal entries from previous weeks. They should discuss the following questions in their TP group after each lesson:

- What went well in the lesson?
- What challenges did you encounter?
- Did the assessment help to show pupils' understanding of the lesson?
- If you had another chance to teach the same lesson, what would you have done differently?
- How will you use suggestions made by your Mentor to improve your professional practice?



### Y3 TP Activity 6.3: Mentor and Student Teachers reflect together on the co-taught lessons



#### PLAN TOGETHER

The Student Teachers will, with their TP partner, other TP group members, the Lead Mentor and Mentors in the TP school, schedule a convenient time for a Reflective Practice meeting on the co-taught lessons on appropriate use of TLMs and assessment of learning, following the same arrangements as the previous weeks (Activity 4.3 and 5.3).



#### DO

##### Participate in a Reflective Practice meeting

In this week’s Reflective Practice meeting, the Student Teachers will review the planned lessons covering the use of TLMs and assessment of learning activities. They will conduct a brainstorming activity among themselves to identify the four main challenges encountered in the lesson planning and delivery. The Lead Mentors and Mentors should provide suggestions on how each of the challenges can be overcome to help the Student Teachers to improve their teaching skills.

Encourage the Student Teachers to discuss freely and frankly to ensure that all issues are dealt with thoroughly.



#### REFLECT TOGETHER

After the Reflective Practice meeting, review their performance in discussion with the Student Teachers and their TP co-teaching partner.

**Then the Student Teachers should complete the Self-Assessment Questionnaire and record their scores in their TP Journal.**

#### STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

Answer these questions based on the lessons taught in Week 6.

Teaching skill/competence	Score	Teaching skill/competence	Score
• Was I organised?		• Did I use a clear voice?	
• Were my objectives clear?		• Did I explain the lesson effectively?	
• Did I remain focused on my topic?		• Did I show confidence?	

**Score: needs improvement = 1; satisfactory = 2; good performance = 3**

### Y3 TP Topic 7: Identify learning needs and plan a teaching activity Student Teachers individually teach a single or double period

**Purpose:** In this Topic you will practise identifying and planning for individual learning needs

**Activity 7.1:** Mentor and Student Teachers plan together a lesson for each day for the Student Teachers to teach individually – to practise identifying and planning for individual learning needs

**Activity 7.2:** Student Teachers teach the single or double lesson individually each day and the Mentor observes

**Activity 7.3:** Mentor and Student Teachers reflect together on the individual lessons

**Competencies:** Student Teacher demonstrates: (i) Use of strategies to assess pupils' understanding: Competency 8(e); (ii) Use of techniques to address the learning needs of mixed abilities: Competency 10(b) (see Annex 1)

#### Y3 TP Week 7 - Summary of the Task

As a **Mentor** you will support the **Student Teachers** to complete these three activities for Y3 Week 7:

- develop a lesson plan to identify and plan for individual learning needs;
- teach the single or double lessons individually;
- evaluate the individual lesson taught.

#### Y3 TP Activity 7.1: The Mentor plans with the Student Teacher a lesson for each day for the Student Teacher to practise identifying and planning for individual learning needs



##### PLAN TOGETHER

For the next two weeks, the Student Teachers will teach a full lesson individually each day. Plan one English, Maths or Science lesson with the Student Teachers for them to teach each day. Also, plan the strategy they will practise each day with them to identify the learning needs of pupils in the class (see Text Box). At the end of the lesson, they will reflect with you on the progress that they have made each day.

As part of the planning stage, discuss with the Student Teachers the pupils' prior learning and their level of understanding of the concepts that will be taught in the lesson. Also help the Student Teachers to plan which pupils they might select in the activity where they identify their learning needs.

##### Strategies for identifying learner needs

- Question and answer (where students also ask questions of the teacher)
- Whole class dialogue (e.g. discussion, debate, brainstorming)
- Small group work (e.g. discussion, debate, brainstorming)
- Class assignment
- Student presentation
- Role-play

**DO****Prepare the lesson plans for individual teaching and identification of pupils' learning needs**

Support the Student Teachers to plan the lessons, incorporating the strategy they will practise each day to identify the learning needs of two girls and two boys who are struggling with the lesson in the class. The Student Teachers will find it easier to focus on the learning needs of a few pupils in the class initially but they should realise that later, as they gain experience and competence in teaching, they should be able to identify and plan for the learning needs of all the pupils in their class. After the lesson, guide the Student Teachers as they plan one or two activities that they will use in the next lesson to help the pupils according to their individual learning needs.

**REFLECT TOGETHER**

Review the individual lesson plans with the Student Teachers and help them by discussing these questions together:

- Is the subject knowledge appropriate for the lesson and the age group/ability of all the pupils in the class?
- Do your lesson plans cover enough or too much ground for the lesson?
- Are the planned activities realistic and achievable in identifying individual learning needs?

### **Y3 TP Activity 7.2: Each day the Student Teachers teach the single and double lesson individually using appropriate subject knowledge as the Mentor observes**

**PLAN TOGETHER**

Now that the Student Teachers have prepared their lesson plans in Activity 7.1, they should prepare everything they will need to teach the lessons individually using appropriate subject knowledge and skills. Observe the individual teaching and provide the Student Teachers with some specific feedback at the end of each lesson on the skills they are practising this week – how to identify and plan for the individual learning needs of pupils.

**DO****Observe the Student Teachers as they individually teach the lessons with their TP partner**

Observe the Student Teacher as they individually teach the lessons, ensuring that they cover the subject knowledge and skills planned. They will also identify the learning needs of the two girls and two boys they selected in the class. After they have identified the individual learning needs of the two girls and two boys, support them as they plan specifically to address their identified learning needs in the next lesson. Ensure that the Student Teachers understand that they will also be able to use the planned learning needs activities with other pupils in the class who have similar learning needs.

The Student Teacher will make a seating plan of the classroom and circle all the seats where they noticed that children struggled with their learning during the lessons.

**REFLECT TOGETHER**

Discuss with the Student Teacher how the lesson was presented. Discuss with the Student Teachers the skills used to identify the individual learning need. Ask the Student Teachers to explain how they identified the learning needs and how they could be catered for.

They will share their seating plan with their TP partner and with you. Discuss together what they think this information tells them about the gender balance in the class.

**They will discuss what they have observed about the seating plan and make a record in their TP Journal of two points they observed.**

### Y3 TP Activity 7.3: Mentor and Student Teachers reflect together on the individual lessons



#### PLAN TOGETHER

The weekly Reflective Practice meetings that were arranged in Week 4 to Week 6 will continue to the end of the Y3 TP period. The Lead Mentor and Mentor should meet with all the Student Teachers in their school at the end of each TP week and if any other officials are visiting the school they should also be invited to attend. The Student Teachers should schedule the meeting for this week as they have done in previous weeks.



#### DO

##### Participate in the Reflective Practice meeting

In this week's Reflective Practice meeting, the Student Teachers will review the planned lessons covering the identification of, and planning for, pupils' individual learning needs. They will list the various learning needs they identified and discuss how they can be addressed. The Student Teacher group will brainstorm among themselves how they should identify the four main challenges encountered in the lesson planning and delivery.

The Lead Mentors and Mentors should provide suggestions on how each of the challenges can be overcome to help the Student Teachers to improve their teaching skills.

In the Reflective Practice meeting, the Student Teachers will discuss freely and frankly to bring out all issues which will help improve their professional practice.



#### REFLECT TOGETHER

After the Reflective Practice meeting, the Student Teachers will ask you and their TP co-teaching partners about their overall performance for the week, including a review of their performance in identifying individual learning needs and in addressing individual learning needs. Then, the Student Teachers will complete the self-assessment questionnaire at the end of Week 7.

#### STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

answer these questions based on the lessons taught in Week 7.

Teaching skill/competence	Score
• Were my questions fairly distributed during the lesson?	
• Were my questions able to differentiate and cater for individual learning needs?	
• Did I identify and plan adequately for individual learning needs?	

**Score: needs improvement = 1; satisfactory = 2; good performance = 3**

**The Student Teachers will record their self-assessment score in their TP Journal.**

### Y3 TP Topic 8: Conduct an assessment and use results in teaching Student Teachers individually teach a single or double period

**Purpose:** In this Topic the Student Teachers will practise using results of formative assessment showing pupils' progress and achievement for teaching/learning

**Activity 8.1:** Mentor and Student Teachers plan together a lesson for each day for the Student Teachers to practise using formative assessment results for teaching/learning

**Activity 8.2: Student** Teachers teach the single or double formative assessment lesson individually each day and the Mentor observes

**Activity 8.3:** Mentor and Student Teachers reflect together on the individually taught lessons

**Competencies:** Student Teacher demonstrates: (i) Use of formative assessment of learners' progress to evaluate achievement, use results for teaching and report results to learners: Competencies 8(a-e) and, 9(a-c) (see Annex 1)

#### Y3 TP Week 8 - Summary of the Task

As a **Mentor**, you will support the **Student Teachers** to complete these three activities for Y3 Week 8:

- plan a lesson to teach each day focusing on formative assessment of learners' progress and achievement;
- teach each day the single or double lessons focusing on formative assessment of individual pupils;
- reflect together on the single or double lessons taught by the Student Teacher individually

#### Y3 TP Activity 8.1: The Mentor and Student Teacher plan together a lesson for each day for the Student Teachers to practise using formative assessment results for teaching/learning



##### PLAN TOGETHER

In Week 8, the Student Teacher will continue to practise formative assessment of pupils' progress and achievement. Last week, they practised identifying and planning for individual learning needs. This week, the focus is on using the results of formative assessment showing pupils' progress and achievement for teaching and learning. Work with the Student Teachers to choose an English, Maths or Science topic to teach each day. They will plan a lesson for each day using a formative assessment tool that is appropriate for the lesson and the age group/ability of the pupils (see Text Box).

The lesson plan should describe how the Student Teachers plan to use the results of the formative assessment in the next lesson. They should also think about how they will give constructive feedback to pupils on the results of the formative assessment. For example, they may choose two girls and two boys who are struggling with their learning. They should identify a particular challenge the pupils are facing in the lesson and prepare an activity to encourage and motivate them to succeed in the next lesson. Help the Student Teachers in planning appropriate formative assessment activities.

##### Strategies/tools for formative assessment

- Question and answer (where students also ask questions of the teacher)
- Whole-class dialogue (e.g. discussion, debate, brainstorming)
- Class assignment
- Songs
- Role-play

**DO****Prepare the lesson plans for individual teaching and use of pupils' formative assessment results**

Support the Student Teachers to prepare the chosen formative assessment activities for the lessons they will teach each day. Help them to plan how they will include the formative assessment activities in each lesson – at the beginning of the lesson, during the main part of the lesson or at the end of the lesson. Guide the Student Teachers to reflect on these questions: Will I do the activity with the whole class or only some of the pupils? If only some of the pupils will be involved, which pupils will do the formative assessment activity and what will the other pupils do at that time?

Guide the Student Teachers to identify two girls and two boys in the class who are struggling with the lesson. The Student Teachers will closely observe their performance in the assessment activity. This will be easier than trying to observe the performance of all the pupils in the class. For this exercise, they should focus on the same four pupils throughout the week but will have to ensure that they give equal attention to all the pupils in the class while conducting the teaching and learning activities. Remind the Student Teachers that they should provide the pupils with regular and very clear exercises and assignments. The exercises should be neatly marked and feedback provided to the pupils.

**REFLECT TOGETHER**

As a final preparation, reflect with the Student Teachers on the lesson and the activities they plan to teach using the following questions:

- How will you involve girls and boys in the lesson and ensure that they participate equally?
- How do you plan to mark the pupils' exercises and what feedback do you plan to provide to pupils?
- How will you manage the feedback session with the whole class and the four pupils who are struggling with the lesson?

### **Y3 TP Activity 8.2: Each day the Student Teachers teach the single or double formative assessment lesson individually using appropriate subject knowledge and the Mentor observes**

**PLAN TOGETHER**

In this lesson, the Student Teacher will focus on the use of formative assessment results of pupils' progress and achievement for teaching and learning. Check that the Student Teacher has prepared the teaching materials and assessment activities in advance. For the formative assessment activity, remind the Student Teacher to consider how they will organise the pupils, what instructions they will need to give them, what they will be doing and how the Student Teacher might offer the necessary help to any of the pupils who are struggling with the assessment task. Provide the Student Teacher with advice on this last point about helping pupils who are struggling with an assessment task.

**DO****Observe the Student Teachers as they individually teach the planned lessons**

You should observe the Student Teachers as they teach the lesson according to the lesson plan (see Text Box of points to observe). Make notes on the formative assessment activities and the ways in which the Student Teacher uses the results of the pupils' assessment to assist their future teaching and pupils' learning.

**Mentor Observation Tools**

- Were the Student Teacher's explanations clear?
- Were the resources appropriate?
- Did the Student Teacher involve girls and boys equally in the lesson?



**REFLECT TOGETHER**

Reflect with the Student Teacher and their TP partner on the formative assessment activities and feedback, and discuss these three questions:

- What strategies should a teacher use if some pupils are struggling to complete a formative assessment task? Give two examples.
- What strategies should a teacher use if some pupils find the formative assessment task too easy? Give two examples.
- How should feedback be given when some children are identified as having special learning needs?

**Y3 TP Activity 8.3: Mentor and Student Teachers reflect together on the individual lessons**



**PLAN TOGETHER**

At the end of Week 8, again participate in a Reflective Practice meeting with all the Mentors and TP group in the TP school. During Week 7 and 8, the Student Teachers will have taught an individual lesson each day. Remind the Student Teachers that, in preparation for the Reflective Practice meeting, they should check that their TP Journal is up to date and they should read through the entries for the two weeks to remind themselves of the highlights and learning achievements they experienced, especially in relation to use of formative assessment.



**DO**

**Participate in a Reflective Practice meeting**

During the Reflective Practice meeting, you, the other Mentors and the Lead Mentor should engage in a discussion with the Student Teachers and the TP group on their individual lessons taught within the week. Using the following questions as a guide:

- How did you (Student Teacher) provide feedback to the pupils in the lesson?
- To what extent did you (Student Teacher) probe pupils' answers and explanations to check their understanding?
- How appropriate were the assessment tasks?



**REFLECT TOGETHER**

Instruct the Student Teachers to reflect in their TP group on the importance of regularly assessing their pupils' progress and learning achievement. They should complete the following self-assessment questionnaire for Week 8:

**The Student Teachers should record the four examples in their TP Journal for future reference.**

**STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:**

To guide your learning and to help you improve your professional skills as a Student Teacher, score yourself on these questions for Week 8 and record your score in your TP Journal.

Teaching skill/competence	Score
• How well prepared was I for the formative assessment activities?	
• How well was I able to assess the individual pupils' achievement?	
• How well did I prepare follow-up activities for individual pupils?	

**Score: needs improvement = 1; satisfactory = 2; good performance = 3**

### Y3 TP Topic 9: Identify learning needs and teach to provide appropriate support Student Teachers individually teach all periods

**Purpose:** In this Topic the Student Teachers will practise identifying individual learning needs and teach to provide appropriate support

**Activity 9.1:** Mentor and Student Teachers plan together all lessons for each day for the Student Teachers to practise identifying individual learning needs and teaching to provide appropriate support

**Activity 9.2:** Student Teachers teach all lessons individually each day and the Mentor observes

**Activity 9.3:** Mentor and Student Teachers reflect together on the individual lessons

**Competencies:** Student Teacher demonstrates: (i) Equal treatment of all learners and shows respect; handles pupils' responses well and uses strategies to assess pupils' understanding: Competency 11(a-f) (see Annex 1)

#### Y3 TP WEEK 9 - Summary of the Task

As a **Mentor**, you will support the **Student Teachers** to complete these three Y3 Week 9 activities:

- plan together with the Student Teachers all lessons for each day for the Student Teachers to practise identifying learning needs and teaching to provide appropriate support;
- teach all lessons individually using appropriate subject knowledge and skills while you observe;
- reflect together with you on the co-taught lessons

#### Y3 TP Activity 9.1: Support Student Teachers to plan all lessons for each day to practise identifying individual learning needs and provide appropriate support



##### PLAN TOGETHER

During Week 9, the Student Teachers will need to work closely together, with support from you to plan all the lessons for each day. In these lessons, they will again be practising how to identify individual learning needs and teach to provide appropriate support.

Help the Student Teachers to choose a topic for each day from the English, Maths or Science curriculum and think of an activity for each lesson which will help them to identify the high-achieving pupils in the class and those who are struggling to learn.

**Remind the Student Teachers that they need to identify individual learning needs first, and then teach to provide appropriate support.**



##### DO

**Support preparation of all lesson plans for each day with activities to identify and support individual learning needs**

Check with the Student Teachers on how they plan to allocate all the lessons they will teach each day, as they will be teaching all lessons this week. They should prepare all the lessons ensuring that they focus on the subject knowledge and the activities that will support individual learning needs (see Text Box).

##### As a Student Teacher you should remember to:

- treat pupils equitably and with respect
- be mindful of individual abilities
- appreciate individual efforts



Remind the Student Teachers that pupils learn in a variety of different ways. When they have identified individual pupils' learning needs they should consider how they plan to group the pupils for different activities – by same/mixed ability groups, or by gender for example. They should explain how they plan to group the pupils for each activity and explain why they are choosing that arrangement.



### REFLECT TOGETHER

Help the Student Teachers to reflect together with their TP partner on their lesson plans to ensure there is good continuity between the lessons and the activities. They should reflect with you on any aspects of this week's teaching practice on which they may need further guidance and advice. They must be fully prepared to teach all the lessons this week.

Remind the Student Teachers to revise their lesson plans and formative assessment activities if necessary after receiving feedback and constructive comments from you and their TP partner.

## Y3 TP Activity 9.2: Teach all lessons individually using appropriate subject knowledge while the Mentor observes



### PLAN TOGETHER

Review with the Student Teachers the lesson plans and activities they have prepared for the week. Help the Student Teachers to clarify the ways in which they plan to organise the pupils for each activity so that they are able to provide appropriate support to the pupils according to their learning needs (see STPD T.4 Group Work).



### DO

#### Observe the Student Teachers teach all the lessons individually each day

Observe the Student Teachers teach all the lessons that have been allocated to them this week, according to the lesson plans. Observe whether the Student Teachers treat pupils equitably and with respect, mindful of individual abilities and appreciative of individual efforts (see Text Boxes above).



### REFLECT TOGETHER

Meet the Student Teachers at the end of each day to review and discuss the lessons. The Student Teachers should compare what each of them observed about the learning needs of individual pupils and how they provided individual pupils with support. The following questions can serve as a guide:

- Did their TP partner make similar or different observations about the learning needs of individual pupils?
- Did their TP partner provide similar support to pupils with individual learning needs?

#### Activities for pupils with different learning abilities

##### For more able pupils:

- provide a challenging question or task for them to work on
- ask them to summarise the lesson
- ask them to explain a new concept to the class

##### For less able pupils:

- provide tasks they can succeed in
- give clear explanations of concepts they find difficult
- remember to praise their achievements

### Y3 TP Activity 9.3: Reflect together with the Student Teachers on their individual lessons.



#### PLAN TOGETHER

The Student Teachers will arrange a convenient time for this week's Reflective Practice meeting in which the topic for discussion will be: "How the teacher can identify individual learning needs and provide appropriate support for individual pupils".

Remind the Student Teachers that they should come to the meeting ready to discuss the successes and challenges they experienced in this week's teaching practice.



#### DO

##### Participate in the Reflective Practice meeting

Remind the Student Teachers to come to the Reflective Practice meeting ready to present:

- one example of a successful activity from this week's lessons in which they identified and provided support for individual learning needs of the pupils in their class.
- one example of a less successful activity from this week's lessons and explain briefly why it was less successful in identifying and providing support for individual learning needs of the pupils in their class.

**The Student Teachers should make a brief record (bullet points) in their TP Journal of the successful and unsuccessful examples they presented at the Reflective Practice meeting.**



#### REFLECT TOGETHER

**Student Teachers should complete the following Self-Assessment Questionnaire and record their score in their TP Journal:**

#### STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

Answer the following questions based on the lessons presented in Week 9.

Teaching skill/competence	Score
a) How prepared was I for the lessons?	
b) How well did I assess the learning needs of individual pupils?	
c) How effective were my activities to support individual learning needs?	
d) Was my organisation/grouping of the pupils suitable for the activities?	

**Score: needs improvement = 1; satisfactory = 2; good performance = 3**

### Y3 TP Topic 10: Prepare a test and marking scheme Student Teachers individually teach specific periods

**Purpose:** In this Topic the Student Teachers will practise the use of summative assessment (a) test construction and (b) marking scheme design

**Activity 10.1:** Mentor and Student Teachers plan together a lesson for each day for the Student Teachers to practise the use of summative assessment (a) test construction and (b) marking scheme design

**Activity 10.2:** Student Teachers teach the summative assessment lesson individually each day and the Mentor observes

**Activity 10.3:** Mentor and Student Teachers reflect together on the individual lessons

**Competencies:** Student Teacher demonstrates: (i) Use of strategies to assess pupils using summative assessment: Competency 8(h) (see Annex 1)

#### Y3 TP Week 10 - Summary of the Task

As a **Mentor** you will support the **Student Teachers** to complete these three Y3 Week 10 activities:

- planned together with the Student Teacher, a lesson for each day for Student Teachers to practise the use of summative assessment (a) test construction and (b) marking scheme design;
- observe the Student Teacher teach the summative assessment lesson individually using appropriate subject knowledge;
- reflected together (both Mentor and Student Teacher) on the individual lessons.

#### Y3 TP Activity 10.1: Support the Student Teachers to plan a lesson for each day to practise the use of summative assessment (a) test construction and (b) marking scheme design



##### PLAN TOGETHER

In the past three weeks of Y3 TP, the Student Teachers have been learning how to use formative assessment. This week, they will start learning to use summative assessment by practising the skills of test construction and marking scheme preparation (see Text Box). Discuss with your Student Teachers the differences between formative and summative assessment.

##### Format of summative assessment

###### Selected response questions

- Multiple choice
- True/false
- Matching

###### Short answer questions

- Fill in the blank
- One or two sentence response
- Extended written response

Guide them to recall what they learned in the DBE programme about test construction and marking scheme preparation. Remind them to refer to the college notes they made during the DBE programme. You should agree with the Student Teachers on the specific periods they will have to teach and the lessons in which they will conduct the summative assessment. The Student Teachers must discuss with you the topics they should cover in the summative assessment tests they will prepare for English, Maths and Science.

**NOTE:** Let the Student Teachers know that the summative assessment tests can be short, especially as they are practising this skill for the first time. For example, the test may include only five to six questions or take a short time to administer, and no longer than five to ten minutes. During this Week 10 TP, each Student Teacher will construct five short tests, one for a selected lesson each day.

**DO****Student Teachers prepare all lesson plans incorporating information on planned summative assessment tests and marking scheme with the Mentor's support**

Under your supervision, the Student Teachers should plan a lesson each day in which they will include a summative assessment activity. Agree with the Student Teacher the kind of test they will have to construct (see Text Box) as well as marking scheme preparation. Guide the Student Teachers to develop the test questions and the marking scheme they will use for the summative assessment.

**REFLECT TOGETHER**

The Student Teachers should review with you and their TP partner the lessons and test questions they have prepared and the marking scheme they have developed. If possible, the Student Teachers should find an opportunity to trial the test questions to check whether they work as expected and whether the marking scheme works.

**Y3 TP Activity 10.2: Student Teachers teach the summative assessment lesson individually using appropriate subject knowledge, with the test and marking scheme, as the Mentor observes**

**PLAN TOGETHER**

Discuss with your Student Teachers how to teach the summative assessment lesson using appropriate subject knowledge. Guide them to decide whether the test will be set formally or given to the pupils as a regular classroom activity. Let them know that, if the test is set formally, pupils may become anxious, whereas if the test is blended into the regular classroom activity, it is less stressful, especially for younger pupils. Encourage Student Teachers to conduct the tests in a way that will be familiar to the pupils.

**DO****Observe the Student Teachers teach the lesson, whilst incorporating the summative assessment test and marking scheme**

Observe the Student Teachers teach the lesson individually according to the lesson planned for each day. The Student Teachers must administer the summative assessment as agreed with you during the lesson preparation. When you observe the lesson, pay particular attention to the Student Teacher's test activity and use of marking scheme.

**REFLECT TOGETHER**

Discuss with the Student Teacher and their TP partner the lessons taught and the competencies they demonstrated regarding test construction and marking scheme development.

**Y3 TP Activity 10.3: Mentor and Student Teachers reflect together on the individual lessons incorporating test construction and marking scheme development**



**PLAN TOGETHER**

The Student Teachers will plan with all the Mentors and their TP group in the TP school to schedule a Reflective Practice meeting on the test construction, administration and marking scheme activities undertaken this week.



**DO**

**Participate in the Reflective Practice meeting**

Remind the Student Teachers to come to the Reflective Practice meeting ready to present and discuss their reflections on the summative assessment activities undertaken this week – test construction and marking scheme preparation.

During the meeting the discussion should address these important questions:

- How appropriate were the summative test items and the marking scheme?
- How well did the pupils perform in the summative assessment?
- How did the girls preform in the tests compared to the boys?
- What does the pupils’ performance tell you about their understanding of the lesson?



**REFLECT TOGETHER**

**Complete the following Self-Assessment Questionnaire and record your score in your TP Journal:**

<b>STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:</b>	
Answer the following questions based on the summative assessment activities in Week 10.	
Teaching skill/competence	Score
a) How prepared was I for the summative assessment activities?	
b) How well did my test questions match the topics the pupils have studied?	
c) Were my summative assessment questions suitable for testing all pupils?	
d) Did my marking scheme work well?	
<b>Score: needs improvement = 1; satisfactory = 2; good performance = 3</b>	

### Y3 TP Topic 11: Administer the test, score and record test results Student Teachers teach specific periods individually

**Purpose:** In this Topic the Student Teachers will practise administering the test, scoring and recording test results

**Activity 11.1:** Mentor and Student Teachers plan together a lesson for each day for Student Teachers to practise administering the summative assessment test, scoring and recording the results

**Activity 11.2:** Student Teachers teach the summative assessment lesson individually each day and the Mentor observes

**Activity 11.3:** Mentor and Student Teachers reflect together on summative assessment activities

**Competencies:** (i) Use of summative assessment to support independent study skills for effective learning: Competency 8(a-h) (see Annex 1)

#### Y3 TP Week 11 - Summary of the Task

As a **Mentor** you will support the **Student Teachers** to complete these three Y3 Week 11 activities:

- plan together a lesson for each day for them to practise test administration, scoring and recording the results of summative assessment;
- teach each day, the summative assessment lesson individually using appropriate subject knowledge and the Mentor observes;
- reflect, together with your Student Teachers, on the summative assessment activities.

### Year 3 TP Activity 11.1: The Mentor and Student Teachers plan a lesson together for each day to practise test administration, scoring and recording the results of summative assessment



#### PLAN TOGETHER

Last week, the Student Teachers practised construction of tests and preparation of marking schemes for summative assessment. This week, they will plan with you a lesson for each day to practise the use of summative assessment, including administering the test, scoring and recording the result. First, the Student Teachers must be guided by you to agree the English, Maths or Science topics they will teach and test this week. Then they must construct the tests and prepare the marking schemes as they did last week.

In planning how to administer the tests, the Student Teachers must consider the following points:

- How will the pupils be arranged for the test?
- How long will the test take?
- What instructions will you give the pupils?
- How will you make the pupils understand the instruction if they cannot read accurately?
- Will the test be written on the board or printed?
- How will the class be managed if the test is to be written on the board?
- What will the pupils do when they finish the test?

When planning how to administer the test, the Student Teacher must be gender sensitive so that the girls especially will participate in the exercise actively without feeling intimidated.

In planning how to score the tests, the Student Teacher should think about these points: will you score the test papers during or after the lesson? For some tests, can the pupils mark each other's test answers and calculate the score? How would you organise this? Let the Student Teachers bear the following points in mind when planning how they will record the results:

- How does the class teacher record test results?
- How does the school gather all the test results from each class?
- How are the test results used?
- Will you announce the scores to the whole class or post the results on the wall, or give individual pupils their score?
- Will the test score be a numerical score or a grade score? How can you be sure that you have marked the pupils' test fairly?

Discuss and advise on the above points to ensure that their approach to the summative assessment task is consistent with your classroom practice and the requirements of the TP school, and is familiar to the pupils.



### DO

#### **Mentor supports Student Teachers to prepare the Week 11 lesson plans including how to administer, score and record test results**

The Student Teacher will plan the Week 11 lessons taking advice from you on how to administer, score and record the test results. They should follow the system that is used in the school and is familiar to the pupils. As the Student Teachers prepare the tests and plan how to administer, score and record the results, they should remember that **the summative assessment tests are important. They form the end of year record of each pupil's progress and achievement.**



### REFLECT TOGETHER

Remind the Student Teachers that they should discuss and reflect together with their TP partner, checking on the lessons each of them will be teaching. They should compare notes on how they plan to administer, score and record the results of the summative assessment tests. They should be consistent in their approach to this task.

The Student Teachers may want to trial the plans for administering, scoring and recording the test results before the lesson. Provide any support they need to help them with this task.

Remind the Student Teachers to reflect back on the summative tests they used in last week's lessons and ask themselves these questions: Did I encounter any problems with administering the tests, scoring or recording the test results? If so, how can I overcome those problems in this week's TP lessons?

### **Y.3.TP. Activity 11.2: Student Teachers teach the summative assessment lessons individually each day using appropriate subject knowledge and the Mentor observes**



### PLAN TOGETHER

In Activity 11.1, you will have planned together with the Student Teacher the approaches they will use when administering the summative assessment test, scoring and recording of the results. As a final preparation before they teach the lesson and administer the summative assessment test each day, remind them to check that they have everything ready that they will need as teachers and everything that the pupils will need for the summative assessment test. Let them think about how to ensure that the test is an enjoyable activity for the pupils and not a stressful experience, as stress can adversely affect individual pupils' performance. They should bear in mind that the test will be administered and scored in a way that is fair to all pupils, girls and boys alike.

**DO****Student Teachers teach the lesson incorporating summative test administration, scoring and recording the results, and the Mentor observes**

Now the Student Teachers should teach the specific lessons with their TP partners according to their lesson plans under your supervision. They will teach the lesson and administer the summative assessment test according to the prepared lesson plan. Check whether they are following the lesson plans and record some points for constructive feedback specifically in relation to their administration of the summative assessment activity, the scoring and recording of results.

**REFLECT TOGETHER**

After each lesson which incorporates summative assessment, guide the Student Teachers to make a critical evaluation of their own performance. Their TP partner should also be involved in the discussion as they are both teaching the same class. It is important that they use a consistent approach to the summative assessment activities and there may be some common points for both of them to follow up.

**Y3 TP Activity 11.3: Mentor and Student Teachers reflect together on the summative assessment activities****PLAN TOGETHER**

The Student Teachers will arrange with you and all the other Mentors and the TP group in the school a convenient time and place for this week's Reflective Practice meeting. Other officials including the Link Tutor, TPC, GEO and CS may also attend if they are visiting the TP school at the time of the Reflective Practice meeting. The focus of the meeting will be the effectiveness of the summative assessment activities all Student Teachers have engaged in during Week 11. The Student Teachers should prepare for the Reflective Practice meeting by reviewing how effectively they feel they administered the summative assessment activities. In particular, they should think about any advice relating to summative assessment that they would like to receive from the Mentors during the meeting.

**DO****Participate in the Reflective Practice meeting**

During the Reflective Practice meeting, the following important questions should be discussed:

- How effectively were the summative assessment tasks administered, scored and the results recorded?
- What further advice is needed for the Student Teachers to improve their practice in future?

The Student Teachers should record in their TP Journal any advice that is given by the Lead Mentor and Mentors, or any other visiting officials, during the Reflective Practice meeting that will help them to improve in future.

**REFLECT TOGETHER**

The Student Teachers should complete the Self-Assessment Questionnaire for Week 11 and record the score in their TP Journal:

**STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:**

Answer the following questions based on the summative assessment activities in Week 11.

Teaching skill/competence	Score
a) How prepared was I for the summative assessment activities?	
b) How well did I administer the summative assessment activities?	
c) Was my scoring system fair for all pupils?	
d) Did my system for recording results work well?	

**Score: needs improvement = 1; satisfactory = 2; good performance = 3**



**Y3 TP Topic 12: Interpret test results Student Teachers individually teach specific periods**

**Purpose:** In this Topic the Student Teachers will practise interpreting test results of summative assessment

**Activity 12.1:** Mentor and Student Teachers plan together a lesson for each day for the Student Teachers to practise interpreting test results of summative assessment

**Activity 12.2:** Student Teachers teach the summative assessment lesson individually each day and the Mentor observes

**Activity 12.3:** Mentor and Student Teachers reflect together on the summative assessment test results and their interpretation

**Competencies:** (i) Use of strategies to assess pupils using summative assessment and interpret the test results: Competency 8(h) (see Annex 1)

**Y3 TP Week 12 - Summary of the Task**

As a **Mentor**, you will support the **Student Teachers** to complete these three Y3 Week 12 activities:

- plan together a lesson for each day to practise interpreting test results of summative assessment;
- teach the summative assessment lesson individually using appropriate subject knowledge as their Mentor observes;
- reflected together with their Mentor on the individual lessons

**Y3 TP Activity 12.1: The Mentor supports the student teachers to plan a lesson for each day to practise the interpretation of test results in summative assessment****PLAN TOGETHER**

In their final week of Y3 teaching practice, the Student Teachers will conclude the practice of summative assessment skills by interpreting the test results (see Text Box examples). They will still need to practise the skills learned during Week 10 and 11 TP – test construction, marking scheme design, administering the test, scoring and recording the results. The final task of the teacher in the process of conducting summative assessment is the interpretation of the results, especially in this instance when the summative assessment is conducted at the end of the school year. The Student Teachers should check with you on how the summative assessment test results are used. For example, inform them whether the summative assessment test results are: (a) included in an end-of-year school report to pupils and parents? (b) collated and submitted to the district education office? (c) passed on to the class teacher who will teach the pupils next year?

**Interpretation of summative assessment results - examples:**

- For pupils and parents
- For next years' teachers in the same school or next years' teachers in the next school
- For District Office and National level reporting

**Information from summative assessment results - examples:**

- Individual performance
- Class performance
- School performance
- Performance of girls and boys
- Position in the class
- Remedial teaching needed
- Teacher performance

As their Mentor, remind the Student Teachers to discuss with their TP partner what they can recall from their college studies about how test results are interpreted. They should review their DBE notes on summative assessment.

Supervise the Student Teachers to plan a lesson each day to practise using summative assessment and interpretation of results. The Student Teachers should agree with you on the English, Maths or Science topics they will teach this week and the types of test they will construct. They should clarify with you how the summative assessment results should be interpreted depending on the purpose. For example, a reading comprehension test might be included in pupils' end-of-year grade or to inform the parents that the pupil needs to be encouraged to practise reading at home. The class scores in a numeracy test may be used to report on improved learning achievement in basic numeracy or they may be used to compare the performance of girls and boys

**DO**

**The Mentor supports the Student Teachers to prepare lesson plans including summative assessment activities to interpret the test results**

At this stage, Student Teachers will prepare the lesson plan they have discussed with you. They will need to develop the test questions and the marking scheme bearing in mind how the summative assessment test results will be interpreted.

**REFLECT TOGETHER**

The Student Teachers will need to seek guidance from you when they prepare the test questions and the marking scheme, as they did last week. They must check with the Mentor that the summative assessment activities are appropriate for the pupils and the subject content they will be teaching. They should review theirs and their TP partner's summative assessment activities to ensure that they are consistent and will not be too burdensome for the pupils. In particular, they should share their strategies for interpreting the results. For example, interpretation of individual pupil performance by grading, class performance, teacher performance, comparison of girls and boys results, etc.

**Y3 TP Activity 12.2: Student Teachers teach the summative assessment lesson individually each day and interpret the summative assessment results as the Mentor observes**

**PLAN TOGETHER**

After the Student Teachers have taught the lesson, administered the summative assessment activity, marked, scored and recorded the results, they will have to focus on interpretation of test results. The Student Teachers should plan together with you and their TP partner how they will present their interpretation of the summative assessment results.

**DO**

**Student Teacher teaches the lesson, conducts and interprets the summative assessment results as the Mentor observes**

Observe the Student Teachers as they teach the lesson individually according to the lesson plan each day. They will administer the summative assessment activity mark, score and record the results. Then they will interpret and present the results of the summative assessment according to the lesson plan agreed with you. During the lesson observation, focus specifically on the strategy the Student Teachers use and how well they interpret the results from the summative assessment activity.

**REFLECT TOGETHER**

Remind the Student Teachers to record their interpretation of the summative assessment results in their TP Journal after each lesson. The Student Teachers should discuss with you and their TP partner their interpretation of the summative assessment results. They should consider how the interpretation of the summative assessment results provides information that can influence their teaching in future.

### Y3 TP Activity 12.3: Mentor and Student Teachers reflect together on the interpretation of summative assessment results



#### PLAN TOGETHER

In this final week of Y3 TP, the Student Teacher will arrange the last Reflective Practice meeting at a time convenient to the Lead Mentor, all Mentors and the TP group in the school. The topics for discussion in this final meeting will be “How can we as teachers make the best use of our interpretation of summative assessment results? How can we check that they are accurate and useful to the teacher and the pupil? How does the interpretation inform teaching and learning?”



#### DO

##### Participate in the final Reflective Practice meeting

Remind the Student Teachers that they should come to the final Reflective Practice meeting with their TP Journal entries on interpretation of the summative assessment activities. In the discussion, they should try to relate their interpretations to each of the Reflective Practice meeting topics:

- How can we as teachers make the best use of our interpretation of summative assessment results?
- How can we check that they are accurate and useful to the teacher and the pupil?
- How does the interpretation of summative assessment results inform teaching and learning?



#### REFLECT TOGETHER

Ask the Student Teachers to reflect on this statement: “Good teachers know what concepts and skills their pupils have mastered and what they still have trouble understanding”.

**Remind them to complete the final Self-Assessment Questionnaire and enter the score in their TP Journal.**

#### STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

Ask the following questions based on the summative assessment activities in Week 12.

Teaching skill/competence	Score
a) Did my strategy for interpretation of the summative assessment results work well?	
b) Was I able to identify differences in learning achievement between girls and boys?	
c) How was my overall performance throughout the Y3 teaching practice?	
d) How well did I develop my teaching skills from beginning to end of Y3 TP?	

**Score: needs improvement = 1; satisfactory = 2; good performance = 3**

Give one final reminder to the Student Teachers: they will need to take their completed TP Journal with them when they attend the Y3 Post-TP week in their college next week. They should check that it is up-to-date and all entries are well presented as this forms part of their final assessment. It will also provide the Student Teachers with a comprehensive record of their teaching practice experience and information on which to reflect as beginning teachers next year.

### Y3 Post-TP Topic: Post-Off-Campus Activities (college-based) led by the TPC with Tutors and Student Teachers

**Purpose:** This activity will provide opportunity for Student Teachers to review the 12-week Off-Campus Teaching Practice: Teacher Competencies and TP tasks

**Post-TP Activity 1:** Review of Teacher Competencies for Year 3 and Student Teacher performance

**Post-TP Activity 2:** Reflection and discussion between Student Teachers and Tutors to review the Off-Campus TP tasks

#### Y3 Post-TP Activities - Summary of the Task

When the **Student Teachers** have completed these two Y3 TP Post-Off-Campus activities with their **TPC** and **Tutor**, they will have:

- reviewed the Teacher Competencies for Year 3 and Student Teacher performance;
- reflected, discussed and reviewed the Off-Campus TP tasks with their TPC and Tutor.

### Y3 Post-TP Activity 1: Review of Teacher Competencies for Year 3 and Student Teacher performance



#### PLAN TOGETHER

In their final teaching practice, the third year students have worked continuously for 12 weeks with guidance and support from you. During this week, all the Student Teachers will review, together with their Tutors and the TPC, their teaching practice achievements, including the Teacher Competencies they practised. This review will be led by the Tutors and TPC with all Student Teachers in attendance. At this review meeting, each Student Teacher will talk about their TP experiences in relation to achievement of the Teacher Competencies. The Tutors and TPC will organise the Post-TP review meeting using the THINK-PAIR-SHARE approach.

For the THINK activity, the Student Teachers will be instructed to begin by reviewing, together with their TP partner, the Teacher Competencies listed in Annex 1. They should identify in which week of the Y3 TP they practised each competency. They will be reminded to refer to their TP Journal for each week to check how well they achieved each of the competencies. They should be ready to present a specific example of their best competency achievement and an example of a competency they found more difficult to achieve from their TP Journal records. They should also identify any specific points about Teacher Competencies they might want to discuss in the review meeting.



#### DO

In the PAIR stage, the Tutors will organise the Student Teachers to work with their TP group, that is, all the Student Teachers from one TP school. If the Lead Mentor from the TP school is able to attend the review meeting, they should join the respective TP group for this activity. Each Student Teacher should present to their TP group the competency that they rated as their best achievement and the competency that they rated as more difficult to achieve.

In the SHARE stage, each TP group should share with the whole group to find out whether there are common patterns to the responses from all Y3 Student Teachers. The responses may be collated by the TP group members onto a flip chart, according to the competencies they feel were most strongly and less strongly achieved. Then, led by the Link Tutors and TPC, the Student Teachers should turn to the larger group to share their experiences and any specific points about Teacher Competencies they might want to discuss in the review meeting.

**REFLECT TOGETHER**

The Student Teachers will be asked to reflect with their TP partner/TP group on the competencies they all feel most confident about and the competencies they all feel they need to practise more to improve. The Tutors will gather from all the Student Teachers the strategies and ideas for improving those weaker competencies.

**Y3 Post-TP Activity 2: Reflection and discussion between Student Teachers and Tutors to review the Off-Campus TP tasks****PLAN TOGETHER**

In this final Y3 TP activity, the Student Teachers will have the opportunity to reflect and discuss with their Link Tutors and the TPC the Off-Campus Teaching Practice tasks. Together, they will be able to review how they performed individually during the teaching practice. This review process will be led by the TPC and Link Tutors with all Student Teachers in attendance.

In preparation for the final review meeting, the Tutor will remind the Student Teachers that they should re-read their TP Journal entries. In particular, they should re-read each of the self-assessment questionnaires they completed in Week 6 to Week 12 – but they should not change any of their scores. If they completed the self-assessment questionnaires honestly, they should have some questions with a score of 1, some questions with a score of 2 and some questions with a score of 3. They should collate their scores for each week into one summary table and analyse their results. They should compare their results with that of their TP partners.

The Tutors will check the TP Journal entries of their Student Teachers. They will also review the Student Teachers' self-assessment questionnaire scores and will ask them to review if their scores appear to be biased. **NOTE:** you will have checked and reviewed the Student Teachers' self-assessment questionnaire scores and TP Journal entries week by week during the TP period.

**DO**

The Student Teachers should have their TP Journal with them for the meeting, and they should have their self-assessment results ready to share with their TP group. The Student Teachers should be given an opportunity to comment on their TP experiences with their TP group.

**REFLECT TOGETHER**

In a final wrap-up meeting, the Student Teachers will reflect with their TP group and the Tutors on a general overview of the Teaching Practice experience. The Tutors will share their ideas on the successes and challenges experienced during the Y3 TP and then the Student Teachers will be asked for their perspectives and suggestions on ways to improve the TP arrangements in future years.

The discussion should be open and everyone should feel free to express their views. This final reflection may include suggestions on a range of issues including Student Teachers' assessment, effectiveness of the mentoring arrangements, accommodation and safety of Student Teachers, especially female Student Teachers, during teaching practice and teaching practice as a preparation for becoming a qualified teacher.

The TPC and all Tutors will keep a careful note of the discussion points raised in this final meeting for the College record and future action.



# Annex 1. Teacher Competencies

Abstract from Teacher Competencies Matrix in the Handbook on Mentorship and Supervision of Teacher Trainees on School Attachment (GES 2002).

Teacher Competencies	Examples of Actions or Strategies
<b>1. The teacher uses strategies to open the lesson</b>	<ul style="list-style-type: none"> <li>a) Asks pupils what they remember from last class</li> <li>b) Gives a summary of what pupils have learned</li> <li>c) Ask pupils questions about the topic</li> <li>d) Gives a clear introduction to the topic of the lesson</li> <li>e) Shares learning objectives with pupils</li> <li>f) Other:</li> </ul>
<b>2. The teacher uses strategies to provide clear explanations for new concepts, knowledge or skills</b>	<ul style="list-style-type: none"> <li>a) Gives an explanation</li> <li>b) Gives examples</li> <li>c) Gives a definition(s)</li> <li>d) Gives a demonstration</li> <li>e) Gives instructions</li> <li>f) Follows the process 'I do', 'We do', 'You do'</li> <li>g) Other:</li> </ul>
<b>3. The teacher uses different TLMs to facilitate learning</b>	<ul style="list-style-type: none"> <li>a) Uses white board/chalk board effectively</li> <li>b) Real-life objects/hand-made objects</li> <li>c) Pictures/posters/charts</li> <li>d) Newspapers/magazine articles</li> <li>e) Textbooks</li> <li>f) Reference/supplementary books</li> <li>g) Radio or other electronic audio/visual device</li> <li>h) Teacher has pupils bring resources to the lesson</li> <li>i) Other:</li> </ul>
<b>4. The teacher uses different interactive methods/activities to facilitate learning</b>	<ul style="list-style-type: none"> <li>a) Question and answer (where pupils also ask questions of teacher)</li> <li>b) Whole class dialogue (e.g. discussion, debate, brainstorming)</li> <li>c) Small group work (e.g. discussion, debate, brainstorming)</li> <li>d) Class assignment</li> <li>e) Student presentation</li> <li>f) Role-play</li> <li>g) Games</li> <li>h) Story telling</li> <li>i) Songs, poems or rhymes</li> <li>j) Other:</li> </ul>
<b>5. The teacher asks pupils a range of questions during the lesson</b>	<ul style="list-style-type: none"> <li>a) Asks questions that require remembering (What do you remember about...? How do you define....? What is....?)</li> <li>b) Asks questions that require analysing and evaluating (How can you classify...? Why do you think...? Can you compare with ....? What are the advantages/disadvantages of ...? What is the most important...? Is there a better solution than...? Can you suggest an alternative? Can you predict the outcome if...?)</li> <li>c) Handles student responses well (sufficient wait time, doesn't immediately correct wrong answers, asks follow up questions)</li> </ul>

Teacher Competencies	Examples of Actions or Strategies
	<ul style="list-style-type: none"> <li>d) Asks follow-up questions to build on student responses (How did you come to this answer? Why do you think this? Does everybody agree or disagree? Is there an alternative answer?)</li> <li>e) Uses strategies to increase participation during questioning (e.g. calls on pupils randomly, doesn't require pupils to raise their hands, gives praise for effort)</li> <li>f) Other:</li> </ul>
<p><b>6. The teacher promotes and manages whole class discussion</b></p>	<ul style="list-style-type: none"> <li>a) Uses brainstorming (asks for pupils' views/ideas on a topic)</li> <li>b) Writes pupils' views/ideas down</li> <li>c) Organises/summarises pupils' views/ideas</li> <li>d) Builds on what is said</li> <li>e) Encourages pupils to build on what is said</li> <li>f) Amount of time pupils talk = amount of time the teacher talks/lectures</li> <li>g) Other:</li> </ul>
<p><b>7. The teacher uses strategies to organise and execute group or pair work (Be sympathetic to large class sizes when marking)</b></p>	<ul style="list-style-type: none"> <li>a) Demonstrates strategies for group formation (e.g. assigns groups/pairs by who is sharing a desk, through ability, randomly)</li> <li>b) Demonstrates strategies for group management (e.g. assigning roles, randomly selecting somebody to report back to class)</li> <li>c) Has pupils discuss a topic with each other in groups or pairs</li> <li>d) Uses Think-Pair-Share (pupils think individually, discuss with a partner and then share views/ideas with the class)</li> <li>e) Has groups/pairs complete the same activity/task</li> <li>f) Has groups/pairs complete different activities/tasks</li> <li>g) Other:</li> </ul>
<p><b>8. The teacher uses strategies to assess pupil understanding</b></p>	<ul style="list-style-type: none"> <li>a) Uses questions to see whether pupils understand</li> <li>b) Uses peer-assessment (pupils discuss/mark each other's work)</li> <li>c) Uses pupil self-assessment</li> <li>d) Uses pupil presentations to see whether they understand</li> <li>e) Assesses through individual work assignment/homework</li> <li>f) Has pupils vote on different answers to see if they understand</li> <li>g) Uses traffic lights (red-yellow-green cards for groups to indicate how they are dealing with a task)</li> <li>h) Other: e.g. end of term examinations, end of year examinations</li> </ul>
<p><b>9. The teacher gives constructive feedback on pupil's answers, work or effort</b></p>	<ul style="list-style-type: none"> <li>a) Gives written feedback on work</li> <li>b) Gives verbal feedback to the class or individuals (You would benefit from looking at .... This area needs improvement... You could do this to strengthen...)</li> <li>c) Corrects wrong answers kindly</li> <li>d) Gives praise for correct answers/good effort</li> <li>e) Other:</li> </ul>



Teacher Competencies	Examples of Actions or Strategies
<b>10. The teacher uses techniques to address mixed abilities</b>	<ul style="list-style-type: none"> <li>a) Uses peer teaching</li> <li>b) Gives individual coaching/support</li> <li>c) Has pupils give each other support in mixed ability groups</li> <li>d) Gives more/different activities to keep excellent pupils challenged</li> <li>e) Other:</li> </ul>
<b>11. The teacher applies all teaching methods equally to boys and girls</b>	<ul style="list-style-type: none"> <li>a) Gives equal chance to girls and boys to ask/answer questions</li> <li>b) Assigns leadership roles equally to girls and boys in lesson activities</li> <li>c) Makes sure girls and boys participate equally in activities</li> <li>d) Allows sufficient time for girls and boys who may be shy or afraid to speak out</li> <li>e) Checks if both girls and boys equally understand the lesson</li> <li>f) Provides constructive feedback to both girls and boys in class</li> <li>g) Other:</li> </ul>
<b>12. The teacher uses strategies to challenge traditional gender roles and norms</b>	<ul style="list-style-type: none"> <li>a) Uses learning materials that do not portray traditional gender roles (e.g. women cooking/cleaning and men working)</li> <li>b) Points out and discusses traditional gender roles that appear in materials (e.g. discusses how gender roles are problematic)</li> <li>c) Actively uses examples (in exercises or activities) that challenge or reverse traditional gender roles (e.g. show men cooking)</li> <li>d) Makes girls and boys feel comfortable/confident to not follow traditional gender roles (e.g. boys cooking, girls being doctors)</li> <li>e) Other:</li> </ul>
<b>13. The teacher uses strategies to effectively manage a class (particularly a large class)</b>	<ul style="list-style-type: none"> <li>a) Uses strategies to get the class ready for learning which do not require shouting, threats or violence</li> <li>b) Makes the lesson interesting to draw the attention of almost all pupils in class</li> <li>c) Is able to divide and share resources amongst all the pupils</li> <li>d) Establishes clear rules and expectations for pupil conduct</li> <li>e) Other:</li> </ul>
<b>14. The teacher has clearly paid attention to the seating arrangements in the classroom</b>	<ul style="list-style-type: none"> <li>a) Pupils who need more support (physical/learning disabilities) are sitting at the front</li> <li>b) Girls and boys are equally mixed throughout the classroom</li> <li>c) Quiet and more vocal pupils are equally mixed throughout the classroom (quiet pupils are not all sitting at the back)</li> <li>d) Other</li> </ul>
<b>15. The teacher uses strategies to close the lesson</b>	<ul style="list-style-type: none"> <li>a) Reviews core concepts/skills from the lesson</li> <li>b) Summarises what has been taught</li> <li>c) Asks if pupils have any more questions</li> <li>d) Other</li> </ul>

Year 3: Teaching Practice

Teacher Competencies	Examples of Actions or Strategies
<b>16. The teacher has a clear, high-quality lesson plan or activity plan for parts of the lesson</b>	a) Lesson objectives were completed during the observed lesson b) Lesson plan demonstrates the use of appropriate TLM c) Lesson plan demonstrated the use of interactive methods d) Time was allocated appropriately for each part of the lesson e) Lesson plan demonstrated a logical development for the lesson f) Other:

## Annex 2. Lesson Plan Format

<b>Week Ending:</b>		<b>Class:</b>	
<b>Subject:</b>		<b>Average Age:</b>	
<b>Reference:</b>		<b>No. on Roll:</b>	

<b>DAY/DURATION</b>	
<b>TOPIC/SUB-TOPIC/ASPECT</b>	
<b>OBJECTIVES/RPK</b>	
<b>TEACHER/LEARNER ACTIVITY</b>	
<b>TEACHING/LEARNING MATERIALS</b>	
<b>CORE POINTS</b>	
<b>EVALUATION/REMARKS</b>	

## Annex 3. Lesson Observation Format

This lesson observation format may be used by you, as a Student Teacher

<b>Student Teacher's Name:</b>			
<b>TP School:</b>			
<b>Class:</b>			
<b>Subject:</b>		<b>Topic:</b>	

Topic	Observable evidence	Remarks
<b>Lesson Sequence - start of the lesson</b>		
<b>Lesson Sequence - development of the lesson</b>		
<b>Lesson Sequence - end of the lesson</b>		
<b>Learner participation – pupils activities</b>		
<b>Learning activities for different pupil abilities</b>		
<b>Use of teaching and learning resources</b>		
<b>Teacher's use of praise and encouragement</b>		
<b>Teacher communication – teacher talk</b>		
<b>Teacher communication – pupil talk</b>		
<b>Classroom Management – use of instructional time</b>		
<b>Management of pupil behaviour</b>		
<b>Individual, group and class activities</b>		

Topic	Observable evidence	Remarks
<b>Subject knowledge – appropriate for pupils’ level</b>		
<b>Informal assessment of pupils’ understanding</b>		
<b>Formal assessment of pupils’ understanding</b>		
<b>Feedback to pupils on learning achievement</b>		

## Annex 4. Assessment Procedures

The assessment of DBE student teaching practice will be based on the following scoring profile:

Year 1 Observation TP 15%

Year 2 On-Campus TP 25%

Year 3 Off Campus TP 60%

Teaching Practice Assessment Form A has been developed by University of Cape Coast and approved for all CoEs to be used as the standard Assessment Tool by CoE Tutors.

**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF EDUCATION STUDIES**  
**TEACHING PRACTICE UNIT**  
**TEACHING PRACTICE ASSESSMENT FORM A**

Item and Score	5- Outstanding	4 – Very Good
<b>Objectives And Core Points In Lesson Plan</b>		
1. Objectives	Teacher states specific, relevant, measurable and achievable objectives which are linked to classroom activities.	Teacher states specific relevant, measurable and achievable objectives.
2. Summarises Core Points	Teacher states summaries/core points for all activities which relate to and clarify main skills/concepts and are also related to lesson objectives.	Teacher states summaries/core points for all activities which relate to and clarify main skills/concepts
3. Teaching and Learning Activities	Teacher provides varied teaching/learning activities that are logical, timely and direct student learning.	Teaching/learning activities are sequenced, logical and appropriate, time indicated.
4. TLMs	Teacher states appropriate and varied TLMs and indicates when in suitable stages of the lesson to use them.	Teacher states appropriate and varied TLMs and indicates when and how they will be used in the lesson.
5. Subject and Pedagogical knowledge	Teacher's subject knowledge is logical; is linked to objectives(s); provides answers to sample questions; provides activities to engage students; uses vocabulary / technical terms.	Teacher shows logical subject knowledge linked to objectives, provides answers to sample questions & activities to engage students.

<b>NAME OF STUDENT</b>	
<b>LEVEL</b>	
<b>REG NO.</b>	
<b>PROGRAMME</b>	
<b>SCHOOL OF PRACTICE</b>	
<b>FORM/CLASS</b>	
<b>SUBJECT</b>	
<b>DATE</b>	
<b>TIME</b>	
<b>LESSON TOPIC</b>	

<b>3 - Good</b>	<b>2 - Satisfactory</b>	<b>1 - Poor</b>
Teacher states specific relevant and measurable objectives but they are not achievable within the duration of the lesson.	Teacher states objectives that are relevant but not measurable.	Teacher states lesson objectives that are relevant but not specific.
Teacher states summaries/core points for all activities which relate to main skills/concepts	Teacher states some summaries/core points teaching/learning activities which relate to main skills/concepts	Teacher states summaries/core points but are not related to main skills/concepts
Teaching/learning activities are stated in lesson plan sequentially but are not logical.	Teaching/learning activities stated in lesson plan are adequate but are not sequenced.	Teaching/learning activities stated in lesson plan but are inadequate.
Teacher states appropriate TLMs and when and how they will be used in the lesson.	Teacher states TLMs and when and how they will be used in the lesson.	Teacher states TLMs to be used in advanced preparation but does not indicate when they will be used in the lesson.
Teacher demonstrates subject knowledge, indicates a variety of techniques to ensure active student participation, and provides sample questions and answers.	Teacher demonstrates subject knowledge, and indicates a variety of techniques to ensure active student participation.	Teacher demonstrates subject knowledge, but does not indicate techniques to ensure active student participation.

## Year 3: Teaching Practice

Item and Score	5- Outstanding	4 – Very Good
<b>Objectives And Core Points In Lesson Plan</b>		
6. Introduction to the Lesson	Teacher introduces the lesson, reviews students' RPK, links it up with topic and stimulates student interest. Teacher shares lesson objectives with students.	Teacher introduces the lesson, reviews students' RPK, links it up with topic and stimulates student interest.
7. Presentation - Teaching and Learning activities	Teacher organises teaching and learning activities sequentially, logically, uses varied pedagogical skills, maintains balance between teacher and student activities.	Teaching and learning activities are organized, sequentially and logical. Teacher uses varied pedagogical skills.
8. Pace of lesson and audibility of voice	Pace is appropriate for the entire lesson and all students can hear the teacher clearly. Teacher does not shout.	Pace is appropriate some of the time and voice is audible from the back of the class throughout the lesson. Teacher does not shout.
9. Questioning and feedback	Teacher asks a well-balanced mixture of factual, probing, high order & divergent questions: distributes questions fairly, facilitates independent & co-operative learning. Stimulates critical thinking in students.	Teacher asks a mixture of factual and high order questions: distributes questions fairly, facilitates independent & co-operative learning. Encourages students' questions and answers.
10. Use of chalkboard	Teacher manages chalkboard effectively, date, subject and topic are written on the board: all core points are on the board; writing is legible; gives students time to write down core points into their books: cleans board at the end of lesson.	Teacher manages chalkboard effectively, date, subject and topic are written on the board: all core points are on the board; writing is legible; gives students time to write down core points into their books
11. Use of Teaching Learning Resources. TLR/TLMs	Teacher uses appropriate TLRs, links them to students' previous knowledge and lesson objectives at key stage/s of the lesson.	Teacher uses appropriate TLRs, links them to students' previous knowledge and lesson objectives.



3 - Good	2 - Satisfactory	1 - Poor
Teacher introduces the lesson, reviews students' RPK, and links it up with topic.	Teacher introduces the lesson, reviews students' Relevant Previous Knowledge RPK,	Teacher merely introduces the lesson.
Teaching and learning activities are organized, sequentially and logical.	Teaching and learning activities are organized, sequential.	Teaching and learning activities are organized.
Pace is appropriate some of the time and voice is audible from the back of the class throughout the lesson	Pace is appropriate some of the time but voice is not audible from the back of the class throughout the lesson	Pace of lesson is not appropriate. Teacher speaks too fast/too slow/too loud/too low
Teacher asks a mixture of factual and high order questions: distributes questions fairly, facilitates independent learning. Accommodates students' questions and answers.	Teacher asks mostly factual questions, he/she is receptive to student questions and answers and acknowledges students' answers.	Teacher asks only factual questions, he/she is not receptive to student questions and answers
Teacher manages chalkboard effectively, date, subject and topic are written on the board: all core points are on the board; writing is legible.	Teacher manages chalkboard effectively, date, subject and topic are written on the board: all core points are on the board; writing not is legible	Teacher writes haphazardly on the board or hardly writes on the board at all.
Teacher uses appropriate TLRs, links them to students' previous knowledge.	Teacher uses appropriate TLRs, but does not link them to students' previous knowledge	Teacher does not have TLRs or does not use TLRs brought to class.

## Year 3: Teaching Practice

Item and Score	5- Outstanding	4 – Very Good
<b>Objectives And Core Points In Lesson Plan</b>		
12. Communication/Use of language	Teacher uses correct grammatical expressions; corrects students’ language errors; encourages students to pay attention to their use of language; uses effective verbal and nonverbal communication; avoids language mannerisms.	Teacher uses correct grammatical expressions; corrects students’ language errors; uses effective verbal and nonverbal communication; avoids language mannerisms.
13. Student Participation	Teacher engages all students in lesson; facilitates problem-solving among students; encourages co-operative learning and peer-tutoring; monitors progress and provides feedback.	Teacher engages all students in lesson; facilitates problem-solving among students; encourages co-operative learning; monitors progress and provides feedback.
14. Assessment of student learning	Teacher uses variety of assessment techniques to determine understanding; assessments are appropriate and timely; he/she encourages students’ self-assessment and application of learning.	Teacher uses variety of assessment techniques to check understanding; encourages students’ self-assessment and application of learning.
15. Mastery of Subject matter	Teacher exhibits command over subject matter, gives precise information; exhibits confidence, cites lots of examples; relates content to students’ experience, fosters critical thinking.	Teacher has command over subject matter; exudes confidence gives accurate information, cites lots of examples; relates content to students’ experience.
16. Classroom Management	Teacher establishes a purposeful learning environment, interacts with students, uses student’s ideas, encourages co-operative learning and monitors student learning activities.	Teacher establishes a purposeful learning environment, interacts with students, uses students’ ideas, and monitors student learning activities.

3 - Good	2 - Satisfactory	1 - Poor
Teacher uses correct grammatical expressions; corrects students' language errors; occasionally exhibits language mannerisms.	Teacher uses correct grammatical expressions; but does not correct students' grammatically incorrect expressions; exhibits some language mannerisms	Teacher uses incorrect grammatical expressions and often exhibits some language mannerisms.
Teacher engages all students in lesson; facilitates problem-solving among students; monitors progress and provides feedback.	Teacher engages some students in lesson; does not monitor progress effectively. Feedback to students is minimal.	Students participation in the lesson is low; there is virtually no monitoring or feedback.
Teacher uses a variety of assessment techniques to check understanding; encourages students' self-assessment of understanding linked to lesson objectives.	Teacher uses only one assessment method or tool (e.g oral questioning, written exercise, one- minute test, etc) to check understanding. They are linked to objectives.	Teacher uses only one assessment method or tool (e.g oral questioning, written exercise, one- minutes test, etc) to check understanding. They are not linked to objectives.
Teacher has command over subject matter; exudes confidence gives accurate information, cites lots of examples; gives/elicits correct answers to/from students.	Teacher has command of subject matter, gives relevant information, cites some examples.	Some aspects of lesson are not relevant; teacher exhibits lack of confidence.
Teacher establishes a purposeful learning environment, and monitors student learning activities.	Teacher establishes a learning environment and interactions with students are purposeful.	Teacher establishes a learning environment but interactions with students are not directed towards learning.

## Year 3: Teaching Practice

Item and Score	5- Outstanding	4 – Very Good
<b>Objectives And Core Points In Lesson Plan</b>		
17. Class Control	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehaviour promptly. He/she is fair, firm but friendly.	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehaviour promptly.
18. Closure	Teacher draws attention to end of the lesson; uses questions & answers, summaries, practices to clarify main points along lesson objectives; gives & marks written exercises to evaluate learning; assigns activity for next lesson.	Teacher uses questions & answers, summaries, practices to clarify main points along lesson objectives, gives & marks written exercises to evaluate learning.
19. Teacher Behaviour	Teacher shows enthusiasm in teaching, maintains students' attention throughout the lesson, is creative and innovative, exhibits decorum in speech and behaviour and is smartly dressed.	Teacher shows enthusiasm in teaching, maintains students' attention in the lesson, model polite classroom behaviour and is creative and innovative.
20. Record keeping and attitude to teaching	Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching; reflects on teaching; shows positive attitude towards teaching.	Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching; reflects on teaching remarks.

**TOTAL SCORE GRADE:** \_\_\_\_\_

**Name of Supervisor** \_\_\_\_\_

**Signature** \_\_\_\_\_

**OVERALL COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 - Good	2 - Satisfactory	1 - Poor
Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehaviour.	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems.	Teacher establishes clear parameters for student conduct.
Teacher uses questions & answers, summaries, practices to clarify main points along lesson objectives.	Teacher uses questions & answers, summaries and practices to end lesson.	The bell announces the end of the lesson; teacher finishes lesson abruptly/ teacher finishes lesson well ahead of time.
Teacher shows enthusiasm in teaching, focuses student attention on the lesson and models polite classroom behaviour.	Teacher shows evidence of enthusiasm in teaching and focuses student attention on the lesson.	Teacher shows evidence of enthusiasm in teaching but exhibits distractive mannerisms.
Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching.	Teacher keeps records of lessons on sheets of paper.	Teacher has no record of previous lessons, current lesson plan is on some sheets of paper.

## Annex 5. Guidelines for Protection Strategies for Student Teachers on Teaching Practice

The Gender Responsive competencies that are described in the table below provide a comprehensive set of guidelines or indicators for protection of Student Teachers, particularly female Student Teachers, during their teaching practice. The Gender Responsive competencies highlight the systems and procedures that should be in place in all TP schools to safeguard Student Teachers. These Gender Responsive competencies are included as a core component of the T-TEL Project Monitoring and Evaluation Scorecard.

Gender Responsive competencies for Mentors	Example actions or strategies:
<p><b>1. The Mentor makes sure that their school sexual harassment policy has been developed and implemented</b></p>	<p>a) The school has received and adopted the National Teaching Council’s Sexual Harassment Policy. If the policy has not yet been circulated, the Lead Mentor should help the school complete the following actions:</p> <ul style="list-style-type: none"> <li>i. The school’s staff develops an agreed definition of what constitutes sexual harassment (e.g. sexual bullying, suggestion, touching and favours. Coming from staff/community towards other teachers, Student Teachers and pupils)</li> <li>ii. The school staff agree on a transparent reporting system for teachers, Student Teachers or pupils experiencing sexual harassment (e.g. victim can go to a designated female staff member, problem then taken to HT/SMC, then circuit supervisor, etc.)</li> <li>iii. The school staff nominates an appropriate, trained staff member to act as the first point for reporting and to act as a counsellor for those experiencing sexual harassment</li> <li>iv. The school staff develops a reprimand system for those guilty of sexual harassment (e.g. develop appropriate punishments for staff, HT, community members, pupils, etc.)</li> <li>v. The HT disseminates the sexual harassment definition, reporting system and reprimand system to all teachers, Student Teachers, pupils and community members</li> </ul> <p>b) The Mentor ensures that all Student Teachers are aware of the school’s sexual harassment policy and reporting system</p> <p>c) The Mentor monitors female Student Teachers’ relationships with staff/community members to make sure they are free from sexual harassment</p>
<p><b>2. The Mentor helps to secure gender responsive accommodation for female Student Teachers</b></p>	<ul style="list-style-type: none"> <li>a) The Mentor meets with their Student Teacher before teaching practice begins to help them find safe accommodation</li> <li>b) The Mentor ensures that their Student Teacher does not have to live with a teacher, Mentor or member of staff</li> <li>c) The Mentor ensures that if their Student Teacher lives in a community member’s house, the community member has been vetted and is aware of the school sexual harassment policy</li> <li>d) The Mentor ensures that their Student Teacher’s accommodation is close to the school and is safe at night (adequate lighting, security guards/watchmen), particularly for females</li> <li>e) If possible, the Mentor tries to ensure that pairs of female Student Teachers find accommodation together</li> </ul>

Gender Responsive competencies for Mentors	Example actions or strategies:
<b>3. The Mentor ensures gender responsive treatment of Student Teachers at the school</b>	<ul style="list-style-type: none"> <li>a) The Mentor and staff's daily behaviour does not reinforce traditional gender roles (e.g. only female Student Teachers run errands or clean up)</li> <li>b) The Mentor ensures that female and male Student Teachers are treated equally by staff, community and pupils</li> <li>c) The Mentor monitors female Student Teachers' relationships with staff/community to make sure they are free from bullying, intimidation and any form of abuse</li> <li>d) The Mentor ensures that female and male Student Teachers have equal access to school resources and teaching/learning materials</li> <li>e) The Mentor encourages and supports female Student Teachers in teaching subjects like maths and science</li> <li>f) The Mentor encourages female Student Teachers to take leadership roles during teaching practice</li> <li>g) The Mentor supports and makes allowances for female Student Teachers who have to balance family responsibilities (such as marriage, pregnancy, child-care)</li> </ul>
<b>4. The Mentor provides gender responsive support to Student Teacher well-being</b>	<ul style="list-style-type: none"> <li>a) The Mentor builds confidence in Student Teachers, especially females</li> <li>b) The Mentor monitors female Student Teachers' day-to-day well-being</li> <li>c) The Mentor takes action to address female Student Teachers' problems/needs</li> <li>d) The Mentor makes sure that female Student Teachers feel comfortable and secure</li> <li>e) The Mentor ensures that female teacher toilets have water and hygiene bins and that female Student Teachers are allowed to use these</li> </ul>
<b>5. The Mentor demonstrates gender responsive classroom practices while co-teaching with Student Teachers</b>	<ul style="list-style-type: none"> <li>a) The Mentor shows Student Teachers how to give equal chances to girls and boys to ask/answer questions</li> <li>b) The Mentor shows Student Teachers how to assign leadership roles equally to girls and boys in lesson activities</li> <li>c) The Mentor shows Student Teachers how to make sure girls and boys participate equally in activities</li> <li>d) The Mentor shows Student Teachers how to be patient with girls and boys who may be shy or afraid to speak out</li> <li>e) The Mentor shows Student Teachers how to check if both girls and boys equally understand the lesson</li> <li>f) The Mentor shows Student Teachers how to provide constructive verbal feedback to both girls and boys in class</li> </ul>
<b>6. The Mentor demonstrates classroom strategies to challenge traditional gender roles</b>	<ul style="list-style-type: none"> <li>a) The Mentor shows Student Teachers how to use teaching materials that do not show or reinforce traditional gender roles (e.g. women cooking/cleaning and men in professional roles)</li> <li>b) The Mentor shows Student Teachers how to point out traditional gender roles that appear in books and discuss how traditional gender roles can limit what girls think they can achieve in their education and their lives</li> </ul>

Gender Responsive competencies for Mentors	Example actions or strategies:
	<ul style="list-style-type: none"> <li>c) The Mentor shows Student Teachers how to use examples (in exercises/activities) that challenge or reverse traditional gender roles (e.g. like showing men/boys cleaning the house)</li> <li>d) The Mentor shows Student Teachers how to make girls and boys feel confident to challenge traditional gender roles in general (e.g. encourage boys to cook and girls to be doctors)</li> <li>e) The Mentor shows Student Teachers how to support/encourage girls in studying and achieving in subjects like maths and science</li> </ul>
<p><b>7. The Lead Mentor contributes to improving the school's gender responsive Mentoring practices</b></p>	<ul style="list-style-type: none"> <li>a) The Lead Mentor checks that there is an equal number of female and male Mentors at the school (if there is an imbalance, the Mentor advocates for the gender balance of Mentors)</li> <li>b) The Lead Mentor completes the Gender Responsive Scorecard after every teaching practice and reflects on how they can improve next time</li> <li>c) The Lead Mentor has all Student Teachers anonymously appraise their Mentors using the Gender Responsive Scorecard at the end of their teaching practice</li> <li>d) The Lead Mentor collects and looks at all the Student Teachers' appraisals of their Mentors and identifies areas that need improvement</li> <li>e) The Lead Mentor facilitates discussion with other Mentors to choose/prioritise follow-up actions for areas that need improvement</li> <li>f) The Lead Mentor advocates/budgets for gender responsive training for all staff and Mentors</li> <li>g) The Lead Mentor advocates/budgets for gender responsive infrastructure improvements</li> </ul>



## Annex 6. Example Page from a TP Journal

Date: 10/March/2016

TP Period Yr 1 - School Observation Day 6

Activity Number and Title: Activity 6.2: Classroom Organisation, Management and Control.

TP Journal Task: Observe how the teacher disciplines pupils in the class and record three examples in your TP Journal.

REFLECTION ON MY OBSERVATION OF A READING LESSON AND HOW THE TEACHER ORGANISED, MANAGED AND CONTROLLED THE CLASS.

I observed a one hour lesson on reading comprehension in Primary 3 on the topic: 'How the Crab lost his head'. There were about 64 pupils in the class. The Pupils sat in pairs on dual desks and shared the reading materials (two pupils to one textbook). Because the class was large, the teacher used the cane to control the pupils, and held it throughout the lesson.

Example 1: Start of the lesson: The teacher explained the new words from the reading passage using cardboard pictures of a crab and his two friends and some word cards. The teacher read the difficult words and the pupils repeated. The she repeated the process using the word cards and the teacher asked the pupils to explain the words, which they did in the local language. The pupils enjoyed this and many of them raised their hands to be called to answer the questions. I saw that the teacher was full of energy and enthusiasm as she engaged the pupils.

Example 2: The teacher read the text aloud while walking around the class, not observing whether the children were looking into their books or not. In actual fact, some of the pupils were playing and not following the teacher's reading, but she did not seem to notice that. After that, she explained the passage in the local language, then asked questions on the passage in English, eg: how many friends did the crab have? what was the head of the crab? why did the crab have many friends? This time, the class was quiet, maybe because they did not follow the teacher's reading. To help them understand the text and answer her questions, she read each sentence of the passage aloud and the pupils repeated. The pupils read the passage aloud as a whole class, but I observed from the pupils lip movement that they did not pronounce the words well.

At this stage, the teacher appeared to be frustrated. She shouted, waving the cane and called on some pupils to read but they couldn't. So she asked the whole class to do chorus reading again, many times. Should the cane be used to control pupils during reading lessons, especially when they cannot read?

Example 3: Throughout the lesson, the teacher walked around the class and never stood in front of the class for more than 2 minutes. Is this the best approach to use when teaching reading? Which other way can the class be controlled?

At the beginning of the lesson, the teacher's strategy of using pictures and word cards to involve the pupils in the explanation of new words was really fantastic. It seems such an easy way of managing children in a large class. I want to try with my pupils in future. I think the use of the local language also helped to make the pupils attentive and participate in the discussion. Also, the teacher's reading was very fluent and accurate. Which other method can be used to help pupils with reading difficulties to read apart from reading aloud individually and in chorus?





