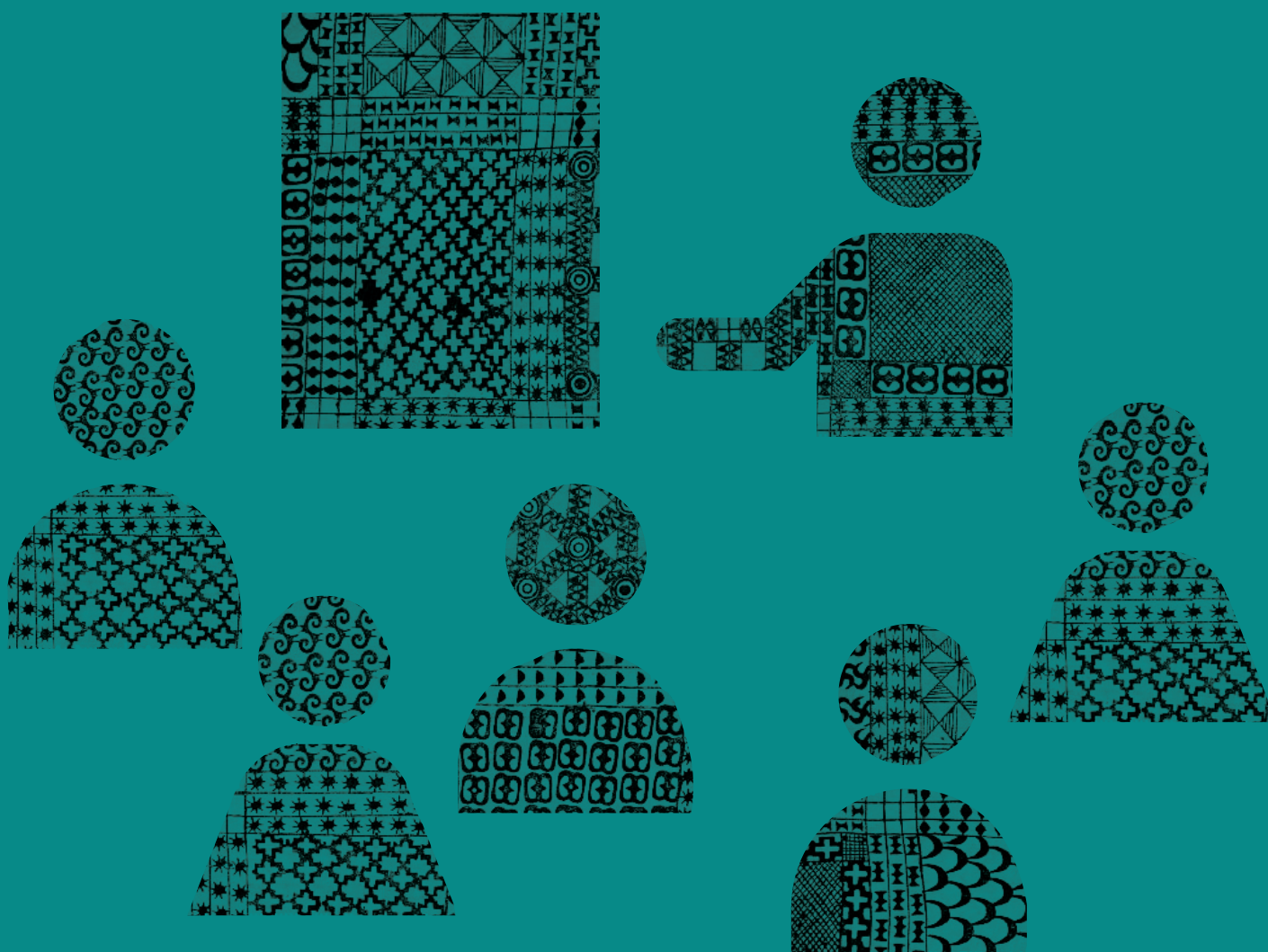


# Teaching Practice

TUTOR HANDBOOK





## Schools Partnership Programme

Year 1-3: Teaching Practice  
Student Teacher 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, are 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 practice.

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 in which 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 for 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, Student Teachers, having gone through the three structured teaching practice sessions, will be competent and capable of providing quality education for children in basic schools across Ghana.



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University of Education, Winneba  
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 TUTORS

## 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 before, during and after their three TP periods in college. There is also a Teaching Practice Handbook for Student Teachers and a Teaching Practice Handbook for Mentors.

Note that Student Teacher is the terminology used consistently throughout the T-TEL Teaching Practice Handbooks; it is also used when referring to DBE trainees and Year 3 Student Teachers. 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. You will 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 of the Year 3 TP schools 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 TLMs. 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 with whom you should work during each activity – either your Student Teachers, other Tutors or Mentors.

In some activities there is a self-assessment or peer assessment task.

At the end of each Year 2 and Year 3 topic you will evaluate the work done with their Mentor by Student Teachers, and the Student Teachers will 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 Tutor Handbook, there is additional information for you, the Mentors 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 2 weeks during the vacation between Semesters 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 practice lessons for three weeks in Semester 1 and three weeks in Semester 2. Whenever possible you, as 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 your 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 the Mentor teaching some lessons and they will co-teach some lessons with their TP Partner and the Mentor, sharing parts of the lesson between them. The Student Teacher and Mentor will plan the lesson together and then reflect on the lesson 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 your CoE organised by you, as the Tutor. In the pre-TP activities, you will help the Student Teachers to prepare and plan; the post-TP activities will provide you 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 TPs where they should work with pupils at every opportunity, you, as their Tutor will also arrange demonstration lessons either in the demonstration school or in neighbouring schools close to your CoE. On some occasions, you 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 ask 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 you, as their Tutor, and/or by the Mentor for the purpose of assessing the Student Teacher's progress and performance (see Annex 6, Example Page from a TP Journal). As their Tutor you should 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 you, as their Tutor, will instruct the Student Teachers on how to use the TP Journal during their 10 days 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 you, as 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 you, as their 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 you, as their Tutor, in the post-TP activities week.

**Y3 Off-Campus TP:** During the Pre-Off-Campus TP week you, as their Tutor, will instruct the Student Teachers to ensure that they know how to use the TP Journal for the Y3 teaching practice activities. The Mentor will ensure that Student Teachers maintain their TP Journal in accordance with the activities described in the Student Teacher Handbook. The TP Journal entries will be used as the basis for weekly Reflective Practice meetings and may also be used in the assessment of Student Teachers' TP performance. When you, as Tutor, visit each TP school you will ask to see the TP Journals.



## 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 you will guide the Student Teachers through the TP activities. During the Y3 TP the Student Teacher should co-operate 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 parenthesis):

- 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 Tutors' supervision visits (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 other 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 the STs observe them teach various subjects and lessons in class and ask questions for clarification where necessary;
- actively identify teaching skills and competencies that need to be improved 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 Student Teachers with subject matter content knowledge support;
- 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 will 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 and is responsible for the:

- 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 TP 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;
- co-operate 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 the progress of Student Teachers;
- provide guidance, counselling and professional development of 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:** The Mentor will 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 co-ordinating classroom activities to gradually give more and more responsibility as the Student Teacher's skills and confidence grow. The Mentor will be guided by the Mentor Handbook which parallels the activities detailed in the Student Teacher Handbook. The Mentor will 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 1 - 3: Teaching Practice

Mentors focus on the planning of lessons and practical teaching in the school providing psychological and professional support in real classroom teaching situations. The Mentor should co-operate and work closely with the Link Tutor and Tutor, and 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 opportunities by visiting schools on a regular basis to advise and strengthen gender sensitive approaches. The GEO 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).

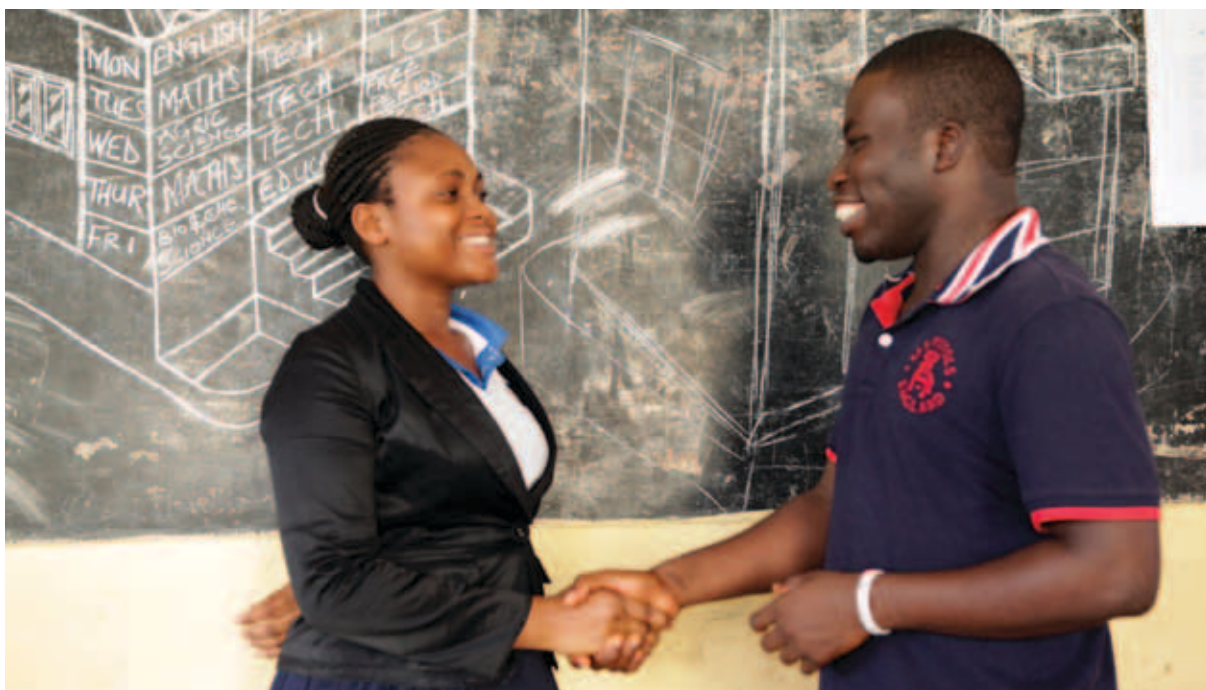
During their teaching practice, Student Teachers will learn how to adopt gender sensitive approaches to teaching and learning. The GEO may visit their school during the teaching practice and should discuss with Student Teachers how to improve their skills in gender sensitive education.

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 the availability of curriculum materials, e.g. syllabus for Student Teachers;
- ask 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 tasks.

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 is included in this Handbook as Guidelines for Protection Strategies for Student Teachers on Teaching Practice (see Annex 5).

The Tutor is expected to familiarise the Student Teachers with the Gender Responsive Competencies and how to use these as strategies to protect themselves and other Student Teachers while on teaching practice. However it will be the Student Teacher's responsibility to ensure that they are familiar with these strategies and to safeguard their own welfare and that of their fellow-Student Teachers.



## Year 1 - 3: Teaching Practice

# Year 1 Observation Teaching Practice

## 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

## Purpose: In Year 1 Observation Teaching Practice

Student Teachers will be able to observe communication and interpersonal skills, technical/ pedagogical skills, subject mastery skills and classroom management and leadership skills.

Host schools for Y1 Observation TP will provide professional and pastoral support for Student Teachers in alignment with the Y1 Observation TP Guidelines and instructions from the Student Teacher's CoE.

The college Tutors will conduct pre- and post-Y1 Observation Teaching Practice activities and, where possible, make supervision visits to Observation TP schools in accordance with the Tutor Handbook.

The TPC will undertake all administration and communication with the host schools for Y1 Observation TP in accordance with the TPC guidelines.

## 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)

## TOPICS AND ACTIVITIES FOR YEAR 1 OBSERVATION TEACHING PRACTICE

### Y1 Pre-TP Topic: Pre-Observation Activities (college-based)

**Purpose:** This activity will prepare Student Teachers for the two-week Observation TP

**Pre-TP Activity 1:** Orientation for Student Teachers – School Observation Checklist

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

**Pre-TP Activity 3:** Establishing good working relationships

### Y1 Pre-TP - Summary of the Task

#### How to Prepare for the School Observation TP

When you have completed these three Y1 Pre-TP activities with your Student Teachers they will have:

- prepared a school observation checklist;
- understood how to use the TP Journal and have their TP Journal ready to take with them to their Observation TP;
- discussed how to establish good working relationships with the head teacher, classroom teachers and pupils in the host school. They will also have a good understanding of how to conduct themselves in a professional manner in the community where the school is located.

### Y1 Pre-TP Activity 1: Orientation for Student Teachers – School Observation Checklist



#### PLAN TOGETHER

You will provide the Student Teachers with orientation before the end of Y1 Semester 1 to prepare for their two-week Observation Teaching Practice.

First, ask the Student Teachers to think about the **school information** they will need, and the things you want them to observe in the school. For example they will need information about the school rules, the classroom timetable, the teachers in the school, the pupils in their class and the local community. What do they need to know before they arrive at the school and what will they need to find out about as soon as they do arrive at the school? For the **classroom observation** they will need a checklist of what to observe in their lessons (see Annex 3).



#### DO

Instruct and guide the Student Teachers to make a checklist of the most important information they will need (a) before they arrive at the school, and (b) when they first arrive at the school. They should write down where they think they can find out this information.

**Instruct and guide the Student Teachers to make a checklist of what they want to observe during the two weeks Observation TP.**



#### REFLECT TOGETHER

Ask the Student Teachers to compare their checklist with the checklist their TP partner has made. They should identify any ideas they thought of that their TP partner did not think of and vice versa. Ask each pair of Student Teachers to share their ideas with other members of the class and add any new ideas from the class to their list.



## Y1 Pre-TP Activity 2: Using the TP Journal



### PLAN TOGETHER

The Student Teachers will keep a TP Journal covering all three TPs (Y1, Y2 and Y3) as a record of all the important information and activities. To start their TP Journal, ask them to discuss with their TP partner and choose the top ten points on their **school information checklist** and the top ten points on their **classroom observation checklist**.



### DO

**Review and provide positive feedback on the school information checklist and classroom observation checklist that the Student Teachers' write in their TP Journal.**



### REFLECT TOGETHER

Provide an opportunity for the Student Teachers to share the TP Journal entries with others in the class in order to exchange ideas.

## Y1 Pre-TP Activity 3: Establishing good working relationships



### PLAN TOGETHER

Familiarise your Student Teachers with the GES requirements for Teaching Practice covering the professional and personal behaviour of Student Teachers. Instruct Student Teachers to discuss each GES requirement with their TP partner. It is important for the Student Teachers to realise that in Ghanaian society the status of a teacher, including a Student Teacher, is highly respected and as such they should be a role model to the pupils in the school. They should think about who they will be interacting with during the Observation TP.



### DO

Conduct a brainstorm session with the whole class of Student Teachers to identify and list all the positive ways of making and keeping good relationships with adults and children in the TP observation school. Extend the brainstorming activity to make a list with the whole class of Student Teachers of all the negative teacher behaviour that must be avoided.



### REFLECT TOGETHER

Ask the Student Teachers to work with their TP partner to think of 2-3 difficult situations they might experience and how they can ensure that they deal with them in a positive way. The Student Teachers should consider the three case study examples below and discuss with their TP partner how they should respond in these situations.

#### Case Studies for discussion - what would you do in each of these situations?

**Case Study 1:** When you arrive at the school the classroom is locked and you do not have a key.

**Case Study 2:** Three boys arrive late for the class and have forgotten to do their homework.

**Case Study 3:** During the lessons you notice that the teacher rarely asks any questions to the girls in the class and sometimes the teacher uses corporal punishment to discipline pupils who are not paying attention to the lesson.

**Self-Assessment Questions** – to guide your learning and to help prepare for the observation TP ask yourself these questions:

1. How well prepared do you feel for the School Observation TP?
2. What are the two most important ideas you have learned from doing these pre-TP tasks?

**NOTE for the attention of CoE Tutors:** the activities included in the following Y1 TP Topics 1-10 will be conducted by Student Teachers in the absence of their Tutors during the 10 days of School Observation TP. Therefore you, as Tutor, should familiarise the Student Teachers with the Topic 1-10 activities during Y1 Pre-TP. You must explain to the Student Teachers how their Y1 TP observation will be assessed. The Student Teachers should remind themselves of the assessment procedures that are included in Annex 4 of their Student Teacher Handbook.

### Y1 TP Topic 1: Familiarisation with School Organisation

**Purpose:** In this Topic the Student Teachers will become familiar with the way the school is organised and managed

**Activity 1.1:** School Information Checklist

**Activity 1.2: Observe 2-3 daily routines and how they are managed**

**Activity 1.3:** Classroom Rules

**Competencies:** Student Teachers observe the teacher demonstrating: (i) Effective classroom management: Competency 13(a and d) and 11(b); (ii) Gender sensitivity: Competency 11(b); (iii) Gender stereotype: Competency 12(a and c) (see Annex 1)

#### Y1 TP Day 1 - Summary of the Task

#### How is the TP School Organised?

When your Student Teachers have completed these Y1 Day 1 TP activities in their observation school, they will have:

- prepared a check list of basic information about the school;
- written notes on 2-3 daily routines and how they are managed;
- found out the classroom rules.

#### Y1 TP Activity 1.1: Make a checklist of basic information about the TP school



#### PLAN TOGETHER

The Student Teachers will have discussed with you, their Tutor, in the pre-TP activities, the kind of information they want to know about the school and whom they will need to contact e.g. number of pupils (boys and girls), number of teachers (male and female), starting time and closing time, daily timetable, school rules for teachers and pupils, map of the school, etc.

During the pre-TP orientation, guide the Student Teachers on how to make use of the checklist of things to look for in the classroom including those they listed in the Student Teachers pre-activity 1.1.



#### DO

During the pre-TP orientation you should instruct and guide Student Teachers to list all the things that they will look for in the school. Discuss with the class how they can obtain information on the things they have listed. Guide them on how they can approach teachers and head teachers for information.

**Guide them to record in their TP Journal the most important things they have found about the school.**



#### REFLECT TOGETHER

Remind the Student Teachers that they should check that they have collected all the information they required from the class teacher/head teacher. If not, they should list what information is missing. In the post-TP activities you could find out from Student Teacher what criteria they used for selecting the three most important things they found out about the school that helped them during their TP. Find out from Student Teachers if they identified any other more important points during the TP.

## Y1 TP Activity 1.2: Observation of 2-3 daily routines and how they are managed



### PLAN TOGETHER

In the pre-TP orientation, guide Student Teachers to identify daily routines in a school and the duration of each routine, e.g. cleaning the compound, conducting morning assembly, calling the register, checking teacher and pupil attendance and punctuality, dress code, etc. They should be reminded to observe the leadership roles that pupils are given. Instruct Student Teachers to identify the people in charge of daily routines in the school and the people who undertake each routine. Let Student Teachers brainstorm the reasons for the routines; identify the rules guiding the routines and how they are enforced. Let Student Teachers discuss the strengths and limitations of daily routines.



### DO

Task Student Teachers to select 2-3 routines that they want to observe. Remind them to observe these routines and make notes about how they are organised and how the girls and boys participate in them. Let Student Teachers compare their notes and identify any differences.



### REFLECT TOGETHER

Ask Student Teachers to describe the criteria they used to select the routines they observed. Let Student Teachers discuss any differences and similarities in the information they recorded on the routines they observed. Ask the Student Teachers to identify any challenges pupils face when undertaking the routines and identify ways in which the challenges are different for girls and for boys. They should think about how pupils can overcome these challenges.

## Y1 TP Activity 1.3: Classroom rules and observations on how they are implemented



### PLAN TOGETHER

In the DBE programme, before the Student Teachers go out to their TP Observation schools you will guide them on how to gather information on the TP school rules. They should brainstorm with their TP partner on the rules they think are the most important and how the classroom rules should support teaching and learning.



### DO

Instruct the Student Teachers to observe their class of pupils throughout the day and record in their TP Journal any of the classroom rules they see used. They should observe how the rules are communicated to the pupils, how the rules are implemented, and the consequences of breaking any of the classroom rules.

**They should make a table in their TP Journal to show the four most important classroom rules, give reasons why these rules are important, how each rule is enforced and the consequences if a rule is broken.**

Classroom Rule	Why this rule is important	How this rule is enforced	Consequences if the rule is broken
1			
2			



### REFLECT TOGETHER

The Student Teachers should reflect with their TP partner on the effectiveness of classroom rules and why classroom rules are broken. The Student Teachers should reflect on whether the classroom rules supported teaching and learning in the school. They should reflect on the strengths and limitations of the rules.

**Y1 TP Topic 2: Observing a Lesson**

**Purpose:** In this Topic the Student Teachers will become familiar with lesson observation and lesson sequence

**Activity 2.1:** The Start of the Lesson

**Activity 2.2:** During the Lesson

**Activity 2.3:** The End of the Lesson

**Competencies:** Student Teachers observe the teacher demonstrating: (i) Strategies to start and close the lesson: Competencies 1 and 15; (ii) Effective classroom management: Competency 13 (a-d); (iii) Pair/Group work: Competency 7(a-c); (iv) Mixed Ability: Competency 10(b); (see Annex 1)

**Y1 TP Day 2 - Summary of the Task****How to Observe a Lesson**

As a Tutor, you will help Student Teachers to identify things to look for in a lesson observation. When your Student Teachers have completed these three Y1 Day 2 TP activities they will have:

- observed a lesson with the lesson observation checklist they developed in college;
- observed how the lesson started, how it was delivered, how the lesson ended, and what the teacher did after the lesson;
- observed how the teacher supported and involved all the pupils in the lesson. They will have interacted with at least two pupils during the lesson.

**Y1 TP Activity 2.1: The Start of the Lesson: How to introduce the lesson****PLAN TOGETHER**

In the pre-observation orientation, you will have helped your Student Teachers to make a list of the things to look for at the start of a lesson (see Lesson Observation Checklist Annex 3). The list of things to observe at the start of a lesson corresponds to Teacher Competency 1 (see Annex 1).

**Student Teachers will need to think about how to keep a record of their TP observations in their TP Journal, describing what happens at the start of the lesson.**

**DO**

In the orientation sessions before the Student Teachers go to their TP schools you should ask the Student Teachers questions on how they can position themselves in the classroom in order to capture an event without distracting the pupils.

**Advise the Student Teachers to make a checklist for observation of the lesson introduction.**

**REFLECT TOGETHER**

**When the Student Teachers return to the college let them describe any incidents they recorded in their TP Journal and what they learned from the activity.**

## Y1 TP Activity 2.2: During the Lesson: What does the teacher do during the lesson?



### PLAN TOGETHER

You will help the Student Teachers to make a list of the things to look for during a lesson delivery. These include how the teacher organises the class and supports the pupils, teacher movement and position, how the teacher involves the pupils and what the pupils do during the lesson. You should selectively highlight 5-6 of the Teacher Competencies 2-14 in Annex 1 for the Student Teachers to focus on. The Student Teacher will also look for any differences in participation of the boys and the girls in the class. Guide the Student Teachers on how to select and interact with at least two pupils (a girl and a boy) during the lesson.



### DO

The Student Teacher should review their checklist and identify any relevant points that need to be added. When the Student Teachers return to the college, discuss with them how they interacted with at least two pupils (a girl and a boy) during the lesson and what they observed about the participation of the pupils in the lesson.

**Assess the Student Teacher's TP Journal entries on the activity and record the results (see Annex 4 Assessment Procedures).**



### REFLECT TOGETHER

Let the Student Teachers compare the checklist they developed in college with the one they actually used for the observation. The Student Teachers should describe any critical incident they observed during the lesson. In the post-TP activities, let them explain to the TP group what they learned from the activity. Let them talk about what they learned from interacting with at least two pupils (a girl and a boy) in the lesson.

## Y1 TP Activity 2.3: The End of the Lesson: How does the teacher end the lesson?



### PLAN TOGETHER

Help the Student Teachers to make a list of the things to look for at the end of a lesson. These include how the teacher ends the lesson, how they collect and mark pupils' work, how they summarise the lesson, tidy the classroom, and dismiss the pupils (see Annex 1, Teacher Competency 15).



### DO

Inspect the Student Teacher's checklist and ask questions for clarification. When they return to the college, read the TP Journal entries they made and assess their work. Discuss any critical incident they recorded.



### REFLECT TOGETHER

Provide an opportunity in the post-TP activities for Student Teachers to:

- compare the checklist they developed in college with the checklist that was used in the observation and identify any differences between the two checklists;
- describe any critical incident they identified at the end of the lesson and why the incident was critical;
- list the two most important things they learned;
- describe any new things they added to the checklist they had developed for observing the end of a lesson;
- record in their TP Journal two important points that they learned.

### Y1 TP Topic 3: Lesson Planning

**Purpose:** In this Topic the Student Teachers will study the teacher's lesson plan and observe the delivery of lesson activities.

**Activity 3.1:** The Lesson Plan

**Activity 3.2:** Observe a Lesson

**Competencies:** Student Teachers observe the teacher demonstrating: (i) Components of the Lesson Plan: Competency 16; (ii) Assessment of pupils' understanding: Competency 8 (see Annex 1)

### Y1 TP Day 3 - Summary of the Task

#### How to Plan a Lesson

As a Tutor, you will guide Student Teachers on lesson planning and lesson sequence. When your Student Teachers have completed these two Y1 Day 3 TP activities they will have:

- studied the class teacher's lesson plan;
- observed the beginning, main activities and end of a lesson and compared the lesson delivery and lesson plan;
- observed how the teacher assesses pupils' learning needs

#### Y1 TP Activity 3.1: Study the TP class teacher's Lesson Plan



#### PLAN TOGETHER

Guide Student Teachers to look at the class teacher's lesson plan. Instruct them to identify the components of a lesson plan (see Annex 2 Lesson Plan):

- Day/Duration
- Topic/Sub-Topic/Aspect
- Objectives/Rpk
- Teacher/Learner Activity
- Teaching/Learning Materials
- Core Points
- Evaluation/Remarks



#### DO

The class teacher will take the Student Teachers through the objectives for the lesson, the sequence and the phases of the lesson plan.



#### REFLECT TOGETHER

The Student Teachers will ask the class teacher what they use when they prepare the lesson, for example the syllabus, the TLMs they need for the activities, the number of pupils in the class, ratio of girls and boys in the class, Relevant Previous Knowledge (RPK), reference books, etc.

They should write down two key points they want to observe about the lesson and compare with their TP partner or class teacher/TP buddy.

As their Tutor you will discuss the overall lesson observation experience with the Student Teachers on their return to college, including the strategies they observed the teacher using to ensure equal participation of all pupils in the class.

## Y1 TP Activity 3.2: Observe the lesson - the main activities at the beginning, during and end of the lesson.



### PLAN TOGETHER

In the pre-observation orientation, guide the Student Teachers on how they can observe the class teacher at each stage in the lesson – beginning, delivery and ending. The Student Teachers should choose two pupils to observe closely (a girl and a boy). The Student Teachers should observe the teachers' interaction with the observation pupils from the beginning to the end of the lesson and identify ways in which the teacher assesses the learning needs of the two pupils. For example, as their Tutor, you could use a demonstration lesson to show the use of question and answer (Q&A) in the classroom and then the Student Teachers can observe how the teacher uses Q&A during the lesson



### DO

The Student Teacher should observe the lesson.

They should closely observe the two pupils they have selected (a girl and a boy) and how the teacher uses questioning in the lesson.

The Student Teacher should answer the questions in their checklist (as below).

What I observed about the beginning of the lesson:	What I observed about the teaching and learning activities:	What I observed about the end of the lesson:
How did the teacher introduce the lesson?  What activities did the teacher use to introduce the lesson?	How does the teacher ensure every child participates during the lesson?	How does the teacher measure the understanding level of the pupils at the end of the lesson?

In the pre-observation orientation you, as Tutor, will demonstrate to the Student Teachers the stages of a lesson from beginning, to delivery and lesson ending. Explain some strategies that can be used to involve every child in the classroom. Prior to the school observation TP you should brainstorm with your class how to use questions to summarise a lesson and to measure the understanding level of the pupils during the lesson.



### REFLECT TOGETHER

Before they go to their observation schools you, as Tutor, will remind the Student Teachers of each of the steps involved in lesson delivery. Ask them how they could involve all pupils in the class during a lesson presentation.

**Y1 TP Topic 4: Stimulating and Sustaining Pupils' Interest**

**Purpose:** This Topic will give Student Teachers practice in observing activities that stimulate and sustain pupils' interest.

**Activity 4.1:** Review of pupils' Relevant Previous Knowledge (RPK)

**Activity 4.2:** Activities to stimulate pupils' interest and participation

**Activity 4.3:** Use of appropriate ICT and TLM in the classroom

**Competencies:** Student Teachers observe the teacher demonstrating:  
(i) Pair/Group work: Competency 7(d); (ii) Gender Equality: Competency 11(b and d); (iii) Teacher Feedback: Competency 9(a-d); (iv) TLMs: Competency 3(a-h) (see Annex 1)

**Y1 TP Day 4 - Summary of the Task****How the Teacher Stimulates and Sustains Pupils' Interest**

As a Tutor, you will guide Student Teachers to find out how teachers review pupils' relevant previous knowledge (RPK). When your Student Teachers have completed these Y1 Day 4 TP activities, they will have:

- learned how teachers review pupils' RPK;
- become familiar with activities teachers use to stimulate pupils' interest and participation;
- identified ways in which teachers use appropriate ICT and other TLMs in their lessons

**Y1 TP Activity 4.1: How does the class teacher review pupils' RPK****PLAN TOGETHER**

In the pre-Observation TP period show the Student Teachers some examples of how teachers review pupils' RPK. The Student Teachers should study the examples in the table below. Instruct Student Teachers to discuss with the class teacher how they use RPK in their teaching.

Subject	Type of RPK Activity	Examples
English	Uses Q & A to review a previous lesson	How is the last lesson topic related to the new topic?
Mathematics	Links pupils' RPK with lesson topic	What do you know about this topic?
Science	Shares lesson objectives and link them to pupils' RPK	How can we achieve the objectives using what we know already?

**DO**

Guide the Student Teachers to prepare a blank version of the table which they will use to record how the teacher they are working with reviews pupils' RPK. Assess Student Teachers' TP Journal entries and record the results following the assessment procedures outlined in Annex 4.

**REFLECT TOGETHER**

On return to college, let Student Teachers report back on how the teacher they worked with stated the RPK. Ask guiding questions, e.g. Did the teacher state the RPK in one of the ways the Student Teachers had discussed with you earlier? How could the RPK have been stated in a different way? How did the pupils respond to the teacher's RPK prompts?



## Y1 TP Activity 4.2: Activities used to stimulate pupils' interest and participation?



### PLAN TOGETHER

In the pre-observation orientation, guide the Student Teachers to discuss the various ways in which a teacher can make lessons interesting and participatory. These will include activities involving stories, puzzles, songs, role play, etc (link to STPD T1 Creative Approaches). Let the Student Teachers think of lessons they have enjoyed and participated in and identify what made the lessons interesting and participatory. Let them also think of lessons they have enjoyed least and indicate why they found a lesson not interesting.



### DO

Discuss with Student Teachers how to gauge pupils' interest and enjoyment in an activity. During the post-TP session in college, discuss with Student Teachers how they identified the activity which the pupils enjoyed most. Explore with the Student Teachers whether they observed any difference in the enjoyment and participation of girls compared to boys.

**Assess Student Teachers' entries in their TP Journal.**



### REFLECT TOGETHER

Let Student Teachers share their findings. Ask whether they had the same ideas for activities that pupils found interesting and not interesting. Ask them what their observations suggest. Let the Student Teachers discuss what made an activity participatory and enjoyable, and what made an activity boring. Let Student Teachers suggest how the lessons could be made more interesting and participatory.

## Y1 TP Activity 4.3: How does the teacher use appropriate ICT and TLMs?



### PLAN TOGETHER

Let the Student Teachers discuss the resources the class teacher used in English, maths and science lessons. Guide them to identify TLMs that are ICT based, such as CDs/DVDs, mobile phones, projectors, television, radio, videos, etc. and TLMs that do not use ICT such as books, Cuisenaire rods, sets of mathematical instruments, word games (e.g. Scrabble), science equipment, etc. Let Student Teachers make a table in their TP Journal showing how ICTs and TLMs can be used in lessons as in the example below:

Subject	Type of TLM	Examples	How TLMs were used
English	Cards showing key words	Flashcards for teaching	
Mathematics	Cuisenaire rods	Used in the teaching of fractions	
Science	Pictures downloaded from the Internet	Matching pictures and names	



### DO

**On their return to college, assess Student Teachers' TP Journals. Ask questions about what different TLMs the class teachers could have used to make the lessons more interesting.**



### REFLECT TOGETHER

Let Student Teachers compare notes on the ICT-based and non-ICT-based resources that were used in the lesson. Let them describe how the TLMs contributed to the lesson. Let them also discuss how the pupils they interacted with found the lesson. Let them discuss alternative resources for the lesson they observed.

**Y1 TP Topic 5: Developing the Lesson**

**Purpose:** In this Topic the Student Teachers will become familiar with the arrangement of the classroom, and activities of teacher and pupils.

**Activity 5.1:** Observe the classroom environment

**Activity 5.2:** Observe the teacher

**Activity 5.3:** Observe the pupils

**Competencies:** Student Teachers observe the teacher demonstrating:

(i) T/L Activities: Competency 4(a-i); (ii) Gender Equality: Competency 11(a-g); (iii) Teacher Feedback: Competency 9(a and d); (iv) Assessment(F&S): Competency 8(a, b and e); (see Annex 1)

**Y1 TP Day 5 - Summary of the Task****How does the teacher develop the lesson?**

As a Tutor, you will guide Student Teachers on how to observe lesson delivery and pupil assessment. When your Student Teachers have completed these three Y1 Day 5 TP activities they will have:

- studied the organisation of teaching and learning in the classroom;
- observed the teacher;
- observed the pupils

**Y1 TP Activity 5.1: Observe the Classroom Environment****PLAN TOGETHER**

In the pre-observation orientation, guide Student Teachers to look at how the teacher organises the classroom for effective teaching and learning to take place. Explain to the Student Teachers how they can identify the ways that the teacher uses the classroom environment to make a good learning environment.

**DO**

Before the Observation TP discuss with Student Teachers how the seating arrangement pattern in a classroom should be planned to correspond with the activities in which the pupils will be involved.

**Instruct the Student Teachers to record in their TP Journal their answers to the questions posed in the Student Teacher Handbook for this activity. Remind the Student Teachers that their TP Journal will form part of their overall Y1 TP assessment.**

**REFLECT TOGETHER**

Ask Student Teachers to compare with their TP partner what they have recorded from their observation of the classroom environment. They should consider whether there are any differences in what they observed and discuss any different points they recorded.

## Y1 TP Activity 5.2: Observe the Teacher



### PLAN TOGETHER

Guide the Student Teachers to identify the core Teacher Competencies during a lesson observation (see Annex 1). For example: How does the teacher begin the lesson? How does the teacher use voice modulation in the lesson? What do you observe about teacher positioning during the lesson? How does the teacher use questioning - including pupils' responses to questions? Does the teacher listen carefully to the pupils' answers and give them feedback? Does the teacher involve all pupils, girls and boys, in the lesson, addressing their needs and treating them equally?



### DO

Instruct Student Teachers to observe the lesson using the questions mentioned in the Plan Together activity.

**They should record in their TP Journal two points that they observed about each of these teacher activities: the teacher's position in the classroom; the teacher's use of questioning; the teacher's attention to pupil responses; and the teacher's encouragement of girls' participation in the lesson.**



### REFLECT TOGETHER

During the post-TP activities you should review with the Student Teachers what they observed about the teacher and what they recorded in their TP Journal. They should think about the key competencies that they need to practise from the lesson observation of the teacher during this lesson.

## Y1 TP Activity 5.3: Observe the Pupils



### PLAN TOGETHER

Guide the Student Teacher's on how to observe the pupils in the class. Guide them through brainstorming/'thought shower' to make a check list of activities to look for when observing pupils in the classroom during a lesson. These activities may include pupil attentiveness, participation, response to questions, physical appearance, seating arrangements, grouping (mixed) and so on.



### DO

Discuss with the Student Teachers the arrangement they need to make with the class teacher to observe 2 girls and 2 boys: for 5 minutes in the beginning stage of the lesson, for 5 minutes in the middle of the lesson and for 5 minutes at the end of the lesson.

**They should record into their TP Journal two key points about the pupil observations at the beginning, middle and end of the lesson. They should note down any critical incident during the lesson which they did not expect to happen.**



### REFLECT TOGETHER

After the lesson observation the Student Teachers should discuss with their TP partner any new observations that they had not been introduced to in their college studies so far. Ask them to discuss among the TP group any particular challenges with regards to their observation and how they can overcome them.

**Y1 TP Topic 6: Classroom Organisation, Management and Control**

**Purpose:** In this Topic the Student Teachers will become familiar with ways in which the teacher manages the classroom and the pupils

**Activity 6.1:** Management of the learning environment

**Activity 6.2:** Management of pupils' behaviour

**Competencies:** Student Teachers observe the teacher demonstrating: (i) Class management: Competency 13(a-c); (ii) Class organisation: Competency 14(c) (see Annex 1)

**Y1 TP Day 6 - Summary of the Task****Ways of organising, managing and controlling the class**

Guide the Student Teachers to observe classroom management and pupil management. When your Student Teachers have completed these three Y1 Day 6 TP activities they will have observed:

- class management strategies including management of large/multi-grade classes;
- the teacher's management of pupil behaviour in the classroom

**Y1 TP Activity 6.1: Observation of the management of the learning environment****PLAN TOGETHER**

Guide Student Teachers to observe how the teacher manages the learning environment - including large classes/multi-grade classes. These include observation of the ways in which the teacher prepares for and delivers classroom activities, for example organising the TLMs, pupils' exercise books and textbooks/reading materials, giving clear instructions to pupils, using a variety of teaching methods that will enable all children to participate in the learning process, setting up good seating arrangements that favour all pupils in the class, the management of classroom resources during the lesson and at the end of the lesson, and so on.

**DO**

**The Student Teachers should record in their TP Journal, 5-6 examples of class management they observe during a lesson, guided by ideas from the Plan Together list above.**

**REFLECT TOGETHER**

During post-observation activities you may discuss the strategies that the Student Teachers would observe in a classroom which would demonstrate good classroom management.

## Y1 TP Activity 6.2: Observation of the teacher's management of classroom behaviour



### PLAN TOGETHER

Guide and instruct Student Teachers to observe how the teacher manages pupils' behaviour in the class from the beginning to the end of the lesson. This may include observing how the teacher encourages shy pupils to participate in class and how hard work is rewarded, whether the teacher treats boys and girls equally, fairly and with respect, how the teacher establishes guidelines for pupil behaviour, how the teacher deals with bullying and what alternative ways to corporal punishment are used by the teacher to discipline children.



### DO

In pre-observation orientation, guide and instruct Student Teachers to ask their class teacher for their ideas on how bullying and corporal punishment can be avoided in the classroom.

**The Student Teachers should discuss with their TP partner what they have observed about the behaviour of pupils in the class and record three examples in their TP Journal.**



### REFLECT TOGETHER

Ask the Student Teachers to discuss with their TP partner what new strategy they have learned today in relation to pupil behaviour in the classroom.

Ask each pair of Student Teachers to share their ideas and add new ideas on ways in which bullying and corporal punishment can be discouraged in the classroom environment.

After the Y1 School Observation is completed and during the post-TP activities, find out from Student Teachers their ideas for alternative ways to disciplining children in the class instead of bullying and corporal punishment. Explain any additional ideas they may not have thought of.



*Lesson observation is an important activity for student teachers and mentors to undertake during teaching practice.*

### Y1 TP Topic 7: Teacher Talk: Assessing Pupils' Learning Achievement - Communication Skills and Questioning Skills

**Purpose:** In this Topic the Student Teachers will observe and analyse the ways in which the teacher and pupils communicate during lessons

**Activity 7.1:** Teacher's use of questioning skills to elicit pupils' views

**Activity 7.2:** Teacher's use of oral and written exercises to evaluate pupils' understanding

**Activity 7.3:** Teacher's feedback to pupils (positive and negative)

**Competencies:** Student Teachers observe the teacher demonstrating: (i) Use of questions: Competency 5(b and d); (ii) Assessment: Competency 8(a, b and e); (iii) Teacher feedback: Competency 9(a-d) (see Annex 1)

#### Y1 TP Day 7 - Summary of the Task

#### Teacher Talk: questioning skills, student assessment and teacher feedback

As a Tutor, you will guide Student Teachers to observe teacher communication skills and positive feedback. When your Student Teachers have completed these Y1 Day 7 TP activities, they will have:

- learned how teachers use questioning skills to elicit pupils' views;
- developed a good understanding of how teachers evaluate pupils' level of understanding;
- been able to differentiate between positive feedback and negative feedback and comment on the impact of feedback on learning.

#### Y1 TP Activity 7.1: How does the teacher use questioning skills to elicit pupils' views?



#### PLAN TOGETHER

In the pre-observation orientation before the Y1 TP, discuss with Student Teachers the reasons for questioning pupils in class during a lesson. Let them brainstorm and come up with questions that can be asked in class by both teachers and pupils. Let the Student Teachers think of how teachers' questions can be used to elicit pupils' views in class. Discuss the questions in the textbox with Student Teachers and let them group the questions into "teachers' questions" and "pupils' questions".

- You've got to make a table haven't you?
- Do we need to use a pencil?
- Shall I write the answer here?
- Just tell me – is that right?
- How did you do this?
- What is the pattern?
- What length would this be?
- Are you sure about this? Ok?



#### DO

Instruct Student Teachers to list at least four of the questions the teacher asks in class and four questions the pupils ask during the lesson observation.

**Assess Student Teachers' TP Journal on return to college, during the post-TP sessions.**



#### REFLECT TOGETHER

Let Student Teachers review the "teachers' questions" they identified in the Plan Together activity and those they observed the teacher ask in the lesson observation. They should consider which of the teachers' questions elicited pupils' views. Guide them to reframe questions that didn't elicit pupils' views so that the reframed question would elicit pupils' views.

## Y1 TP Activity 7.2: How does the teacher use oral/written exercises to evaluate pupils' level of understanding of the lesson?



### PLAN TOGETHER

In the pre-observation orientation, discuss with Student Teachers the various methods of assessment. These might include both oral and written assessment (see Text Box). Ask the Student Teachers to discuss the oral and written methods of assessing pupils' understanding and how they might observe these activities during the lesson observation. Let them think of how teachers can use questions to assess understanding and how the Student Teachers can observe this

#### Oral and Written examples for Formative Assessment

- observing pupils while they work
- asking questions and listening to pupils' answers
- pupil participation in classroom discussion
- Review / marking pupils' written work



### DO

Instruct the Student Teachers to observe a lesson, and to list in their TP Journal two activities the teacher uses to assess pupils' understanding of relevant concepts. Ask them to observe two girls and two boys in the class. They should list one response from each pupil to these activities that shows the pupil's level of understanding of the concept.



### REFLECT TOGETHER

Guide the Student Teachers to compare the oral and written activities they observed that provided the teacher with some indication of the pupils' understanding of the concept. Ask the Student Teachers whether they observed any differences in the responses from the girls and from the boys.

## Y1 TP Activity 7.3: What positive and negative feedback does the teacher give pupils?



### PLAN TOGETHER

In the pre-observation orientation, guide the Student Teachers to brainstorm with their TP partner two examples of positive feedback and two examples of negative feedback they received from their own school teachers in the past. Ask them to record their examples in their TP Journal, grouping them into 'positive feedback' and 'negative feedback'. They should discuss with their TP partner how pupils respond to teachers' questions and activities when they receive positive feedback compared to when they receive negative feedback.



### DO

**Instruct Student Teachers to observe the lesson and record in their TP Journal two responses from pupils to which the teacher gave positive feedback, and two responses from the pupils to which the teacher gave negative feedback.**



### REFLECT TOGETHER

The Student Teachers should review the two pupil responses that attracted positive feedback and the two pupil responses that attracted negative feedback. They should explain why they think some responses attracted positive feedback and others attracted negative feedback. They should also consider how negative feedback can be given in such a way that it also includes constructive feedback to help the pupil.

**Y1 TP Topic 8: Co-Curriculum Activities**

**Purpose:** In this Topic the Student Teachers will familiarise themselves with the arrangements for school activities beyond the classroom

**Activity 8.1:** Club meetings; Sports and culture activities

**Activity 8.2:** School clean-up exercise; Community clean-up

**Activity 8.3:** Parents' and community involvement in the life of the school – PTA activities

**Competencies:** Student Teachers observe the teacher demonstrating:  
(i) Gender stereotype: Competency 12(a-d) (see Annex 1)

**Y1 TP Day 8 - Summary of the Task****Finding out about co-curriculum and community activities**

Guide Student Teachers to observe co-curricular and community activities. When your Student Teachers have completed these three Y1 Day 8 TP activities they will have:

- observed how clubs, sports and cultural activities are conducted;
- found out what routines and activities are organised by the school to involve pupils in cleaning up the school and the community;
- observed how parents and the wider community are involved in school activities

**Y1 TP Activity 8.1: Club meetings; Sports and Culture activities****PLAN TOGETHER**

In the pre-observation orientation, guide Student Teachers to find out what clubs, sports and cultural activities are conducted in their observation schools and how those activities are organised.

**DO**

Guide and instruct Student Teachers to choose two of the clubs, sports or cultural activities to participate in while they are in the TP school. They should ask permission from the teacher in charge before joining the activities. They should ask the teacher in charge how they can assist with the running of the activities. They should also find out which activities the girls participate in and in which activities the boys participate, and whether there are some activities that are only for girls or only for boys and some that are mixed (girls and boys).

**They should record the activities observed into their TP Journal.**

**REFLECT TOGETHER**

Ask the Student Teachers to reflect on the new activities they learned on TP Day 8. They should identify the actions they engaged in, besides observation, that enabled them to learn about the new activities.

Ask the Student Teachers to think about whether these activities can promote learning and explain how this can happen.



## Y1 TP Activity 8.2: School clean-up exercise; Community clean-up



### PLAN TOGETHER

In the pre-observation orientation, guide the Student Teachers to think about the routines and activities that schools could introduce to encourage pupils to get involved in cleaning the school and around the community. They should find out what is organised and who is involved in the TP school. Does the clean-up activity work well or how could it be improved? Discuss with Student Teachers the importance of keeping the environment clean and tidy both at home and at school.



### DO

The Student Teachers should conduct a brainstorm with six pupils (three girls and three boys) to identify the activities they do to keep the school and home clean. They should find out from the pupils which are the most important clean-up activities and why.

**The Student Teachers should record in their TP Journal the two most important clean-up activities identified by the pupils and the reasons given by the pupils.**



### REFLECT TOGETHER

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

- Why do you think it is important to keep the school compound clean?
- What can happen if the school or community environment is not kept clean?
- Which other ways do you think the school and the community environment can be kept clean?

## Y1 TP ACTIVITY 8.3: Parents' and community involvement in the life of the school – PTA activities



### PLAN TOGETHER

In the pre-observation orientation, guide the Student Teachers to find out how the parents and community are involved in the school activities (see Annex 5). Do community members come to the school? How often and for what purpose? On the other hand, do teachers visit pupils' homes and for what purpose? Is there a PTA in the school? How is it organised and who is involved? How many PTA members are female and how many are male? How often does the PTA meet and for what purpose? How does the PTA help to solve problems in the school?



### DO

Guide the Student Teachers to draw a simple map with the school in the centre of a piece of paper and the villages around the school to show where the pupils live. The Student Teachers should choose three girls to talk to about their journey to school. Find out the distance they have to travel and by what means they come to school, either on foot, by bicycle or taxi.



### REFLECT TOGETHER

The Student Teachers should discuss these questions with their TP partner or class teacher/buddy:

- Is it safe for the girls to come to school if they have to come a long way or alone through busy places, across foot bridges or by crossing rivers?
- What new knowledge have I learned today about the ways the school and community are working together?
- What club, sports or cultural activities could I run when I become a qualified teacher and what have I learned about how to organise those activities?

### Y1 TP Topic 9: Professional Commitment of the Teacher

**Purpose:** In this Topic the Student Teachers observe the ways in which the teacher undertakes specific professional responsibilities

**Activity 9.1:** Teacher behaviour and attitude to work

**Activity 9.2:** Teacher relationship with pupils, other teachers, school authorities and parents

**Activity 9.3:** Record keeping by the teacher

**Competencies:** Student Teachers observe the teacher demonstrating good professional practice, values and attitudes

### Y1 TP Day 9 - Summary of the Task

#### Observing the teacher as a professional role-model

When Student Teachers have completed these Y1 Day 9 TP activities on the professional commitment of the teacher, they will have:

- learned how teachers behave in the classroom and how this can affect the learning of pupils;
- noted the differences between teachers' relationships with pupils, other teachers and different stakeholders in education;
- learned how teachers keep records on both their own work and pupils' work

#### Y1 TP Activity 9.1: Teacher behaviour



#### PLAN TOGETHER

In the pre-observation orientation, discuss with Student Teachers the impact of teacher behaviour on pupil performance and what makes a 'Good Teacher' in terms of their professional behaviour. Guide them on the things to look for in a role model of good professional practice and how to plan what to look for when observing teacher behaviour in the TP school. This might include the teacher's approachability, punctuality, dress code, tolerance and their attitude to work, their enthusiasm for teaching and how they reflect on their own teaching. The Student Teachers should also look for ways in which teachers demonstrate positive attitudes towards pupils with special educational needs, and ways in which they encourage girls and ensure their protection (see Annex 5).

**NOTE:** remind the Student Teachers to take care not to criticise the teacher they are observing. This activity is NOT intended to be an 'inspection' of the teacher they observe but rather that the observation will trigger some ideas in the Student Teacher's mind about how they will in future try to be a good role model of teacher behaviour.



#### DO

**Guide the Student Teachers to describe the various characteristics of teacher behaviour in a checklist (see example below) and use it to gather ideas in class during the observation. The Student Teachers should record the checklist in their TP Journal. Remind the Student Teachers that you will assess their work after the TP.**

Behaviour	A teacher who is a good role model	A teacher who is a poor role model
Approachability	... is very friendly and makes pupils feel confident	... shows no interest in the pupils as individuals ... doesn't observe when pupils are unhappy
Punctuality	... always arrives in class before the pupils	... arrives late and is not well-organised
Dress code	... dresses tidily	... wears clothes that are always full of creases
Tolerance	... listens to pupils ideas and gives them time to talk about their worries	... shouts and makes the pupils nervous



### REFLECT TOGETHER

Let Student Teachers compare their completed checklist with that of their TP Partner. Let the Student Teachers brainstorm some ideas regarding the role model of positive teacher behaviour. Ask them to think about how the good teacher can be friendly with pupils and maintain discipline without being overly strict.

### Y1 TP Activity 9.2: Teacher relationships with pupils, other teachers, school authorities and parents



### PLAN TOGETHER

Guide Student Teachers to understand the importance of building good relationships with pupils and their parents, other teachers, and the school authorities. Let them think about the different relationships between the teacher and each of these stakeholders.

**DO**

Guide the Student Teachers to make a checklist similar to the example below and use it during the school observation. They should complete all sections of the checklist. As in Activity 9.1 remind them that this is not an inspection of the school or the class teacher but a way of helping them to think about how to establish good relationships.

Relationship with ...	A teacher who has established good relationships ...	A teacher who has poor relationships ...
Pupils	<ul style="list-style-type: none"> <li>- knows the name of all the pupils in the class and some information about their family background</li> <li>- gives pupils support and encouragement according to their individual needs</li> <li>- encourages girls in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- shows little interest in the pupils' and only knows a few by name</li> <li>- is unkind to pupils and uses sarcasm</li> </ul>
Other teachers	<ul style="list-style-type: none"> <li>- plans together with other teachers</li> </ul>	<ul style="list-style-type: none"> <li>- does not collaborate much with other teachers</li> </ul>
Head teacher		<ul style="list-style-type: none"> <li>- does not respect the authority of the head teacher</li> </ul>
Parents		
Girls Education Officer		

**REFLECT TOGETHER**

Let Student Teachers compare their completed checklist with that of their TP Partner. Let them discuss and agree the importance of relationships they will need to develop when they become teachers and how they can practise these during each of their Y2 and Y3 teaching practices.

**Y1 TP Activity 9.3: Record keeping****PLAN TOGETHER**

In this activity the Student Teachers will need to ask the observation classroom teacher for permission to look at the class records - including the teacher's lesson plans and record of pupils' achievement. In the pre-TP sessions, advise the Student Teachers about the documents they should request from the class teacher and on how to study the teachers' records. Let them think about how they will record in their TP Journal what they observe about the teachers' records.

**DO**

Instruct the Student Teachers to make a list of all the documents that the class teacher keeps. This list should be recorded in the Student Teacher's TP Journal. They should review the information about the background of the pupils and record the headings that the teacher uses. They should choose four pupils from the class (two girls and two boys) and find out about their learning achievement from the teacher's record.

**They should make a note of any record that the teacher keeps which is not on the checklist they used. Remind the Student Teachers that, after the Y1 TP, you will assess their TP Journal.**

**REFLECT TOGETHER**

Instruct the Student Teachers to share their findings with their TP partner. They should compare what items were on their checklist that the teacher did not keep a record of, and their notes on how any such omission can affect pupils' learning.



*Student teachers need to be provided with opportunities to practise writing on the white board or black board.*

**Y1 TP Topic 10: School Leadership**

**Purpose:** In this Topic the Student Teachers will observe the ways in which the head teacher and teachers demonstrate leadership skills

**Activity 10.1:** School leadership during assembly

**Activity 10.2:** School leadership for monitoring/supervision of teaching and learning

**Activity 10.3:** School leadership in vetting of teachers' notes

**Competencies:** Student Teachers observe the teachers demonstrating:  
(i) Gender stereotype: Competency 12(b and d); (ii) Leadership skills generalised to school level: Competencies 6-13 (see Annex 1)

**Y1 TP Day 10 - Summary of the Task****Observation of leadership roles in the TP school**

As a Tutor, you will guide Student Teachers in ways of observing school leadership activities. When your Student Teachers have completed these three Y1 Day 10 TP activities they will have:

- observed the two main school assemblies;
- observed how teachers are involved in supervision activities in the school;
- gained an awareness on the need for lesson notes vetting by the head teacher

**Y1 TP Activity 10.1: School leadership during assembly****PLAN TOGETHER**

In advance of the Y1 school observation TP, guide the Student Teachers to observe how the two main school assemblies are organised every day. These are the morning and afternoon sessions. Discuss with Student Teachers the essence of assemblies, who are involved, what they do, and how assemblies are organised.

**DO**

In their TP Journal, the Student Teachers should make a plan of the school assembly and how each class is arranged. They should listen to the prefects commanding the assembly for 10 minutes and record what they do. Mark on the plan where the prefects stand. They should observe how the pupils participate in the assembly, observe their dress code and check to see whether girls are separated from the boys or mixed and why. They should listen to how announcements are made and observe how the closing ceremony is organised.

**In their TP Journal, they should write down how the class teacher manages the children coming into the assembly and then leaving the assembly.**

**REFLECT TOGETHER**

Instruct the Student Teachers to reflect on these questions:

- What is the main purpose of the morning and afternoon assembly?
- Did girls and boys participate equally in the school assemblies?
- Did you observe any examples of shared leadership by pupils, school prefects, teachers and head teacher?
- What new ideas have you learnt today about how school assemblies are organised and managed?

## Y1 TP Activity 10.2: School leadership for monitoring/supervision of teaching and learning



### PLAN TOGETHER

Guide and instruct the Student Teachers to observe how teachers are involved in the supervision of pupils' learning by way of checking pupils' exercises. Instruct them to make a list in their TP Journal of the activities they need to do when they check the pupils' exercises. These include checking how the teacher gives instructions and checking the pupils' exercise books



### DO

Instruct the Student Teachers to ask the teacher or head teacher in the TP school for their advice on the things they should look for when observing teaching and learning activities and checking pupils' exercises.

The Student Teachers should choose four pupils (two girls and two boys); observe what they do while the teacher is giving instructions on the activity they are to do in their exercise books; observe the four pupils while they complete the task in their exercise book; and check the pupils' exercise books at the end of the exercise.



### REFLECT TOGETHER

Ask the Student Teachers to reflect together on how the teacher can check teaching and learning by checking pupils' exercise books.

Discuss with their TP partner what new ideas they have learned today.

## Y1 TP Activity 10.3: School leadership in the vetting of teachers' notes



### PLAN TOGETHER

Discuss this activity with Student Teachers to raise their awareness of how to observe the ways in which the head teacher vets teachers' lesson notes. They will need to have access to the class teacher's lesson plans and be familiar with the components that go into the plan. The Student Teachers should have access to the lesson plan chart posted in the school office which shows the time teachers submit their lesson notes, the day and date, those who submitted and those who didn't, those vetted and those yet to be vetted.

**Guide Student Teachers to record in their TP Journal a list of what they think the head teacher will be checking for when the teachers' lesson plans are vetted**



### DO

Advise the Student Teachers that they will need to ask the head teacher for guidance on how the teachers' notes are vetted. Then they can ask the class teacher to give them three examples of the kinds of suggestions the head teacher gives regarding the preparation of the lesson notes.



### REFLECT TOGETHER

In their reflection with their TP partner the Student Teachers should compare what the head teacher says is checked, with what the teacher says the head teacher checks in the lesson plans.

Instruct the Student Teachers to discuss these questions with their TP partner:

Why do you think vetting of lesson notes is important?

Imagine you are the head teacher. What three things would you look for when you visit teachers' classrooms to help them to improve the teaching and learning activities?

**Y1 Post-TP Topic: Post-Observation Activities (college- based) Year 1, first week of Semester 2**

**Purpose:** In this Topic the Student Teachers will review and reflect on their School Observation TP experience with their Tutor and other Student Teachers

**Post-TP Activity 1:** Analysis of TP Observation Journal notes

**Post-TP Activity 2:** Review of Teaching Standards and Competencies for Year 1

**Post-TP Activity 3:** Reflect on skills and knowledge gained from School Observation TP

**Y1 Post-TP - Summary of the Task****Analysis, Review and Reflection on the School Observation**

When you have completed these Y1 post-TP activities with your Student Teachers they will have:

- analysed the notes that they wrote in the TP Journal;
- reviewed standards and understood competencies in teaching;
- acquired skills and knowledge on how to reflect on and assess observation tasks

**NOTE on Y1 post-observation TP:** the activities included in the preceding **Y1 TP Topics 1-10** will have been conducted by Student Teachers in the absence of their Tutors during the 10 days of School Observation TP. Therefore during the post-Y1 Observation TP activities you, as Tutor, should review and reflect together with the Student Teachers their overall Y1 TP learning experiences.

**Y1 Post-TP Activity 1: Analysis of the TP Journal notes****PLAN TOGETHER**

Guide Student Teachers in this post-TP activity to discuss the outcomes of the Y1 TP observation with their TP group at college. First the Student Teachers should individually: (i) read through their TP Journal, (ii) think about what they have recorded, (iii) analyse what they have observed throughout the 10 days observation period, and (iv) consider how they will incorporate or use it in their teaching career in future.

**DO**

Instruct Student Teachers to introduce themselves stating their name, the name of their TP Observation School and describe two facts about the TP school from their School Observation Checklist (Y1 TP Activity 1.1) e.g. It is a rural village school. It has 4 teachers and 98 pupils and 20 of the pupils are girls.

Put the Student Teachers into groups to do a Think-Pair-Share activity on what they have observed in the TP schools. Guide and instruct Student Teachers as follows:

**THINK:** What were the two most interesting activities and the two most difficult activities that you participated in during the 10-day school observation TP?

**PAIR:** Discuss your TP observation experience with the Student Teacher sitting next to you in the class.

**SHARE:** Take turns round the class to tell an interesting activity or a difficult activity. When it is your turn, tell another idea or add something to what other Student Teachers have said - don't repeat something another student has already said.





**REFLECT TOGETHER**

At the end of the Think-Pair-Share activity ask the Student Teachers how the TP Journal helped them in the Observation TP and how they will use the information from the Y1 TP Journal in future.

**Y1 Post-TP Activity 2: Review of standards and competencies in teaching.**



**PLAN TOGETHER**

Guide the Student Teachers to reflect on and review their understanding of Teacher Competencies by reading through the Teacher Competencies listed in Annex 1. Discuss with the Student Teachers the four main competencies required of teachers: professional knowledge, professional skills, professional values and commitment, and professional development. Ask the Student Teachers to brainstorm with their TP partner the main competencies required of teachers.



**DO**

Ask the Student Teachers to think about which of the Teacher Competencies they observed in their TP School. They should look back through their TP Journal and find any record they made of the Teacher Competencies they observed.



**REFLECT TOGETHER**

Ask the Student Teachers to reflect together on the four main competencies that a beginner teacher needs to know and why.

**Y1 Post-TP Activity 3: Skills and knowledge gained from School Observation TP.**



**PLAN TOGETHER**

Now that they have completed their School Observation Teaching Practice, guide the Student Teachers to think about the knowledge and skills they have gained from the experience. Ask them to think of all the situations they observed. They should choose four main observation activities they undertook during the Y1 TP and write down the skills and knowledge they have acquired.



**DO**

**Instruct the Student Teachers to make their Skills and Knowledge Observation Record like this, in their TP Journal.**

OBSERVATION/SITUATION	SKILLS	KNOWLEDGE
observed a lesson		
observed morning assembly		



**REFLECT TOGETHER**

Ask the Student Teachers to review the Skills and Knowledge Observation Record. They should compare their Skills and Knowledge Observation Record with their TP partner or TP group. Finally, ask the Student Teachers to assess which two observation activities helped them to gain the most knowledge and skills. Explain why/how.



## Year 2 On-Campus Teaching Practice

### 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.

### Purpose: In Year 2 On-Campus Teaching Practice:

Student Teachers will be able to familiarise themselves with the competencies and skills of classroom teaching and learning.

The CoE Tutors will supervise and assess the competencies and skills acquired by the Student Teachers and assist them where necessary.

The TPC will create an enabling environment for the Student Teachers and Tutors during the pre- and post-TP activities for them to accomplish their set goals

### 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

**TOPICS AND ACTIVITIES FOR YEAR 2 ON-CAMPUS TEACHING PRACTICE**

**Y2 Pre-TP Topic: Pre-On-Campus Teaching Practice Activities (college-based)**

**Purpose:** In this session you will familiarise yourself with the On-Campus Teaching Practice

**Pre-TP Activity 1:** TP Orientation - Teacher Competencies and Y2 TP Assessment Procedures

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

**Pre-TP Activity 3:** Tutor and Student Teacher professional relationship and roles

**Y2 Pre-TP Activities - Summary of the Task**

When you have completed these three Y2 Pre-TP Activities with your Student Teachers you will have:

- familiarised your Student Teachers with the competencies and assessment for Y2 On-Campus TP;
- guided your Student Teachers on how to use the TP Journal for Y2 TP;
- assisted Student Teachers to understand Tutor and Student Teacher roles and relationships

**Pre-TP Activity 1: Orientation – Teacher Competencies and Y2 TP assessment procedures**



**PLAN TOGETHER**

Provide the Student Teachers with an orientation in which you will remind them of the Teacher Competencies they have been introduced to in their DBE programme (see Annex 1 and summary Text Box). Explain the Y2 TP assessment procedures to the Student Teachers (see Annex 4) and ensure that they understand that they will need to demonstrate their skills in each of the Teacher Competencies as part of the Y2 and Y3 TPs.

Guide your Student Teachers to discuss each Teacher Competency (see Annex 1) included in the Y2 TP assessment with their TP partner/TP group. Provide your Student Teachers with the opportunity to discuss how the Teacher Competencies can be demonstrated and how they will be assessed in Y2 TP.

**Examples of Teacher Competencies to be demonstrated and assessed in Y2 and Y3 TP (see Annex 1):**

- scheme of work and weekly forecast
- lesson planning
- lesson delivery
- classroom organisation, management and control
- assessment of pupils’ learning needs
- use of TLMs
- Reflective Practice
- pedagogical content knowledge
- lesson closure.



**DO**

Ask the Student Teachers to work with their TP partner to review the activities for each week of Y2 TP in their Student Teacher Handbook. They should identify the Teacher Competencies they will need to demonstrate each week of the Y2 TP.

**Instruct them to make a table of the week-by-week Teacher Competencies in their TP Journal (see example in the Student Teacher Handbook Y2 Pre-TP Activity 1 - DO).**

Y2 TP Week 1 Teacher Competencies	
Y2 TP Week 2 Teacher Competencies	
ETC..	



**REFLECT TOGETHER**

Guide your Student Teachers to compare and discuss their TP Journal entries in the TP group. Help them to think about the Teacher Competencies they feel are their strengths and those they think they should improve. They should also reflect on the Teacher Competencies they observed in Y1 Observation TP.

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



### PLAN TOGETHER

Introduce your Student Teachers to the use of the TP Journal including the recording of Teacher Competencies that they undertook in Pre-TP Activity 1. Ask the Student Teachers to look back at Pre-TP Activity 1 and the introductory section of their Student Teacher Handbook section on use of the TP Journal. Explain unclear issues regarding the competencies and the use of the TP Journal, to your Student Teachers.



### DO

Help your Student Teachers to understand the importance of keeping careful record in their TP Journal based on the instructions given in the introductory section of the Student Teacher Handbook. Guide them to review what they wrote in their TP Journal for Y1 and ask questions that are on their mind. Ask the Student Teachers to think about how the TP Journal was used by them and by you to assess their Y1 TP performance.



### REFLECT TOGETHER

Guide the Student Teachers to discuss with their TP partner/TP group what they have recorded in their TP Journals since Y1. Ask them to discuss with their TP partner/TP group what they need to do to improve the use of their own TP Journal. Remind them that their TP Journal will be assessed from time to time, so it is important for them to keep it up-to-date. Encourage them to be serious about keeping a good TP Journal.

## Pre-TP Activity 3: Tutor and Student Teacher relationship



### PLAN TOGETHER

Guide Student Teachers to brainstorm with their TP group on each of the key words (see Text Box) in the context of good relationships between Student Teacher and Tutor. As their Tutor, consider **what you need to do** to ensure good relationships with your Student Teachers in relation to each of the key words. Let Student Teachers think of some examples of situations that can result in poor relationship between Student Teachers and their Tutors.

Take care to keep the discussion general and avoid any personal comments or naming of individuals. Guide them to think of some examples of situations that can promote good relationship among themselves and with their Tutors. Help them to demonstrate trustworthiness and cordial relationship with their Tutors.

#### Key Words: Positive Relationships between Student Teacher and Tutor

- communication
- discipline
- professional support
- personal safety



### DO

In your TP groups, prepare and act out a role play between a Tutor and a Student Teacher. First, role play to show a poor relationship and then demonstrate a good relationship.

**Example Scenario:** When a Tutor arrived at the classroom for supervision, the Student Teacher was teaching without a lesson plan. How did the Tutor respond to the Student Teacher's behaviour? After watching the role play, complete the table below in your TP Journal.



### REFLECT TOGETHER

Discuss with your Student Teachers the actions to be taken if there are problems in relationships between Student Teacher and Tutor or problems in relationships among Student Teachers (see Annex 5 for Guidance on Protection Strategies).

Student Teachers compare the DOs and DON'Ts from their discussions with their TP group.

**Y2 TP Topic 1: “Stimulating and Sustaining Pupils’ Interest” Peer Teaching: Lower Primary (LP)**

**Purpose:** In this Topic the Student Teachers will practise a variety of activities that stimulate and sustain Lower Primary pupils’ interest.

**Activity 1.1:** Appropriate use of ICT and TLMs in Lower Primary classes

**Activity 1.2:** Group Work in Lower Primary classes

**Activity 1.3:** Games and Songs in Lower Primary classes

**Competencies:** Student Teacher demonstrates: (i) Use of ICT and TLMs: Competency 3(b-c); (ii) Learning activities: Competency 4(c-g); (iii) Class management: Competency 13(a-d); (iv) Classroom seating arrangement: Competency 14(a-c); (v) Lesson closure: Competency 15(a-c); (vi) Lesson plan: Competency 16(a-e) (see Annex 1)

**Y2 TP Week 1 - Summary of the Task**

When Student Teachers have completed these three Y2 Week 1 activities with you, they will have:

- gained an awareness of the appropriate use of ICT and TLMs in Lower Primary (LP) classes;
- practised organising and teaching a group-work lesson using peer teaching in LP lessons;
- planned an LP lesson including games and songs and delivered the lesson using peer teaching.

**Y2 TP Activity 1.1: Appropriate use of ICT and TLMs in Lower Primary classes**

(link to STPD T6 and T11)

**PLAN TOGETHER**

In the DBE programme you will have introduced the Student Teachers to some ideas for using ICT and TLMs in the LP classroom.

For the peer-teaching practice activity this week, ask the Student Teachers to work with their TP partner to plan a Lower Primary English, maths or science lesson that includes the use of one type of ICT and the use of TLMs. Guide the Student Teachers to choose a topic from the Grade 1 or Grade 2 curriculum and instruct them in the process of preparing a lesson plan. In the lesson plan they should describe the ICT and TLMs they will use and they should decide with their TP partner which parts of the lesson each of them will teach. Remind the Student Teachers that they need to demonstrate ways of stimulating and sustaining pupils’ interest through the use of ICT and TLMs – they must think about what the pupils will be doing with the materials, and not only what they will be doing as the teacher.

Instruct the Student Teachers to complete the following table in their TP Journal writing three bullet points in each column:

What you will be doing as the teacher	What the pupils will be doing
•	•
•	•
•	•

**DO**

Supervise the Student Teachers teaching the lesson with their TP partner. Check that they are following the lesson plan. As you observe the lesson make some notes for constructive feedback.

**REFLECT TOGETHER**

After the TP lesson you may want to ask Student Teachers in the class to give some feedback on the lesson to encourage them to observe the TP lessons carefully and critically. Provide positive comments and constructive feedback on 2-3 of the key teaching points that the Student Teachers could work on to improve in future. Ask the Student Teachers to work with their TP partner to discuss which parts of the lesson went well and which parts could be improved. They should record their ideas in their TP Journal, writing two points for each.

## Y2 TP Activity 1.2: Group Work (link to STPD T4 Group Work)



### PLAN TOGETHER

In the next TP activity the Student Teacher and their TP partner will prepare a group-work activity. Guide them in choosing a topic from the LP English, maths or science curriculum and help them to think of a group-work activity, for example an open question such as “which is your favourite animal and why?” that pupils talk about in their group and decide how to answer; or a simple picture and word matching game for each group to play. Ask the Student Teachers to make a lesson plan for the group work activity. Remind the Student Teachers to think about how much time they will have in the lesson and how much time the pupils will need to complete the activity. Refer to some of the ideas in the STPD T4 Group Work to help the Student Teachers with their lesson planning. As with the first activity 1.1, the Student Teachers should decide with their TP partner which parts of the lesson each one will teach. Remind the Student Teachers that they need to demonstrate **ways of stimulating and sustaining pupils’ interest** by thinking about **what the pupils will be doing through the group activity** as well as **what the teacher will do**.



### DO

Observe the Student Teachers when they teach the group-work lesson. Help them to think about how they will group the pupils and whether the pupils are really working as a group, and not only sitting in a group working individually.



### REFLECT TOGETHER

Ask the Student Teachers to reflect, in their TP group, on the modalities for grouping, group dynamics, class control, etc. and how challenging and interesting these were for the pupils. Give feedback and constructive comment to the Student Teachers reflecting especially on different ways that group work can be organised e.g. ability groups, interest groups, mixed ability groups, etc. Ask the Student Teachers to discuss with their TP partner which parts of the lesson went well and which parts could be improved.

## Y2 TP Activity 1.3: Games and Songs (link to STPD T1 Creative Approaches)



### PLAN TOGETHER

Use the STPD Creative Approaches Theme T1 Teaching Strategies on Games and Songs that you studied as part of the Tutor Professional Development course. Review the ideas from T1 with the Student Teachers and guide them to choose an activity from the “Games and Songs” Teaching Strategies that they will try out in their next peer TP. Instruct them to prepare a lesson plan for the chosen activity with their TP partner. Remind them to divide the lesson between them and to focus the lesson on **ways of stimulating and sustaining pupils’ interest** by thinking about **what the pupils will be doing during the games and songs activities** as well as **what the teacher will do**.



### DO

Observe the lesson and make a note of points for constructive feedback to the Student Teachers.



### REFLECT TOGETHER

Encourage the Student Teachers to compare their TP Games and Songs lesson with lessons that other Student Teachers in the class presented. Ask the Student Teachers to listen to the feedback and constructive comments from you and other Student Teachers in the class on all the lessons they observed. Ask the Student Teachers to discuss with their TP partner which parts of their lesson could be improved by using ideas that they learned from other TP lessons they observed.

**They should record in their TP Journal two points from other lessons that they observed to improve their own lessons.**

### TUTOR ASSESSMENT QUESTIONS:

To guide the learning and to improve the Student Teacher’s professional skills as teachers, consider these questions. Score and write a brief answer for each question in your Student Teacher assessment record:

- How well prepared was the Student Teacher for the three TP peer-teaching activities?
- How suitable for Lower Primary pupils were the activities that the Student Teachers taught?
- How did the class react to the Student Teachers’ lessons? (enjoyed, bored, active, etc)

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

**Y2 TP Topic 2: "Stimulating and Sustaining Pupils' Interest" Peer Teaching: Upper Primary (UP)**

**Purpose:** In this Topic the Student Teachers will peer-teach three Upper Primary lessons, one for each activity

**Activity 2.1:** Appropriate use of ICT and TLMs in Upper Primary classes

**Activity 2.2:** Pair work and Group work in Upper Primary classes

**Activity 2.3:** Role Play and Demonstration in Upper Primary classes

**Competencies:** Student Teacher demonstrates:

(i) Use of ICT and TLMs: Competency 3 and 5 (a and d); (ii) Group/pair work: Competency 7 (a and d); (iii) Classroom seating arrangements: Competency 14 (a-c); (iv) Learning activities: Competency 4(f) (see Annex 1)

**Y2 TP Week 2 - Summary of the Task**

When Student Teachers have completed these three Y2 Week 2 activities with you, they will have:

- gained an awareness of the appropriate use of ICT and TLMs in Upper Primary (UP) classes;
- practised the organising and peer-teaching of pair- and group-work lessons;
- planned a UP lesson including role play and demonstration using peer teaching

**Y2 TP Activity 2.1: Appropriate use of ICT and use of TLMs in UP classes**

(link to STPD T2 Questioning)

**PLAN TOGETHER**

In your subject specialist classes and STPD sessions, your Student Teachers have been introduced to some ideas for using ICT and TLMs in UP classes. Working with your Student Teachers, help them to plan a UP English, maths or science lesson that includes the use of one type of ICT and TLMs. Guide the Student Teachers to choose a lesson from the Grade 4 or Grade 5 curriculum and prepare a lesson plan in which they describe the ICT and TLMs they will use. Ask them to decide with their TP partner which part of the lesson each of them will teach.

**Remember** - Help your Student Teachers to think about **ways of stimulating and sustaining pupils' interest**. Remind them to think about **what the pupils will be doing with the materials** as well as what they as Student Teachers will be doing. Ensure that they complete the table in their TP Journal.

**DO**

Supervise the Student Teachers while they teach the lesson with their TP partner according to their lesson plan.

The Student Teachers will benefit from teaching this lesson with pupils in one of the neighbouring schools. This arrangement should be made whenever possible to provide as much opportunity for Student Teachers to practise teaching in a real classroom situation.

**REFLECT TOGETHER**

After the TP lesson ask the other Student Teachers in the class to give some feedback and you will provide some constructive comments specific to the competencies they have practised.

Ask the Student Teachers to reflect on the difference if any, between the LP and UP activities in relation to the competencies they practised. Let Student Teachers discuss with their TP partner which part of the lesson went well and which part could be improved. Ask them to record in their TP Journal two points which went well and two points which could be improved.



## Y2 TP Activity 2.2: Pair work; Group Work (link to STPD T4 Group Work)



### PLAN TOGETHER

In the next TP activity let the Student Teachers and their TP partner prepare a pair- and group-work activity. Review with your Student Teachers the ideas that were presented in the STPD T4 Group Work Theme. Guide them to choose a topic from the UP English, maths or science curriculum and think of a pair- and group-work activity. They should think of an open question relevant to their chosen lesson, for example 'why do we wash our hands before eating?' Assist your Student Teachers to incorporate their open question into a lesson plan for the pair and group work activity. Guide the Student Teachers to decide with their TP partner which part of the lesson each of them will teach.

Help the Student Teachers to demonstrate **ways of stimulating and sustaining the interest of the pupils in group-work activities** by making the Student Teachers think about **what the pupils will be doing** as well as **what they as Student Teachers will be doing**.



### DO

Observe the Student Teachers when they teach the lesson with their TP partner according to their lesson plan, focusing on the pair- and group-work activity and stimulating pupils' interest.



### REFLECT TOGETHER

Provide feedback and constructive comments to the Student Teachers on the pair- and group-work activity. Ask the TP groups to reflect on how different group dynamics, class control, etc. in LP classes are from those in UP classes. Let them discuss with their TP partner which part of the lesson went well and which part need improvement.

**Guide them to record in their TP Journal two points to improve.**

## Y2 TP Activity 2.3: Role play; Demonstration (link to STPD T1 Creative Approaches)



### PLAN TOGETHER

In this activity use some of the ideas presented in the STPD T1 Creative Approaches Teaching Strategy on Role Play that you have studied with your Student Teachers and guide them to choose an activity from the Role Play Teaching Strategies. Instruct them to prepare a lesson plan for the chosen activity with their TP partner. Remind them to share the sections of the lessons among themselves and focus their lesson on **ways of stimulating and sustaining pupils' interest through role play and demonstration** - by thinking about **what the pupils will be doing** as well as **what they as Student Teachers will be doing**.



### DO

Observe the lesson and make constructive feedback to the Student Teachers focusing on their use of role play and demonstration, as well as stimulating pupils' interest.



### REFLECT TOGETHER

Encourage the Student Teachers to compare their TP Role Play lessons with those presented by other Student Teachers in the class. Let them discuss with their TP partner which part of their lessons could be improved, from the TP lessons they have observed.

**They should record in their TP Journal two points to improve their lesson.**

**Tutor Assessment Question:** After observing the TP lessons, consider these assessment questions. Score and write a brief response to each question in the assessment record for each Student Teacher:

- How well prepared was the Student Teacher for the three TP peer-teaching activities?
- How suitable were the activities for Upper Primary pupils that the Student Teacher taught?
- How did the class react to the Student Teacher's lessons? (enjoyed, bored, active, etc).

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

### Y2 TP Topic 3: "Stimulating and Sustaining Pupils' Interest" Peer Teaching: Junior High School (JHS)

**Purpose:** In this Topic the Student Teachers will peer-teach three JHS lessons, one for each activity.

**Activity 3.1:** Direct Instruction – Verbal Exposition and Enquiry-Based Learning in JHS classes

**Activity 3.2:** Think–Pair–Share (Group- and Pair-Work); group formation and differentiated/same task activities in JHS classes

**Activity 3.3:** Formative Assessment in JHS classes

**Competencies:** Student Teacher demonstrates: (i) Clear explanations: Competency 2(e) and 5(b); (ii) Organisation of group/pair work: Competency 7(d); (iii) Teach girls and boys equally: Competency 11(c); (iv) Assessment of pupil understanding: Competency 8(a and e); (v) Lesson closure: Competency 15(a-c); (vi) Lesson plan: Competency 16(a-e) (see Annex 1)

#### Y2 TP Week 3 - Summary of the Task

When Student Teachers have completed these three Y2 Week 3 activities with you they will have:

- gained an understanding and practised in Direct Instruction and Enquiry-Based learning in Junior High School (JHS) teaching;
- practised Think-Pair-Share;
- planned a JHS lesson using formative assessment.

#### Y2 TP Activity 3.1: Using Direct Instruction and Enquiry-Based learning



##### PLAN TOGETHER

In the Y2 Week 3 peer teaching tell the Student Teachers which subject they will teach from the Junior High School curriculum in English, maths or science lessons. Let the Student Teachers choose a topic and ask them to discuss and prepare two lesson plans with their TP partner, one lesson plan focusing on the use of Direct Instruction and the second lesson plan focusing on Enquiry-Based learning. Discuss with them the differences between Direct Instruction and Enquiry-Based learning (see Text Box in the Student Teacher Handbook).

They should discuss with their TP partner which part of the lesson each of them will teach and prepare everything they need for the lesson. Remind the Student Teachers that they need to **demonstrate ways of stimulating and sustaining pupils' interest in direct instruction and enquiry-based learning activities.**



##### DO

Supervise the Student Teachers teaching the two lessons with their TP partner. Check whether they are following the lesson plans. As you observe the lesson make some notes on the use of Direct Instruction and the use of Enquiry-Based Learning to provide constructive feedback.



##### REFLECT TOGETHER

After the TP lessons ask Student Teachers in the class to give some feedback on the lessons to encourage them to observe the TP lessons carefully and critically. Provide positive comments and constructive feedback on two or three of the key teaching points relating to Direct Instruction and Enquiry-Based Learning that the Student Teachers could work to improve in future. Ask the Student Teachers to work with their TP partner to discuss which parts of the lesson went well and which parts could be improved.

**They should record their ideas in their TP Journal writing two points on what went well and two points reflecting on what could be improved.**

## Y2 TP Activity 3.2: Think-Pair-Share



### PLAN TOGETHER

Student Teachers and their TP partner should prepare a Think-Pair-Share activity for a JHS lesson. Guide them in choosing a topic from the JHS English, maths or science curriculum and help them to think of a pair-work activity. Discuss with the Student Teachers the various ways of organising pupils for pair- and group-work and review some of the basic activities that can be used for pair- and group-work (see Text Box in the Student Teacher Handbook).

Remind the Student Teachers of the three steps in Think-Pair-Share that they should include in their lesson plan.

**NOTE:** The Student Teachers should include the Formative Assessment activity (Y2 TP Activity 3.3) in their lesson plan.



### DO

Observe the Student Teachers when they teach the Think-Pair-Share lesson, including the formative assessment activity (Y2 TP Activity 3.3, below). Help them to think about how they will pair the pupils and whether the pupils are really working in pairs and not just sitting in pairs working individually.

**NOTE.** Whenever possible the Y2 peer-teaching activities should be conducted in schools with pupils so that the Student Teachers gain real teaching experience.



### REFLECT TOGETHER

Give feedback and constructive comments to the Student Teachers reflecting especially on different ways that pair-work can be organised, e.g. ability grouping, interest grouping, gender grouping, etc. Ask the Student Teachers to discuss with their TP partner which parts of the lesson went well and which parts could be improved.

**Y2 TP Activities 3.3: Formative Assessment****PLAN TOGETHER**

The Student Teachers should include this formative assessment activity at the end of their Think-Pair-Share lesson (Y2 TP Activity 3.2). Guide the Student Teachers to think about how to assess formatively discussing the various ways a lesson can be assessed and help Student Teachers to learn some forms of assessment e.g. use of probing questions and listening to pupils' answers, etc. (see Text Box in the Student Teacher Handbook).

**DO**

Help Student Teachers to prepare and conduct a formative assessment activity in the Y2 TP Activity 3.2 lesson. They should include in the lesson some feedback to the pupils.

**REFLECT TOGETHER**

Guide Student Teachers to identify which formative assessment strategies they have observed in their peers' lessons during Y2 TP Week 3. Discuss as a TP group which formative assessment strategies worked well and why some strategies were more successful than others.

**Tutor Assessment Questions:**

To guide the learning and to help Student Teachers to improve their professional skills, consider these questions. Write an answer for each question in the Student Teacher assessment record.

- How well-prepared was the Student Teacher for the LP, UP, JHS peer-teaching activities?
- How suitable were the activities for JHS pupils that the Student Teacher taught?
- How did the class react to the Student Teachers' lessons? (e.g. enjoyed, bored, active, etc)

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

## Y2 TP Topic 4: “Lesson Sequence and Activities” Individual Teaching in Lower Primary (LP)

**Purpose:** In this Topic the Student Teachers will practise individual teaching of a lesson on sequence and activities at Lower Primary.

**Activity 4.1:** Lesson preparation and lesson introduction in LP classes

**Activity 4.2:** Lesson activities in LP classes

**Activity 4.3:** Formative Assessment in LP classes

**Competencies:** Student Teacher demonstrates:

(i) Lesson opening: Competency 1(d); (ii) Use of TLMs: Competency 3; (iii) Learning activities: Competency 4(a, c, g and i); (iv) Assess pupils’ understanding: Competency 8(a,e); (v) Constructive feedback: Competency 9(a-c); (vi) Lesson closure: Competency 15(a-c); (vii) Lesson plan: Competency 16(a-e) (see Annex 1)

### Y2 TP Week 4 - Summary of the Task

When **Student Teachers** have completed these three Y2 Week activities with you, they will have:

- practised lesson preparation and lesson introduction in Lower Primary (LP) classes;
- delivered an individual lesson using games and songs, group work and questioning;
- conducted formative assessment, written and oral assessment and given pupil feedback.

### Y2 TP Activity 4.1: Lesson preparation and lesson introduction



#### PLAN TOGETHER

Student Teachers will plan their individual lessons with their TP partner. In their lesson preparation they will prepare or improvise appropriate TLMs with the focus on the lesson to be delivered. Guide the Student Teachers to practise how to introduce a lesson in an LP class in their individual teaching. Draw the Student Teachers’ attention to Teacher Competencies 1 and 3 (see Annex 1).



#### DO

Observe Student Teachers as they introduce the LP lesson. The delivery of the lesson introduction by the Student Teachers will need to be conducted in the CoE where peer Student Teachers act as LP pupils because only the introduction of the lesson will be taught and this will be difficult to arrange with pupils in a school setting.



#### REFLECT TOGETHER

When the TP activities are conducted with Student Teachers as pupils, encourage the peer Student Teachers who act as LP pupils during the lesson to give constructive comments on what they observed. They should comment on what went well in the lesson introduction and give suggestions for improvement of the lesson introduction. Refer the Student Teachers to Competencies 1 and 3 (Annex 1) when you reflect on the activity. Also evaluate what the individual teacher did as lesson preparation and lesson introduction and provide comments and constructive feedback for improvement.

### Y2 TP Activity 4.2: Games and Songs, Group Work and Q&A (link to STPD T1 Creative Approaches; T4 Group Work; T2 Questioning)



#### PLAN TOGETHER

In this activity let the Student Teachers use the STPD T1 Creative Approaches Theme studied as part of the STPD course. Review the ideas from T1 with the Student Teachers and guide them to choose an activity from the Games and Songs Teaching Strategies to try out in their individual teaching. Guide the Student Teachers to each choose a topic from the LP English, maths or science curriculum and identify an appropriate game or song for their lesson. They need to prepare a group-work activity for pupil participation, making reference to Student Teacher Handbook Y2 TP Activity 3.2 Text Boxes on 'Ways of Organising Pupils for Pair and Group Work' and 'Ideas for Group Work Activities' and STPD T4.

Assist the Student Teachers with their lesson planning by helping them to think of how they will pose different types of questions (closed, open and probing) and indicate the types of questions and strategies they will use to elicit information from pupils in an LP class when teaching.

The delivery of the lesson by the Student Teachers should preferably be done in a demonstration school of the CoE or a nearby school whenever possible. Student Teachers may be used as pupils for TP where demonstration or nearby LP schools are unavailable but this is a less realistic teaching practice situation. If the TP activities are being conducted in the demonstration school or a school nearby with LP pupils, make sure the Student Teachers have a spacious classroom to sit in a semi-circle with the pupils in the middle to observe the TP.



#### DO

Your Student Teachers should teach their 'Games and Songs' lessons as planned. They should demonstrate the organisation of group work and you should observe their use of open and probing questions.



#### REFLECT TOGETHER

If the TP activities are being conducted in the demonstration school or a school nearby with LP pupils, the Student Teachers who are observing should give their feedback at the end of the lesson to the Student Teacher who is teaching the lesson on use of questions and answers and group work. You, as Tutor, should also evaluate the Student Teacher's use of questions and answers and group work and provide comments and constructive feedback for improvement.

If the TP activities are being conducted with Student Teachers as pupils, encourage the peer Student Teachers who acted as LP pupils to give comments on what they observed as peer Student Teachers on what was well done and what requires improvement.

## Y2 TP Activity 4.3: Formative Assessment; written and oral assessment, feedback on pupils' work (link to STPD T7 Assessment for Learning)



### PLAN TOGETHER

In this activity use the STPD Assessment for Learning Theme T7 'Formative Assessment', studied as part of the Tutor Professional Development course, to help Student Teachers to prepare and conduct a formative assessment in the LP class. Instruct them to use both written and oral assessment strategies when teaching pupils and provide feedback accordingly (see also Annex 1, Teacher Competencies 8 and 9).

#### Examples of Formative Assessment Activities

- written exercises
- asking oral questions
- marking pupils' corrections before, during and after lesson delivery

Remind Student Teachers to pay attention to pupils' individual academic needs during teaching.



### DO

Observe Student Teachers as they conduct a formative assessment in an LP class using written and oral assessment strategies and providing feedback to pupils when appropriate. Make sure the Student Teachers acting as pupils or observers in a classroom situation keep in mind points for discussion on use of formative assessment. Note down points for discussion and constructive feedback to the Student Teacher and the peer Student Teachers.



### REFLECT TOGETHER

Ask the Student Teachers to point out what went well and what needs improvement in the formative assessment of the pupils. Ask the Student Teachers to listen to the overall comments and constructive feedback from your observation.

**Encourage the Student Teachers to record in their TP Journal two points that need to be improved when conducting formative assessment.**

**Y2 TP Topic 5: “Lesson Sequence and Activities” Individual Teaching in Upper Primary (UP)**

**Purpose:** In this Topic the Student Teachers will practise individual teaching of a lesson on sequence and activities at Upper Primary.

**Activity 5.1:** Lesson preparation and lesson introduction in UP classes

**Activity 5.2:** Lesson activities in UP classes

**Activity 5.3:** Assessment for learning in UP classes (formative assessment)

**Competencies:** Student Teacher demonstrates: (i) Lesson opening: Competency 1(d); (ii) Use of TLMs: Competency 3; (iii) Learning activities: Competency 4(a, c, g and i); (iv) Assess pupils’ understanding: Competency 8(a and e); (v) Constructive feedback: Competency 9(a-c); (vi) Lesson closure: Competency 15(a-c); (vii) Lesson plan: Competency 16(a-e) (see Annex 1)

**Y2 TP Week 5 - Summary of the Task**

When **Student Teachers** have completed these three Y2 Week 5 activities with you, they will have:

- practised lesson preparation and lesson introduction in Upper Primary (UP) classes;
- practised delivering an individual lesson using brainstorming, and Q&A;
- conducted formative assessment for learning with reflection on what has been learnt

**Y2 TP Activity 5.1: Lesson preparation and lesson introduction****PLAN TOGETHER**

In the DBE programme you will have introduced your Student Teachers to lesson sequence and activities.

For the individual teaching exercise this week, help Student Teachers to prepare a UP lesson. Make sure that in their lesson preparation they prepare or improvise appropriate TLMs focused on the lesson to be delivered. Guide them to practise how to introduce a lesson in a UP class in their individual teaching. Draw the Student Teachers’ attention to Teacher Competencies (see Annex 1) for lesson preparation and lesson introduction.

**DO**

Observe how the Student Teachers have prepared their lesson plan and how they introduce the UP lesson. The delivery of the lesson introduction by the Student Teachers may need to be conducted in the CoE where Student Teachers act as UP pupils because only the introduction of the lesson will be taught and this will be difficult to arrange with pupils in a school setting. Encourage Student Teachers to reduce teacher talk time and allow for both girls and boys (female and male Student Teachers) to participate fully and equally in the lesson.

**REFLECT TOGETHER**

Encourage the peer Student Teachers who acted as UP pupils to give comments on what they observed. They should comment on what went well in the lesson introduction and what requires improvement. Refer the Student Teachers to Competencies 1 and 3 (Annex 1) when you reflect on the activity. You will also evaluate what the individual teacher did as lesson preparation and lesson introduction and provide comments and constructive feedback for improvement.



## Y2 TP Activity 5.2: Lesson activities: Brainstorming-Thought Shower; Q&A (link to STPD T2 Questioning)



### PLAN TOGETHER

In this activity let the Student Teachers use the STPD T2 Questioning Theme studied as part of the TPD course. Review the ideas from T2 with the Student Teachers and guide them to choose an activity from the Brainstorming approach to try out in their individual teaching. Guide the Student Teachers to choose a topic each from the UP English, maths or science curriculum and identify an appropriate brainstorming activity for their lesson. Assist them with their lesson planning by helping them to think of how they will pose different types of questions (closed, open and probing). They should indicate the types of questions and strategies they will use to elicit information from pupils in the UP class including examples of probing questions.

The delivery of the lesson by the Student Teachers should preferably be done in a demonstration school of the CoE or a nearby school. Student Teachers may be used as pupils for TP where demonstration or nearby UP schools are unavailable but this is a less realistic teaching practice situation. If the TP activities are being conducted in the demonstration school or a school nearby with UP pupils, make sure the Student Teachers have a spacious classroom to sit in a semi-circle with the pupils in the middle to observe the TP.



### DO

Let your Student Teachers teach the lessons including a brainstorming activity as they have planned, individually, and in turn. They should demonstrate the organisation of pupils for the Brainstorming activity. Observe their use of open and probing questions.



### REFLECT TOGETHER

If the TP activities are being conducted in the demonstration school or a school nearby with UP pupils, the TP group should give their feedback to the Student Teacher at the end of the lesson on the use of question and answer/brainstorming. You should also evaluate the Student Teacher's use of open and probing questions and brainstorming and provide comments and constructive feedback for improvement. If the TP activities are being conducted with Student Teachers as pupils, encourage the peer Student Teachers who acted as UP pupils to give comments on what they observed as peer Student Teachers on what was well done and what requires improvement.

## Y2 TP Activity 5.3: Assessment for learning - (link to STPD T7)



### PLAN TOGETHER

In this activity use the STPD Assessment for Learning Theme T7 that you studied as part of the TPD course to help Student Teachers to prepare and conduct an assessment activity in a UP class. Instruct them to reflect on what they have learnt and practised in their assessment lessons in the DBE programme. They should review the points in the Text Box in Y2 TP Activity 4.2.



### DO

Observe Student Teachers as they conduct an assessment in a UP class using written and oral assessment strategies and providing feedback to pupils when appropriate. Make sure the Student Teachers acting as pupils or observers in a classroom situation keep in mind points for discussion on the use of formative assessment activities. Note down points for discussion and constructive feedback to the Student Teacher and the peer Student Teachers.



### REFLECT TOGETHER

Ask the Student Teachers to point out what went well and what needs improvement in the formative assessment activities. Ask the Student Teachers to listen to the overall comments and constructive feedback from your observation.

**Encourage the Student Teachers to record in their TP Journal two points that need to be improved when conducting pupil assessment.**

**Y2 TP Topic 6: "Lesson Sequence and Activities" Individual Teaching in Junior High School (JHS)**

**Purpose:** In this Topic the Student Teachers will practise individual teaching of a lesson focusing on sequence and activities at Junior High School.

**Activity 6.1:** Lesson preparation and lesson introduction in JHS classes

**Activity 6.2:** Lesson Activities in JHS classes

**Activity 6.3:** Assessment for learning in JHS classes (formative assessment)

**Competencies:** Student Teacher demonstrates: (i) Lesson opening: Competency 1(d); (ii) Use of TLMs: Competency 3; (iii) Learning activities: Competency 4(a, c, g and i); (iv) Assess pupils' understanding: Competency 8(a and e); (v) Constructive feedback: Competency 9(a-c); (vi) Lesson closure: Competency 15(a-c); (vii) Lesson plan: Competency 16(a-e) (see Annex 1)

**Y2 TP Week 6 - Summary of the Task**

When **Student Teachers** have completed these three Y2 Week 6 activities with you, they will have:

- practised lesson preparation and lesson introduction in JHS classes;
- delivered an individual lesson in the JHS using brainstorming, and use of ICT and games;
- practised conducting assessment for learning in JHS classes.

**Y2 TP Activity 6.1: Lesson preparation and lesson introduction****PLAN TOGETHER**

Guide the Student Teachers to prepare or improvise appropriate TLMs for pupils with a focus on the lesson to be delivered. Assist them to practise how to introduce an English, maths or science lesson in a JHS class in their individual teaching practice. Draw the Student Teachers attention to Teacher Competency 1 (see Annex 1) for lesson preparation and introduction and Teacher Competency 3 for use of TLMs, indicating what is expected of them.

**DO**

Observe how your Student Teachers have prepared for the lesson, as shown in their lesson plan. Then observe how they introduce the JHS lesson in English, maths or science. The lesson introduction may need to be conducted in the CoE, where Student Teachers will act as JHS pupils, because only the introduction of the lesson will be taught and this will be difficult to arrange with pupils in a school setting. Encourage the Student Teachers to reduce teacher talking time and allow girls and boys (female and male Student Teachers) to participate fully and equally in the lesson.

**REFLECT TOGETHER**

Encourage your Student Teachers who acted as JHS pupils to provide comments on what they observed about the lesson presentation and lesson introduction. They should comment on what went well and what requires improvement. Refer the Student Teachers to Competencies 1 and 3 (Annex 1) when you reflect on the activity. You should also evaluate the Student Teacher's lesson preparation and lesson introduction and provide comments and constructive feedback for improvement.

**Y2 TP Activity 6.2: Lesson Activities: Brainstorm; Q&A: ICT; Games**  
(link to STPD T2 Questioning; T11 Use of ICT; STPD T1 Creative Approaches)

**PLAN TOGETHER**

In this activity, you will use the STPD Questions; STPD T11 digital technology for learning and STPD T1 Creative Approaches Teaching Strategies for Games, studied as part of the TPD course. Review ideas from the STPD activities and guide the Student Teachers to choose an activity from brainstorming, digital technology for learning, and games to try out in their individual teaching. Guide them to choose a topic from the JHS English, maths or science curriculum and prepare activities that girls and boys can participate in equally, making reference to STPD T2, STPD T11 and STPD T1.

In their teaching practice, let them consider focusing on using Thought Shower, Questions, Games and Puzzles. In their lesson planning, encourage them to think of how they will let pupils brainstorm and pose different types of questions (closed, open and probing – see Text Box in Y2 TP Activity 4.2) and indicate the types of questions and strategies they will use to elicit information from pupils in the JHS teaching practice class.

The delivery of the lesson by the Student Teachers should preferably be done in a demonstration school of the CoE or a nearby school. Student Teachers may be used as pupils for TP where demonstration or nearby JHS are unavailable but this is a less realistic teaching practice situation. If the TP activities are being conducted in the demonstration school or a school nearby with JHS pupils, make sure the Student Teachers have a spacious classroom to sit in a semi-circle with the pupils in the middle to observe the TP.



### DO

It is important you encourage your Student Teachers to teach their lessons individually, and in turn, according to their lesson plan. They should teach a lesson in English, maths or science demonstrating the use of thought shower, questioning, and games.



### REFLECT TOGETHER

If the TP activities are being conducted in the demonstration school or a school nearby with JHS pupils, the Student Teachers should give their feedback to the Student Teacher at the end of the lesson on use of question and answer and brainstorming. You should also evaluate the Student Teacher's use of open and probing questions and brainstorming and provide comments and constructive feedback for improvement.

If the TP activities are being conducted with Student Teachers as pupils, encourage the peer Student Teachers who acted as JHS pupils to give comments on what they observed as peer Student Teachers on what was well done and what requires improvement.

## Y2 TP Activity 6.3: Assessment for Learning - (link to STPD T7)



### PLAN TOGETHER

In this activity you will use the STPD Theme T7 Assessment for Learning, studied as part of the TPD course. Help your Student Teachers to prepare and conduct an assessment in a JHS class in English, maths or science. Encourage them to use both written and oral assessment strategies when teaching pupils. (See Text Box in Y2 TP Activity 4.3 for examples of Formative Assessment Activities). They should pay attention to pupils' individual academic needs when teaching.



### DO

Observe the Student Teacher(s) as they conduct an 'assessment for learning' English, maths or science activity in a JHS class using written and oral assessment strategies including probing and providing feedback to pupils when appropriate. Also note down points for discussion and constructive feedback to the Student Teacher and the peer Student Teachers.



### REFLECT TOGETHER

Encourage your Student Teachers to listen to their peer Student Teachers' comments on what went well and ways to improve the assessment for learning activity. Discuss with them your overall comments and provide constructive feedback for all of them based on your observation to improve their teaching skills and knowledge. Make sure they record in their TP Journal two points needed to improve the assessment for learning activity in JHS classes in English, maths or science.

#### SELF-REFLECTION

Ask the Student Teachers to reflect with you on the following questions:

1. What new knowledge/skill have I learnt during the Y3 TP Weeks 4 to 6?
2. How can I use this in my classroom teaching in future?
3. What can I do differently to improve my teaching in future?

### Y2 Post TP Topic: Post-On-Campus Teaching Practice Activities (college-based): Peer and Individual Teaching

**Purpose:** In this Topic the Student Teachers will reflect on the On-Campus TP activities in LP, UP and JHS classes

**Post-TP Activity 1:** Review of Teaching Standards and Competencies for Year 2

**Post-TP Activity 2:** Reflection and assessment of the On-Campus TP tasks

#### Y2 Post-TP Activities - Summary of the Task

When **Student Teachers** have completed these two Y2 post TP activities with you, they will have:

- reviewed and understood the teaching standards and Teacher Competencies;
- reflected on and assessed your On-Campus TP tasks

#### Y2 Post-TP Activity 1: Review of teaching standards and competencies for Year 2



##### PLAN TOGETHER

In the Post-On-Campus TP sessions you will discuss the outcomes of the Y2 TP activities with the Student Teachers. Guide the Student Teachers to identify the Teacher Competencies they found more difficult and those they found easier to demonstrate, and at which levels of LP, UP and JHS. Discuss each of the Teacher Competencies (see Annex 1) how they are demonstrated, observed and assessed in the teaching practice situation.



##### DO

Guide Student Teachers to review their TP Journal for each lesson and identify from their notes all the skills and competencies that they need to improve.

**They should summarise in their TP Journal the competencies they need to work on and improve in Y3 TP.**



##### REFLECT TOGETHER

Guide Student Teachers to think or reflect on those competencies they need to improve. Let them brainstorm with their TP partner/TP group how to improve on these competencies.

## Y2 Post-TP Activity 2: Reflection and assessment of the On-Campus tasks



### PLAN TOGETHER

Plan with the Student Teachers the criteria you use to reflect and assess their performance during the On-Campus TP, considering the following points:

- their involvement during the Y2 On-Campus Teaching Practice lessons;
- the number of times they taught in a class or school;
- the feedback they had from you and the TP partner;
- preparation and assessment of a portfolio of teaching learning materials etc.;
- their TP Journal.



### DO

Encourage Student Teachers to discuss first with their TP partner/TP group and then with you the highlights of their experiences during the On-Campus Teaching Practice – the most challenging activity and why; the most enjoyable activity (for them/for the pupils) and why; the easiest activity (for them/for the pupils) and why.



### REFLECT TOGETHER

Guide Student Teachers to reflect and assess themselves on their performance during the On-Campus Teaching Practice. Ask them to discuss any observable differences between the participation and involvement of the girls and the boys in the schools where they taught. Were there differences in the TP experience for female Student Teachers compared to male Student Teachers?

#### STUDENT TEACHER SELF-ASSESSMENT QUESTIONS

to guide the Student Teacher's learning and to help them improve their professional skills, as teachers, ask them to consider these Student Teacher Self-Assessment points and to write their responses in their TP Journal:

Finally, in your TP Journal write two examples of teaching activities that you did with pupils during the Y2 On-Campus Teaching Practice - one example that you felt was your most successful activity and explain why; a second example that you felt was the least successful and explain why and how you would improve it in future."



## 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 Student Teachers 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

When you have completed these three Y3 pre-TP activities with your Student Teachers, they will have:

- been informed about specific Teacher Competencies and skills, and assessment procedures;
- understood the use of the TP Journal for Y3 TP;
- clarified the roles of the Lead Mentor, Mentor and the 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 they begin their Off-Campus Teaching Practice, you will have to take Student Teachers through a formal orientation. They are already familiar with the use of P-D-R, and this will feature across all TP activities. Guide the Student Teachers through a review of Teacher Competencies (see Annex 1) and the summary information about how they will be assessed during their Y3 TP as part of their final grading (see Annex 4 Assessment Procedures). Discuss with the Student Teachers how they will be assessed, based on their performance against each of the Teacher Competencies given in Annex 1 and some specific examples shown in the Text Box.

#### 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

#### Organise the orientation for Y3 TP preparation

Check that the Student Teachers understand that they will be assessed by you, the TPC and their school-based Lead Mentor and Mentor.

**Guide Student Teachers to write a summary in their TP Journal of how they will be assessed in Y3 TP.**



#### REFLECT TOGETHER

With your Student Teacher group:

- review the Teacher Competencies listed by the Student Teachers and let them explain what new knowledge about Teacher Competencies they learned during the Y1 Observation TP and Y2 On-Campus TP;
- Provide clarifications for the Student Teachers on questions they may have about Teacher Competencies and assessment of Y3 TP.

Listen to each Student Teacher's self-reflections on the two competencies they feel are their strongest and the two competencies they feel they need to work hardest to improve.



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



### PLAN TOGETHER

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.

As their Tutor, you should provide the Student Teachers with guidance and insight into the recording of their daily activities. It is important to remind them that the TP Journal forms part of their assessment. They must therefore keep it updated in line with the TP activities. Advise them to always carry their TP Journals with them whenever they are in school, so that it can be shared with you, their TP partner and their Mentor.



### DO

Ask Student Teachers to first review all the information they have recorded in their TP Journal during Y1 Observation TP and Y2 On-Campus TP.

Then they should study the Y3 section of the Student Teacher Handbook to find out what they will have to record in their TP Journal, and discuss with their TP partner what they might record in the TP Journal in Y3. Ask them to identify the first two activities they will have to record in their TP Journal during Y3 TP Week 1.



### REFLECT TOGETHER

Ask Student Teachers to discuss three examples of information that they previously recorded in their TP Journals in Y1 and Y2 TP that they found most useful and interesting to re-read now. Let them mention the three activities they think they will be recording in their TP Journal, after their discussion with their TP partner.

Finally, from their identification of the first two TP Journal activities for Y3 TP Week 1, let the Student Teachers ask for clarification if any of the instructions are unclear.

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



### PLAN TOGETHER

In their Pre-Off-Campus TP orientation, take your Student Teachers through their roles and responsibilities as Student Teachers and the roles and responsibilities of their Mentor. This will include an explanation of the roles and responsibilities of the Lead Mentor and the classroom teacher as Mentor. Guide them to work together with their TP group to review the roles and responsibilities of Mentors and Student Teachers, outlined in the Student Teacher Handbook Introduction section. Instruct the Student Teachers to consider how they will work together with their Mentor during the Y3 TP.



### DO

**Instruct the Student Teachers to copy the blank “Checklist of Roles and Responsibilities” into their TP Journal and fill in the blank spaces in each column selecting from the bullet**

They should consider the roles and/or responsibilities that correspond with each designated position. Some bullet-pointed roles may apply to more than one designation.

**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**

With your Student Teachers, reflect together on the following questions:

- 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 partner during the 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 a 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

When your Student Teachers have completed these three activities for Y3 Week 1 with their **Mentors**, they will have:

- prepared a 12-week Teaching Practice Plan that is agreed with their Mentor;
- prepared and recorded a School Profile Report;
- recorded 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 their Off-Campus Teaching Practice, the Student Teachers will be working with their Mentors and TP partner for 12 weeks following a programme in which they gradually take on more and more responsibility for teaching the class. At the beginning, they will need time to become familiar with the school and classroom routines, and they will begin learning from observing lessons with their Mentor.

An important part of the final teaching practice will be their 12-week Teaching Practice Plan. They will need to work with their Mentor and TP partner to think carefully about the tasks that will be undertaken each week. In this activity, they will prepare the first version of the Teaching Practice Plan. They and their Mentor may decide that some changes need to be made later on but this first draft will help them to map out in their mind all the activities that will be covered during the 12-week TP. By mapping out the activities in this way they will be able to see the development stages in learning from observing their Mentor; they will practise each teaching skill and reflect with their Mentor on the progress that they will make each week.

When they have made their 12-week Teaching Practice Plan they will find it helpful as a guide to writing their weekly Teaching Practice Lesson Plans.



##### DO

##### Prepare a 12-week TP Plan

The Student Teacher should review the list of topics covered in the Y3 TP Framework given at the beginning of this section. They should use this to prepare a 12-week Teaching Practice Plan, including the resources and information they may need and two to three bullet points of what they will do and what their Mentor 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			

The Student Teacher should make a note of any points they need to check with their Mentor and arrange a convenient time to meet..



### REFLECT TOGETHER

The Student Teacher should arrange a time when they can share their completed 12-week Teaching Practice Plan with their Mentor and TP partner. They should discuss their Teaching Practice Plan and make a note of any changes that are suggested during the discussion. They should remember to ask any questions that they thought about during the planning process.

### Y3 TP Activity 1.2: Prepare a School Profile Report



### PLAN TOGETHER

During the Year 1 School Observation TP, 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.

The Student Teachers should plan with the other Student Teachers in their TP school and, if necessary, divide out the tasks between their TP colleagues; then share the information that they gather. Their Mentor and Lead Mentor are there to help them so the Student Teachers should be reminded to ask their Mentor/Lead Mentor if they cannot find the information they need. They will also provide the Student Teachers with an orientation of the school.

**DO****Student Teachers make a School Profile Checklist**

**Note 1:** You may have helped the Student Teachers during the Y3 Pre-TP activities or as part of their Y1 TP activities, to prepare a checklist of information that they will need to gather about their TP school – if so, the Student Teachers should refer to that checklist and update or develop it as necessary.

**The Student Teachers should systematically gather and organise the information for their School Profile Report and record it in their TP Journal.**

**Note 2:** There will be too much information to record everything. The Student Teachers need to decide what information they will refer to frequently, for example the times the school starts and closes, names of key members of staff, and number of pupils, girls and boys in their class, etc. Some information can be recorded in less detail. They can record where information can be found, for example the class register and the school rules.

The Student Teachers should check the accuracy and correctness of information with their TP partner and also with their Mentor.

**REFLECT TOGETHER**

The Student Teachers should reflect on whether there are any important gaps in the information they have gathered for their School Profile by reviewing the checklist and comparing the information they have recorded with that of their TP colleagues. They should discuss with their Mentor and ask for any clarification on the information they have gathered.

They should discuss with their Mentor and the other TP Student Teachers the information they found out about the number of boys and girls in each class and respond to the question: “What are the interesting points about this information?”

**TUTOR ASSESSMENT EXERCISE:**

If you visit the Student Teachers during Y3 TP Week 1 check that they 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

When your Student Teachers have completed these three activities for Y3 Week 2 with their **Mentors**, they will have:

- prepared and used an Observation Checklist for stages of a lesson and lesson delivery;
- co-planned a lesson for the Student Teacher to deliver the introduction;
- reflected on a lesson observed and co-taught.

#### Y3 TP Activity 2.1: 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 the support of their Mentors. It will be necessary for them to observe a whole-lesson delivery by their Mentors whilst they take notes on various steps that take place. The Student Teacher and Mentor will discuss the lesson to be taught by the Mentor and observed by the Student Teacher. As they prepare to teach their first lesson introduction (see Activity 2.2), their Mentor will discuss with them what should go into the introduction.

The Student Teachers will need to study the class timetable, syllabus, textbooks and teacher's guide/handbooks which are the major sources/reference books. They may also look for other approved supplementary materials.



**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 will use them to make a simple checklist in their TP Journal for the lesson observation. 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 will need to discuss with their Mentors and arrange for time to meet.

They will discuss with the Mentors, their findings on the lesson observation. Student Teachers will have to ask 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

The Student Teachers, their TP partner and the Mentors will study the Scheme of Work and select the appropriate topics to be taught in the lessons each day of TP Week 2. The Mentor will have to discuss with the Student Teachers 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). The Mentors will help the Student Teachers to organise all materials needed for their lessons, for example charts/real objects, textbooks, exercise books, chalk, crayons, etc. Student Teachers may use a story, song, a question, and/or an activity to connect the lesson objectives for a good introduction.



#### DO

##### Student Teacher teaches the Lesson Introduction

The Student Teacher will teach the lesson introduction following the lesson introduction plan while the Mentor and TP partner observe and make notes.



#### REFLECT TOGETHER

After each lesson, the Mentor and TP partner will discuss with the Student Teacher the steps and methodology that were used in the lesson introduction. This will help the Student Teachers to become more effective in their teaching.

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



#### PLAN TOGETHER

Student Teachers and their Mentors will have planned together the daily lessons to be co-taught (Activity 2.1). While the Mentor is teaching, the Student Teachers will be observing. The Mentor will observe while Student Teachers teach the lesson introduction (Activity 2.2).

Now it is important for the Mentor and Student Teachers to plan together on how they will reflect together after observing the Mentor's lesson and the Student Teachers' teaching of the lesson introduction. They should review the lesson observation checklist and the lesson introduction plans.



#### DO

##### Student Teachers and Mentor Reflect Together on the co-taught lesson 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, the Student Teacher, the Mentor and TP partner will reflect on the co-taught lesson with the following points as a guide:

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

Each Student Teacher will identify two strong points and two teaching points for improvement and record the salient points 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

When your Student Teachers have completed these three activities for Y3 Week 3 with their **Mentors**, they will have:

- planned a lesson, delivered the lesson and managed classroom competencies;
- co-taught a planned lesson;
- reflected 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 their Mentor will teach the introduction and closure of the lesson. They will practise classroom management skills while teaching their part of each lesson.

They will have to plan the lesson together with their Mentor, selecting the lesson topics they will co-teach each day and concentrating on the lesson delivery section that they will teach.



##### DO

##### Student Teachers will prepare lesson plans to be co-taught with their Mentor

In planning this week's lessons, the Student Teachers will have 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, the Student Teachers should plan their lesson in collaboration with their Mentors, bringing in most of the elements that have been mentioned above. They should ask their Mentors to support them with preparation of materials, classroom management approaches or with other suggestions that will help them to succeed. Check on the Student Teacher TP Journals and any issues arising with the co-teaching activities as you go round the TP schools on your routine visits.



### REFLECT TOGETHER

With the co-teaching activity in mind, the Student Teachers should answer the following questions with their Mentor and TP partner 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?

**The Student Teachers will have to record their improved lesson plans in their TP Journal.**

The Student Teachers will have to record their improved lesson plans in their TP Journal.

If you visit a TP school during this session, participate in the reflective activity to encourage the Mentor and Student Teachers.

## 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 the Mentor will teach the introduction and lesson closure. As a final preparation before commencing each of the co-taught lessons, the Mentor and Student Teachers should review the Student Teacher's lesson plan and check that they have prepared everything they will need. The Mentor should 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.

The Mentor should discuss some of these points with the Student Teachers and give them tips and suggestions on any points where they may have doubts.



### DO

#### Mentor and Student Teachers co-teach the planned lessons

The Mentor and Student Teacher will co-teach the lesson, each focusing on their part of the lesson. The Mentor will teach the lesson introduction and closure and observe the Student Teachers as they deliver the main section of the lesson, demonstrating classroom management skills. They should apply the elements of good teaching practice they identified in Activity 3.1.

Check on the progress with co-taught lesson planning, teaching and reflection activities as you visit the schools.



### REFLECT TOGETHER

The Student Teachers will have to arrange with their Mentor a convenient time when they can discuss together the elements of the co-teaching activities. The Student Teachers and Mentors should reflect back on the notes made in the TP Journal during Week 2 Activity 2.3 on how to improve their teaching. They should discuss with their Mentor and TP partner. They should reflect on whether the challenges encountered during the previous co-teaching activities have been addressed according to the teaching points they identified for improvement.

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



#### PLAN TOGETHER

At the end of Week 3 it will be the responsibility of the 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 Student Teachers in the school and other concerned officials.

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 in collaboration with their Mentor.

At the Reflective Practice meeting the Student Teachers will be encouraged to express themselves freely, to be able to elicit the maximum exchange of ideas and support from Mentors and other officials present.

The meetings will have to be organised in a classroom to accommodate all participants conveniently.



#### DO

##### Arrangements for Reflective Practice meeting

The convener of this Reflective Practice meeting will be the Lead Mentor. If you, other Tutors, TLAs, SPAs or TPCs visit the school at the time of the meeting you will also participate.

**Student Teachers will bring their TP Journals to the Reflective Practice meeting and will keep a record of the discussion points.**



#### REFLECT TOGETHER

At the end of the Reflective Practice meeting the Student Teachers 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 2, 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.

### 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 the Student Teacher 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

When your Student Teachers have completed these three activities for Y3 Week 4 with their **Mentors**, they will have

- planned a lesson with their Mentor, to practise questioning skills and lesson closure competencies;
- co-taught the lesson;
- reflected 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 their Mentor. 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, they will assemble all relevant materials for the lesson planning stage with help, if needed, from their Mentor.

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 their Mentor, the Student Teachers should go through the planned lesson and, if possible, they should micro-teach for practice.

**DO****Preparation of co-teaching lessons - 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.

**REFLECT TOGETHER**

With their Mentor and TP partner the Student Teachers will reflect on their lesson preparation for the co-teaching lessons using the following questions as prompts:

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

**The Student Teachers should record in their TP Journal two new ideas from the Reflect Together activity.**

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

Before the Student Teachers co-teach the lesson, they should practise asking the questions they are going to use in the lesson. 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. They should use this opportunity to revise the questions.

**DO****Mentor and Student Teachers co-teach the planned lessons**

The Student Teachers will co-teach the lesson with their Mentors using questioning as part of the lesson closure. Their Mentor will observe them teaching and will offer suggestions after the lesson to help them to improve their performance.

**REFLECT TOGETHER**

With their Mentor and TP partner, the Student Teacher should reflect on the notes they made in their TP Journal at the end of Week 3 Activity 3.3. They should discuss 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 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.



#### DO

##### Arrangements for 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. Remind the Student Teachers to bring their TP Journal and instruct them to keep a record of discussion points. Their Mentor should check their TP Journal entry at the end of the meeting and encourage the Student Teachers to reflect on questioning skills and lesson closure competencies they practised during the week. The Mentor will 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**

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

**Purpose:** In this Topic the Student Teachers 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 - 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

When your Student Teachers have completed these three activities for Y3 Week 5 with their **Mentors**, they will have:

- planned a co-teaching lesson with their 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, the focus is on questioning and communication skills and PCK. Their Mentor will provide support and guidance during the planning and reflection activities, and will observe them co-teach the lessons. In planning the Y3 Week 5 lessons, they should review the previous lessons they co-taught with their Mentor on the use of questioning. They should choose two to three examples of question types from the framework of questions in Activity 4.1 that 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.

Student Teachers should practise the following teaching strategies during their co-teaching to attract the attention of their 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 on the topics with their Mentor and then 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 their Mentors. 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.

The Student Teachers will agree on the parts of the lesson each of them will teach. They may want to practise teaching the lesson together before they teach it to the class.



#### REFLECT TOGETHER

Student Teachers should reflect together with their Mentor on the co-teaching lesson plans for each day. The reflection may focus on the 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 their Mentor. Before they co-teach the lesson, they should ensure that they have all the TLMs they are going to use in the lesson. They should discuss with their TP partner how they will organise the pupils for the activities they plan to use in the lesson. They should check on the timing of the activities in the lesson, especially if they are teaching a double period lesson. They will need to 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. They should be encouraged to ask their Mentor for advice if they are not sure about any of these points.

The Mentor will observe the Student Teachers as they co-teach the lesson. The Mentor may assess the Student Teachers' performance following the CoE teaching practice Assessment Procedures (see Annex 4).



#### DO

##### Student Teachers co-teach the planned lesson 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). They will co-teach the lessons while their Mentor observes.



#### REFLECT TOGETHER

Student Teachers should reflect together 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, with their TP partner, other TP group members and their Mentor, schedule 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 take their TP Journal to the meeting.**



#### DO

##### Arrangements for a Reflective Practice meeting

The Student Teachers will attend a Reflective Practice meeting with their Lead Mentor, Mentor, 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 and their Mentor should agree 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.

The Student Teachers should feel free to ask questions that are 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.**

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

**Purpose:** In this Topic the Student Teachers 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

When your Student Teachers have completed these three activities for Y3 Week 6 with their **Mentors**, they will have:

- planned a co-teaching lesson with their Mentors and practised the appropriate use of TLMs and assessment of learning;
- co-taught the prepared lesson with their TP partner using TLMs and assessment of learning;
- reflected together on the co-taught lessons.

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



##### PLAN TOGETHER

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

The Mentors should plan with their Student Teachers the English, maths or science topics they will co-teach in one lesson each day this week. The Mentor should guide the Student Teachers to follow each of the TEACHING TIPS listed below.

**TEACHING TIPS:** Ask yourself these questions as you plan your co-teaching lesson on the 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.

The Student Teachers will need to prepare and search for suitable TLMs to use in their planned co-teaching lessons.

During the DBE programme and in preparation for the Y3 teaching practice your 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.

#### Examples of types of classroom assessment

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

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).



#### DO

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

The Student Teachers will prepare their co-teaching lesson plans carefully together with their TP partner, 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.

They may want to organise micro teaching with the support of their Mentors and practise the assessment tasks they have planned.



#### REFLECT TOGETHER

Student Teachers should reflect with their TP partner and their Mentor on the reasons why TLMs should be used in teaching, for example: TLMs help pupils to solve problems and develop concepts; TLMs help pupils to 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 their Mentor. Before they co-teach the lesson, they should ensure that their TLMs are prepared. They should discuss with their TP partner how they will organise the pupils for the activities they plan to use in the lesson. They should check on the timing of the activities in the lesson, especially if they are teaching a double period lesson. They will need to vary the activities to sustain the interest of the pupils.

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.



#### DO

##### Student Teachers co-teach the planned lesson with their TP partner

The Mentors will observe the Student Teachers as they co-teach incorporating appropriate use of TLMs and assessment procedures in the classroom. Your Student Teachers may need your support as they practise their planned pupil assessment activities.



#### REFLECT TOGETHER

Student Teachers and their Mentors should reflect on the co-taught lessons from last week and this week and identify the teaching skills and competencies that they have improved.

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 their Mentors schedule a convenient time for a Reflective Practice meeting on the co-taught lessons on the appropriate use of TLMs and assessment of learning, following the same arrangements as in previous weeks (Activity 4.3 and 5.3).



#### DO

##### Arrangements for 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 them 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 their Mentors and TP co-teaching partner about their overall performance for the week. Then they will score themselves on the Self-Assessment Questionnaire.

**They should record their self-assessment score 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 the Student Teachers 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

When your Student Teachers have completed these three activities for Y3 Week 7 with their **Mentors**, they will have:

- developed a lesson plan to identify and plan for individual learning needs;
- taught the single or double lessons individually;
- evaluated the individual lesson with the Mentor.

### Y3 TP Activity 7.1: The Student Teachers and Mentor plan together a lesson for each day for the Student Teachers 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. The Student Teachers will be working with their Mentor to choose one English, maths or science lesson to teach each day, and they will plan with their Mentor the strategy they will practise each day to identify the learning needs of pupils in the class (see Text Box). At the end of the lesson, they will reflect with their Mentor on the progress that they have made each day.

As part of the planning stage the Student Teachers should discuss with their Mentor the pupils' prior learning and their level of understanding of the concepts that will be taught in the lesson. The Student Teachers will also plan with their Mentor the pupils they might select in the activity to 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**

In your lesson preparation, incorporate strategies (see the text box) that will help you identify learner needs. Each day, identify the learning needs of two girls and two boys who are struggling with the lesson in the class. It will be easier to focus on the learning needs of a few pupils initially but later, as you gain experience and competence in teaching, you will be able to identify and plan for the learning needs of all the pupils in your class. After the lesson, you will plan one or two activities that you will use in the next lesson to help the pupils according to their individual learning needs.

**REFLECT TOGETHER**

The Student Teachers, with their Mentor and TP partner, will review the individual lesson plans for each day by discussing these questions:

- 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 or double lesson individually using appropriate subject knowledge and skills, 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. Their Mentor will observe the individual teaching and will 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****Student Teachers will individually teach the planned lessons**

The Student Teachers will teach the individual lessons each day, ensuring that they focus on the subject knowledge that they have planned to cover. They will also identify the learning needs of two girls and two boys in the class. After they have identified the individual learning needs of the two girls and two boys, they will plan specifically for their identified learning needs in the next lesson. They should 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**

The Student Teacher should discuss with the Mentor how the lesson was presented and the skill that was used to identify the individual learning need. The Student Teacher should be able to explain the learning need and how it could be catered for.

They will share their seating plan with their TP partner and Mentor and 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 Weeks 4 to 6 will continue to the end of the Y3 TP period. The Student Teachers should schedule the meeting for this week as they have done in previous weeks.



#### DO

##### Arrangements for a 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 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.

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 their Mentors and TP co-teaching partner about their overall performance for the week, including a review of their performance in identifying the 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.

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

#### 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**

### 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

When your Student Teachers have completed these three activities for Y3 Week 8 with their **Mentors**, they will have:

- planned a lesson with support from their Mentor to teach each day focusing on formative assessment of learners' progress and achievement;
- taught each day the single or double lessons focusing on formative assessment of individual pupils;
- reflected together on the single or double lessons taught individually.

#### Y3 TP Activity 8.1: The Student Teachers and Mentor 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. The Student Teacher will work with their Mentor 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 plans should describe how the Student Teacher plans 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. Their Mentors should assist 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****Preparation of the lesson plans for individual teaching and use of pupils' formative assessment results**

The Student Teachers should prepare the chosen formative assessment activities that they will use in their lessons each day. They will need to plan how they will include the formative assessment activities in the lesson – at the beginning of the lesson, during the main part of the lesson or at the end of the lesson. They should ask themselves these questions: Will I do the activity with the whole class or only with 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?

The Student Teacher will identify two girls and two boys in the class who are struggling with the lesson and 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. The Student Teacher should provide all the pupils with regular feedback and very clear explanations of each exercise and assignment. The exercises should be neatly marked and feedback provided to the pupils as an important part of the formative assessment process.

**REFLECT TOGETHER**

As a final preparation the Student Teachers will reflect, with their Mentor and TP partner, 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. The Student Teacher will need to ensure that they have prepared the teaching materials and assessment activities in advance. For the formative assessment activity, the Student Teacher should consider how they will organise the pupils, what instructions they will need to give to 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. The Student Teacher should ask the Mentor for advice on this last point about helping pupils who are struggling with an assessment task.

**DO****Student Teachers will individually teach the planned lessons**

The Student Teacher should teach the lesson according to the lesson plan while the Mentor observes (see Text Box). The Mentor will 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 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**

The Student Teacher should reflect with their Mentor and 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?

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

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



**PLAN TOGETHER**

At the end of Week 8, the Student Teachers will again arrange a Reflective Practice meeting with all the Mentors and TP group in the TP school.

During Weeks 7 and 8, the Student Teachers will have taught an individual lesson each day. In preparation for the Reflective Practice meeting, the Student Teachers 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**

**Arrangements for a Reflective Practice meeting**

The Student Teachers should discuss their individually taught lessons with their Mentors and TP Partners during the Reflective Practice meeting using the following questions:

- How did I provide feedback to the pupils in my lesson?
- To what extent did I probe pupils' answers and explanations to check their understanding?
- How appropriate were the assessment tasks?



**REFLECT TOGETHER**

The Student Teachers should reflect with 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:

<b>STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:</b>	
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.	
<b>Teaching skill/competence</b>	<b>Score</b>
• 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?	
<b>Score: needs improvement = 1; satisfactory = 2; good performance = 3</b>	

### 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

When your Student Teachers have completed these three activities for Y3 Week 9 with their **Mentors** and TP partner they will have:

- planned together with their Mentor all lessons for each day for the Student Teachers to practise identifying learning needs and teaching to provide appropriate support;
- taught all lessons individually using appropriate subject knowledge and all lessons will have been observed by the Mentor;
- reflected together with the Mentor on the individual lessons.

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



##### PLAN TOGETHER

During Week 9, the Student Teachers, with support from their Mentor, will need to work closely together 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.

The Mentor will help the Student Teachers to choose a topic for each day from the science, maths or English curriculum and think of an activity for each lesson which will help them to identify and work with the high-achieving pupils in the class as well as with those who are struggling to learn. The Mentor should remind the Student Teachers that they need to identify individual learning needs first, and then teach to provide appropriate support.

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

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



##### DO

##### Preparation of all lesson plans for each day with activities to identify and support individual learning needs

Student Teachers should agree with their TP partner and Mentor on the allocation of lessons they will teach each day, as they will be teaching all lessons this week.

They should prepare all the lesson plans ensuring that they focus on the subject knowledge and the activities that will support individual learning needs (see Text Box). The Student Teachers should remember 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.

#### Strategies for supporting individual learning needs:

- Address various learning styles
- Create multi-sensory lessons
- Connect exercise to pupils' senses and emotions



#### REFLECT TOGETHER

The Student Teachers should reflect together with their TP partner on their lesson plans to ensure there is good continuity between the lessons and activities. They should reflect with their Mentor 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. The Student Teachers should revise their lesson plans and formative assessment activities if necessary after receiving feedback and constructive comments from their Mentor and their TP partner.

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

#### PLAN TOGETHER



Student Teachers should review with their Mentor the lesson plans and activities they have prepared for the week. Their Mentor will help them 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 (link to STPD T4 Group Work).

#### 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



#### DO

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

The Student Teachers will teach all the lessons that have been allocated to them this week according to the lesson plans while their Mentor observes. Student Teachers should remember to treat pupils equitably and with respect. They should be mindful of individual pupils' abilities and appreciate individual efforts (see Text Boxes above).



#### REFLECT TOGETHER

At the end of each day the Student Teachers should discuss the lessons with their TP partner and their Mentor. They should compare what they 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 the TP partner make similar or different observations about the learning needs of individual pupils?
- Did the TP partner provide similar support to pupils with individual learning needs?

### Y3 TP Activity 9.3: Reflect together with your Mentor on the individual lessons



#### PLAN TOGETHER

The Student Teachers should 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".

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



#### DO

##### The Student Teachers will participate in the Reflective Practice meeting

The Student Teachers will come to the meeting ready to present:

- one example of a successful activity from this week's lessons in which they identified and provided support for the 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 the 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

When your Student Teachers have completed these three activities for Y3 Week 10 with their **Mentors**, they will have:

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

#### Y3 TP Activity 10.1: Student Teachers 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).

They should discuss, with their Mentor and TP partner, the differences between formative and summative assessment. They should recall what they learned in their DBE programme about text construction and marking scheme preparation. Remind them to refer to the college notes they made during the DBE programme.

The Student Teacher and the Mentor should agree on the specific periods the Student Teacher will have to teach and the lessons in which they will conduct the summative assessment. The Student Teachers must discuss with their Mentor the topics they should cover in the summative assessment tests they will prepare for English, maths and science.

**NOTE:** the summative assessment tests can be short, especially as the Student Teachers 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 be 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.

##### 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

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

Under the supervision of their Mentor, Student Teachers will plan a lesson each day in which they will include a summative assessment activity. They will have to agree with their Mentor the kind of test they will construct (see Text Box above) as well as marking scheme preparation. They will have to develop test questions and the marking scheme they will use for the summative assessment with guidance from their Mentor.

**REFLECT TOGETHER**

The Student Teachers should review with their Mentor and 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**

Student Teachers will have to discuss with their Mentor how to teach the summative assessment lesson using appropriate subject knowledge. They should decide whether the test will be set formally or given to the pupils as a regular classroom activity. Student Teachers should be made aware 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. The Student Teachers should take the advice of the Mentor as it is important to conduct the tests in a way that will be familiar to the pupils.

**DO****Student Teachers teach the lesson incorporating the summative assessment test and marking scheme as the Mentor observes**

Student Teachers will teach the lesson individually according to the lesson planned each day. They must administer the summative assessment as agreed with their Mentor. Their Mentor will observe the lesson, paying particular attention to the Student Teacher's test and marking scheme.

**REFLECT TOGETHER**

Student Teachers, together with their Mentor and TP partner, should discuss 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 the Mentors and the TP group, to schedule a Reflective Practice meeting focusing on the test construction and marking scheme activities undertaken this week.



**DO**

**Student Teachers participate in Reflective Practice meeting**

The Student Teachers should come to the Reflective Practice meeting ready to present and discuss their reflections on the summative assessment activities 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 perform in the tests as compared to the boys?
- What does the pupils’ performance tell you about their understanding of the lesson?



**REFLECT TOGETHER**

The Student Teachers should complete the Self-Assessment Questionnaire for Week 10 and record the score in their TP Journal.

<b>STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:</b>	
Answer the following questions based on the summative assessment activities in Week 10.	
<b>Teaching skill/competence</b>	<b>Score</b>
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 individually teach specific periods

**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

When your Student Teachers have completed these three activities for Y3 Week 11 with their **Mentors**, they will have:

- planned together a lesson for each day for them to practise test administration, scoring and recording the results of summative assessment;
- taught each day, the summative assessment lesson individually using appropriate subject knowledge and the Mentor observes;
- reflected, together with their Mentor, on the summative assessment activities.

### Year 3 TP Activity 11.1: The Mentor and Student Teachers plan a lesson 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 their Mentor a lesson for each day for them to practise the use of summative assessment, including administering the test, scoring and recording the result. First, the Student Teachers must agree with their Mentor 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 instructions 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?

In planning how the Student Teachers will record the results they will be guided by the Mentor to bear in mind the following points:

- 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?

The Mentor will discuss and advise on the above points to ensure that the Student Teachers' approach to the summative assessment task is consistent with classroom practice and the requirements of the TP school, and is familiar to the pupils.



#### DO

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

The Student Teachers will plan the Week 11 lessons taking advice from their Mentor on how to administer, score and record test results. They should follow the system that is used in the school and is familiar to the pupils. As the Student Teacher prepares the tests and plans 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

The Student Teacher 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. They should ask their TP partner and/or Mentor to help them with this. They should 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 teaching practice 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

The Student Teacher and their Mentor will have planned together 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, they should ensure that they have everything ready that they will need as teachers and everything that the pupils will need for the test. They should 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 result, and the Mentor observes**

If you visit the TP school when the Student Teachers are teaching the summative assessment lessons check whether they are following the lesson plans and make some notes for constructive feedback. The Mentor will observe and record some points for feedback specifically in relation to the Student Teachers' administration of the summative assessment activity, the scoring and recording of results.

**REFLECT TOGETHER**

You may want to ask Student Teachers in the class to give some feedback on the lesson to encourage them to observe the TP lessons carefully and more critically. They should also provide positive comments and constructive feedback on 2-3 of the key teaching points that the Student Teachers could work on to improve their competence. You may ask the Student Teachers to work in pairs to discuss which parts of the lesson went well and which parts could be improved. They could record in their TP Journals two points which went well and two points which could be improved. Their TP partner should also be involved in the discussion. As they are both teaching the same class it is important that they are using 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 the Mentors and the TP group in their 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****Arrangements for 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 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 in 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 in 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

When your Student Teachers have completed these three activities for Y3 Week 12 with their **Mentors**, they will have:

- planned together with their Mentor a lesson for each day to help practise using summative assessment and interpreting test results;
- taught the summative assessment lesson individually using appropriate subject knowledge and the Mentor observes;
- reflected together with their Mentor on the summative assessment activities.

#### 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 Weeks 10 and 11 TP – test construction, marking scheme design, administering the test, scoring and recording the results. The final task of the Student 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 their Mentor on how the summative assessment test results are used. For example, are the summative assessment test results: (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

Student Teachers should 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.

Student Teachers under the supervision of their Mentor, should plan a lesson each day to practise using summative assessment and interpretation of results. They will need to agree with their Mentor the English, maths or science topics they will teach this week and the types of test they will construct. They should clarify with their Mentor how the 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 plans they have discussed with their Mentor. They will need to develop the test questions and the marking scheme bearing in mind how their summative assessment test results will be interpreted.

**REFLECT TOGETHER**

The Student Teachers will need to seek the guidance of their Mentor 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 their and their TP partner's summative assessment activities to ensure 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 their Mentor and 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**

The Student Teachers will 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 the Mentor. The Mentor will observe the lesson, focusing specifically on the interpretation of results from the summative assessment activity.

**REFLECT TOGETHER**

After each lesson the Student Teacher should record their interpretation of the summative assessment results in their TP Journal. The Student Teachers should review with their Mentor and 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 Teachers will arrange the last Reflective Practice meeting at a time convenient to the Lead Mentor, all Mentors and Student Teachers in their TP school. The topics for discussion in this final meeting will be “How can we as teachers make 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

##### Arrangements for the final Reflective Practice meeting

The Student Teachers 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

The Student teachers will reflect together on this statement: “Good teachers know what concepts and skills their pupils have mastered and what they still have trouble understanding”.

**They will complete the final Self-Assessment Questionnaire and enter the score in their TP Journal.**

#### STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

Answer 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**

The Mentor should remind the Student Teachers to take their completed TP Journal with them when they attend the Y3 Post-TP week in the college next week. The Student Teachers should check that their TP Journal is up-to-date and all entries are well presented as this forms part of their final assessment. It will also provide them with a comprehensive record of their teaching practice experience and information on which to reflect as beginner 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 tasks

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

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

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

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



#### PLAN TOGETHER

During the final teaching practice, the third year Student Teachers have worked continuously for 12 weeks with guidance and support from their Mentors. During this week, the Student Teachers will review with you, their teaching practice achievements including the Teacher Competencies they practised. This review will be led by the TPC and Tutors 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.

With your fellow Tutors and the TPC, you will organise the Post-TP review meeting using the THINK-PAIR-SHARE approach. For the THINK activity you should instruct the Student Teachers 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 should 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, organise the Student Teachers to work with their TP group, that is, all the Student Teachers from one TP school. 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**

Ask the Student Teachers 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. You and the other 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 Tutors the Off-Campus Teaching Practice tasks. 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, instruct 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. Emphasise to them that, 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 their TP partner's results.

Check the TP Journal entries of all your Student Teachers. Also review their self-assessment questionnaire scores and ask them to review if their scores appear to be biased.

**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, reflect with the Student Teachers in their TP groups on a general overview of the Teaching Practice experience. Share your ideas on the successes and challenges experienced during the Y3 TP and then gather ideas from the Student Teachers to hear their perspectives and suggestions on ways of improving 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>	a) Asks pupils what they remember from last class b) Gives a summary of what pupils have learned c) Ask pupils questions about the topic d) Gives a clear introduction to the topic of the lesson e) Shares learning objectives with pupils f) Other:
<b>2. The teacher uses strategies to provide clear explanations for new concepts, knowledge or skills</b>	a) Gives an explanation b) Gives examples c) Gives a definition(s) d) Gives a demonstration e) Gives instructions f) Follows the process 'I do', 'We do', 'You do' g) Other:
<b>3. The teacher uses different TLMs to facilitate learning</b>	a) Uses white board/chalk board effectively b) Real-life objects/hand-made objects c) Pictures/posters/charts d) Newspapers/magazine articles e) Textbooks f) Reference/supplementary books g) Radio or other electronic audio/visual device h) Teacher has pupils bring resources to the lesson i) Other:
<b>4. The teacher uses different interactive methods/activities to facilitate learning</b>	a) Question and answer (where pupils also ask questions of teacher) b) Whole class dialogue (e.g. discussion, debate, brainstorming) c) Small group work (e.g. discussion, debate, brainstorming) d) Class assignment e) Student presentation f) Role-play g) Games h) Story telling i) Songs, poems or rhymes j) Other:
<b>5. The teacher asks pupils a range of questions during the lesson</b>	a) Asks questions that require remembering (What do you remember about...? How do you define....? What is....?) 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...?) c) Handles student responses well (sufficient wait time, doesn't immediately correct wrong answers, asks follow up questions)

Teacher Competencies	Examples of Actions or Strategies
	<p>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?)</p> <p>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)</p> <p>f) Other:</p>
<p><b>6. The teacher promotes and manages whole class discussion</b></p>	<p>a) Uses brainstorming (asks for pupils' views/ideas on a topic)</p> <p>b) Writes pupils' views/ideas down</p> <p>c) Organises/summarises pupils' views/ideas</p> <p>d) Builds on what is said</p> <p>e) Encourages pupils to build on what is said</p> <p>f) Amount of time pupils talk = amount of time the teacher talks/lectures</p> <p>g) Other:</p>
<p><b>7. The teacher uses strategies to organise and execute group or pair work</b> <b>(Be sympathetic to large class sizes when marking)</b></p>	<p>a) Demonstrates strategies for group formation (e.g. assigns groups/pairs by who is sharing a desk, through ability, randomly)</p> <p>b) Demonstrates strategies for group management (e.g. assigning roles, randomly selecting somebody to report back to class)</p> <p>c) Has pupils discuss a topic with each other in groups or pairs</p> <p>d) Uses Think-Pair-Share (pupils think individually, discuss with a partner and then share views/ideas with the class)</p> <p>e) Has groups/pairs complete the same activity/task</p> <p>f) Has groups/pairs complete different activities/tasks</p> <p>g) Other:</p>
<p><b>8. The teacher uses strategies to assess pupil understanding</b></p>	<p>a) Uses questions to see whether pupils understand</p> <p>b) Uses peer-assessment (pupils discuss/mark each other's work)</p> <p>c) Uses pupil self-assessment</p> <p>d) Uses pupil presentations to see whether they understand</p> <p>e) Assesses through individual work assignment/homework</p> <p>f) Has pupils vote on different answers to see if they understand</p> <p>g) Uses traffic lights (red-yellow-green cards for groups to indicate how they are dealing with a task)</p> <p>h) Other: e.g. end of term examinations, end of year examinations</p>
<p><b>9. The teacher gives constructive feedback on pupil's answers, work or effort</b></p>	<p>a) Gives written feedback on work</p> <p>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...)</p> <p>c) Corrects wrong answers kindly</p> <p>d) Gives praise for correct answers/good effort</p> <p>e) Other:</p>

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 1 - 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>	

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

## 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 1 - 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 1 - 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 1 - 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?

