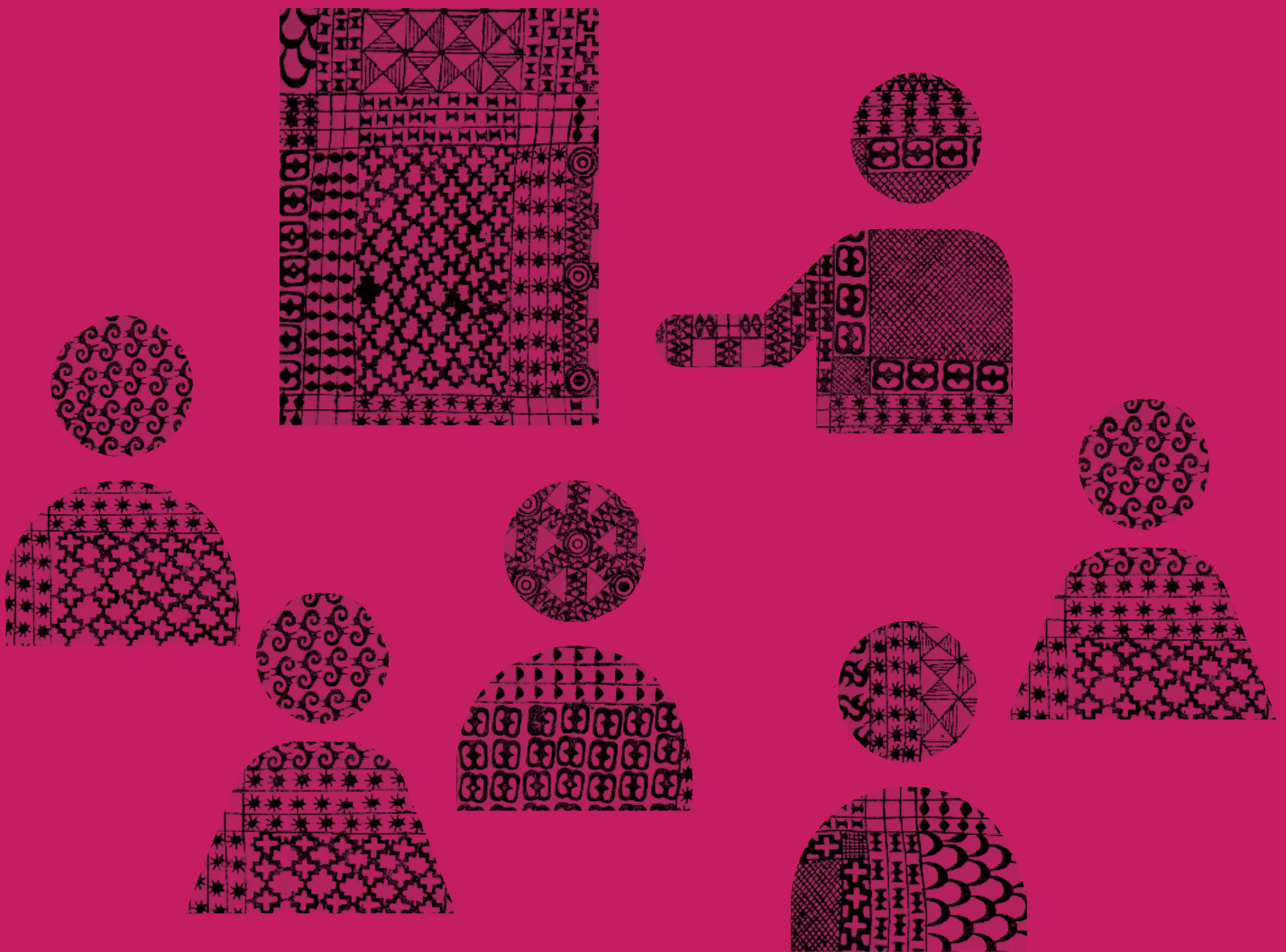


Teaching Practice

STUDENT TEACHER HANDBOOK





Schools Partnership Programme

Year 1: 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, having gone through the three structured teaching practice sessions, Student Teachers will be competent and capable of providing quality education for children in basic schools across Ghana.



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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 STUDENT TEACHERS

Introduction

This Teaching Practice (TP) Handbook has been prepared to provide you with a set of topics and activities that you will undertake before, during and after your three TP periods in college. There is also a Teaching Practice Handbook for College of Education (CoE) Tutors and a Teaching Practice Handbook for Mentors.

Note that Student Teacher is the terminology used consistently throughout the T-TEL Teaching Practice Handbooks, and is also used when referring to the DBE trainee and the Year 3 Student Teacher. The topics and activities are designed to focus on key skills and competencies you 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 undertake all the activities described in this Handbook at the designated time. In addition your Tutor or the head teacher of your teaching practice school may assign other activities as part of the normal teaching practice timetable to further expand your skills and enrich your teaching practice experience. Some activities will be undertaken during your non-contact time, for example lesson planning and preparing teaching and learning materials (TLM). Other activities are planned for you to undertake during the classroom contact time, either observing the teacher and pupils or for you to practise your 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 whom you should work with during each activity – either your TP partner, Tutor or Mentor/class teacher.

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 your work with your Tutor or Mentor and complete a simple check box to reflect on where you need to improve in your teaching skills. As a self-evaluation question, each day you 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 undertake the task. In the Annexes at the end of the Student Teacher Handbook, there is additional information that you will need to refer to during your teaching practice 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 you, as a Student Teacher, will be provided with three structured and complementary teaching practice experiences through which you will observe and practise new skills. You will be assessed in each of the three TPs and the scores will be included as part of your final TP grade.

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

Y2 On-Campus TP: In DBE Year 2, you will actively participate in On-Campus demonstration and teaching practice lessons for three weeks in Semester 1 and three weeks in Semester 2. Whenever possible your 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 CoE.

Y3 Off-Campus TP: In DBE Year 3, you will undertake a 12-week Off-Campus Teaching Practice (school-based) during Semester 1. During the Y3 teaching practice you will be assigned to a Mentor in the TP school. You will observe the Mentor teaching some lessons and you will co-teach some lessons with your TP Partner and the Mentor, sharing parts of the lesson among you. You 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 your Tutor. In the pre-TP activities, the TPC and Tutors will help you to prepare and plan; the post-TP activities will provide you with an opportunity to reflect and evaluate your TP experience with your TPC, Tutors and 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 you 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 your professional development. In addition to the Y1, Y2 and Y3 TP where you should work with pupils at every opportunity, your Tutor will also arrange demonstration lessons either in the demonstration school or neighbouring schools close to your CoE. On some occasions, your Tutor will arrange for some pupils to be brought into the CoE for a demonstration lesson or for peer and individual teaching practice.

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

It is important to have a TP partner to work with so that you can plan together and reflect together on the activities. In Y1 TP, you will be posted to a school close to your home. You may be the only Student Teacher in the school. If this is the situation ask the head teacher of the observation school to assign a teacher on the staff to be your 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)

You 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 your personal record of your own professional development and learning experiences and will be used by your Tutor and/or Mentor for the purpose of assessing your progress and performance as a Student Teacher (see Annex 6, Example Page from a TP Journal).

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 Your Tutor will instruct you on how to use the TP Journal during your 10-day classroom observation. Complete the TP Journal entries each day of the Observation TP following the instructions for each activity in the Student Teacher Handbook. You should also show the TP Journal to the head teacher and class teacher of your host school as they may want to check your entries. Your TP Journal will be used by you and your 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 your Tutor will give you instructions to ensure that you know how to use the TP Journal for the peer-teaching and individual teaching practice activities. Complete the TP Journal entries following the instructions for each activity in the Student Teacher Handbook. If you conduct your peer or individual TP in a school show the TP Journal to the head teacher and class teacher of your host school as they may want to check your entries. Your TP Journal will be used by you and your Tutor in the post-TP activities week.

Y3 Off-Campus TP: Your Mentor will ensure that you maintain your TP Journal in accordance with the activities described in this Student Teacher Handbook. Your TP Journal entries will be used as the basis for weekly Reflective Practice meetings and may also be used in the assessment of your TP performance. When your Tutor visits you at the TP school they will ask to see your TP Journal.



ROLES AND RESPONSIBILITIES OUTLINED FOR TEACHING PRACTICE

Student Teachers: In Y1 TP you will work closely with the class teacher/TP buddy in your observation school. In Y2 your Tutor will guide you through the TP activities. During the Y3 TP, co-operate with the Mentor and your TP partner/buddy and also interact actively with other staff and pupils in the host school.

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

CoE Tutor and Link Tutor:

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

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

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

- liaise between CoEs and TP schools;
- assess Student Teachers' teaching to achieve the basic goals of teaching practice;
- assist Student Teachers to carry out Action Research for their project work;
- give feedback to Tutors on challenges Student Teachers may face which may 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:

- selection of schools for your TP placement;
- administration arrangements for posting you 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 your teaching practice placements;
- assessment of Student Teacher performance during TP.

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

Head Teacher/Lead Mentor: the Lead Mentor will provide you with an introduction and orientation to the school and will introduce you 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 your professional and pastoral well-being during the TP period. The following 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 you throughout the full period of your Y3 Off-Campus TP, providing you with professional guidance and encouragement, acting as a role model for you to follow and coordinating classroom activities to gradually give you more and more responsibility as your skills and confidence grow. The Mentor will be guided by the Mentor Handbook which parallels the activities detailed in your Student Teacher Handbook. The Mentor will conduct assessment as part of the Reflective Practice process in Y3 TP. Your final assessment will be conducted by the Tutor.



Year 1 : Teaching Practice

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

Your 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 you during the Y1 School Observation TP.

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

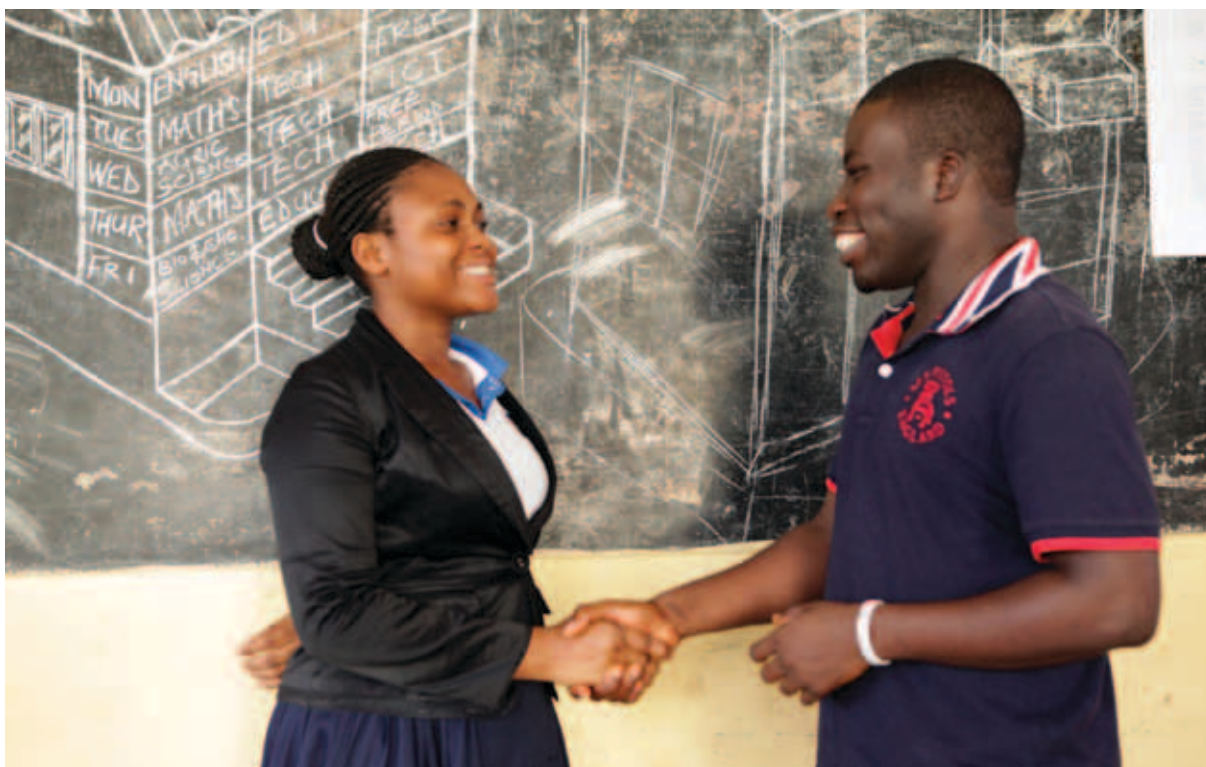
During your teaching practice, you will learn how to adopt gender-sensitive approaches to teaching and learning. The GEO may visit your school during the teaching practice and should discuss with you how to improve your skills in gender-sensitive education.

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;
- enquire of 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 your work or performance during the three TPs will be judged. 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 you 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. You are required to monitor your own progress against the Teacher Competencies and review them regularly with your Tutor and Mentor to identify the areas of Teacher Competencies that you 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.

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

Your Tutor will familiarise you with the Gender-Responsive Competencies and how you can use these as strategies to protect yourself and other Student Teachers while on teaching practice. It will be your responsibility to ensure you are familiar with these strategies and to safeguard your own welfare and that of your fellow-Student Teachers.



Year 1 : 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 demonstrate 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 CoE Tutors will conduct pre- and post-Y1 Observation TP activities and, where possible, 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 you for the two-week Observation Teaching Practice

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 Tutor you will have:

- prepared a school observation checklist;
- understood how to use the TP Journal and have your TP Journal ready to take with you to your Observation TP;
- discussed how to establish good working relationships with the head teacher, classroom teachers and pupils in your host school. You will also have a good understanding of how to conduct yourself 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

Before the end of Y1 Semester 1 your Tutor will help you to prepare for your two-week Observation Teaching Practice.

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



DO

Make a checklist of the most important information you will need (a) before you arrive at the school, and (b) when you first arrive at the school. Write down where you think you can find out this information.

In your TP Journal, make a checklist of what you want to observe during the two-week Observation TP.



REFLECT TOGETHER

Compare your checklist with the checklist your TP partner has made.

- Are there any ideas you thought of that your TP partner did not think of?
- Are there any ideas your TP partner thought of that you did not?

Listen to ideas from other members of your class and add any new ideas to your list.

Y1 Pre-TP Activity 2: Using the TP Journal



PLAN TOGETHER

You 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 your TP Journal, discuss with your TP partner and choose the top ten points on your **school information checklist** and the top ten points on your **classroom observation checklist**.



DO

Write your school information checklist and classroom observation checklist in your TP Journal.



REFLECT TOGETHER

Share the TP Journal entries with others in your class and exchange ideas.

Y1 Pre-TP Activity 3: Establishing good working relationships



PLAN TOGETHER

Review the GES requirements for Teaching Practice, covering professional and personal behaviour of Student Teachers. Discuss each one with your TP partner. It is important to realise that in Ghanaian society the status of a teacher, including a Student Teacher, is highly respected and as such you will be a role model to the pupils in the school. Think about who you will be interacting with during the Observation TP.



DO

With your class, brainstorm all the positive ways of making and keeping good relationships with adults and children in the Observation TP school.

In your TP Journal, make a list of all the negative behaviours that must be avoided.



REFLECT TOGETHER

With your TP partner think of 2-3 difficult situations you might experience and how you can ensure that you behave in a positive way in order to maintain good relationships. Consider the three case study examples below and discuss with your TP partner how you 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 Student Teachers: the activities included in the following Y1 TP Topics 1-10 will be conducted by you, as Student Teachers, in the absence of your Tutors during the 10 days of School Observation TP. Therefore your Tutor should familiarise you with the Topic 1-10 activities during Y1 Pre-TP. Your Tutor will explain how your Y1 TP observation will be assessed. You should remind yourself of the assessment procedures that are included in Annex 4 of this Student Teacher Handbook.

Y1 TP Topic 1: Familiarisation with School Organisation

Purpose: In this Topic you 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-d) and 11(b); (ii) Gender sensitivity: Competency 11(b); (iii) Gender stereotype: Competency 12(a-c) (see Annex 1)

Y1 TP Day 1 - Summary of the Task

How is the TP School Organised?

When you have completed these Y1 Day 1 TP activities in your observation school you 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

Brainstorm with your TP partner on the kind of information you want to know about the school and who you 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.

Look at the checklist you made with your Tutor during the pre-TP activities and compare with what you brainstormed. Have a checklist ready to ask the teacher and head teacher for information when you arrive at the school.



DO

Contact the teacher/head teacher to ask for information included on your list of all the things you will look for in the school.

Record in your TP Journal the three most important things you found out about the school that will help you in your TP Observation.



REFLECT TOGETHER

Did you get all the information you required from the class teacher/head teacher? What information was missing? Discuss with your TP partner/TP group the criteria you used for selecting the three most important things you found out about the school that will help you during the two-week observation TP. Was there anything that was more important than those you first recorded?

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



PLAN TOGETHER

Identify routines in the 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. Make a list of the main school routines you are interested in finding out about. Identify the people in charge of daily routines in the school and the people who are involved in the routines. What leadership roles are the pupils given?

Brainstorm with your TP partner on the reasons for the routines. Identify the rules governing the routines and how they are enforced. Discuss the strengths and limitations of daily routines.



DO

Select the 2-3 routines that you want to observe. Observe these routines and make notes about how they are organised and how the girls and boys participate in them. Compare your notes with your TP partner's notes.



REFLECT TOGETHER

What criteria did you use to select the routines you observed? Discuss with your TP partner any differences and similarities in the information you recorded on the routines you observed. What challenges do pupils face when undertaking the routines? Are the challenges different for girls and boys – describe any such differences? How can pupils overcome these challenges?

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



PLAN TOGETHER

Request information on classroom rules from the head teacher and/or TP classroom teacher. Brainstorm with your TP partner on the rules you think are most important and state why they are important. Brainstorm with your TP partner on how the rules should support teaching and learning. Find out how the rules are communicated to the pupils.



DO

Observe a class of pupils throughout the day and record in your TP Journal any of the rules you see used in the classroom or in the playground. Observe how the rules are enforced and the consequences for pupils if they break the rules.

In your TP Journal make a table (below) for the four most important rules you observe.

Classroom Rule	Why this rule is important	How this rule is enforced	Consequences if the rule is broken
1			
2			
3			
4			



REFLECT TOGETHER

Reflect together with your TP partner on the effectiveness of classroom rules and why classroom rules are broken. Reflect together on whether the classroom rules supported teaching and learning. Reflect on the strengths and limitations of the classroom rules.

Y1 TP Topic 2: Observing a Lesson

Purpose: In this Topic you 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

When you have completed these Y1 Day 2 TP activities in your observation school you will have:

- observed a lesson using the lesson observation checklist you 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 pupils in the lesson. You 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, the Tutor guided you to make a list of the things to look for at the start of a lesson (see Lesson Observation Checklist, Annex 3). These include how the pupils come into the classroom, what the teacher does at the start of the lesson such as marking the register, getting the pupils seated, getting the pupils' attention and so on. The list of things to be observed corresponds to the Teacher Competencies (see Annex 1).

Think about how you will keep a record of your TP observations in your TP Journal, describing what happens at the start of the lesson. Think about the 5-6 most important details you should observe at the start of the lesson. Check Teacher Competency 1 (see Annex 1) for some key ideas.



DO

Observe the start of the lesson using the checklist you and your TP partner have developed. Put a tick (✓) against any item on the checklist that the teacher covers at the start of the lesson. Record any activity that the teacher engages in which is not on the checklist you are using.

Make a note of any critical incident at the start of the lesson which you did not expect to happen.



REFLECT TOGETHER

Compare your ticked checklist with your TP partner's ticked checklist. Are there any differences in the specific checklists? Did you and/or your TP partner observe and record any critical incident at the start of the lesson? What new things have you learned about what the teacher should or shouldn't do at the start of a lesson? Discuss anything new you had not captured in college with your TP partner and add to the checklist you have developed for observing the start of a lesson.

NOTE: if you do not have a TP partner in the Observation School ask the class teacher to discuss your checklist with you at the end of the lesson.

Record in your TP Journal two key points that you have learned about the start of a lesson.

Y1 TP Activity 2.2: During the Lesson: How does the teacher develop the lesson?



PLAN TOGETHER

Your Tutor will help you to make a list of the things to look for in 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 will also look out for any differences in participation of the boys and the girls in the class. Your Tutor guided you in the pre-TP sessions on how to interact with at least two pupils during the lesson and how to access and review pupils' exercise books and their teacher's note book (see Teacher Competencies 2-14 in Annex 1). Think about how you will record into your TP Journal what happens in the lesson in such a way that you record at least two key points. Think about the most important thing you learned from your interaction with at least two pupils during the lesson.



DO

Observe the lesson delivery using the checklist you and your TP partner have developed. Put a tick (✓) against any item on the checklist that the teacher covers during the lesson. Record any activity that the teacher engages in which is not on the checklist you are using. Interact with at least two pupils (a girl and a boy) during the lesson carefully observing how they participate in the lesson.

Make a note of any critical incident in the lesson which you did not expect to happen.



REFLECT TOGETHER

Compare your ticked checklist with your TP partner's ticked checklist. Are there any differences in the specific checklists ticked as covered by the teacher? Did you and/or your TP partner record any critical incident during the lesson? What new things have you learned about the delivery of a lesson? Discuss any new things you had not captured in your checklist with your TP partner and add to the checklist you have developed for observing a lesson. Discuss with your TP partner, and later with your TPC, what you learned by interacting with at least two pupils (a girl and a boy) in the lesson.

Record in your TP Journal two key points that you have learned about the delivery of a lesson

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



PLAN TOGETHER

Your Tutor might have helped you 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 he/she collects/marks pupils' work, how he/she summarises the lesson, tidies the classroom, and dismisses the pupils (see Annex 1, Teacher Competency 15). You will need to think about how you will record into your TP Journal two key points about what happens at the end of the lesson in such a way that you will not miss any important details.



DO

Observe the end of the lesson using the checklist you and your TP partner have developed. Put a tick (✓) against any item on the checklist that the teacher covers at the end of the lesson. Record any activity that the teacher engages in which is not on the checklist you are using. Make a note of any critical incident at the end of the lesson which you did not expect to happen.



REFLECT TOGETHER

Compare your ticked checklist with your TP partner's ticked checklist. Are there any differences in the specific checklists ticked by either of you as covered by the teacher? Did you and/or your TP partner record any critical incident at the end of the lesson? What new things have you learned regarding the end of a lesson? Discuss any new things you had not captured in college with your TP partner and add to the checklist you have developed for observing the end of a lesson.

Record in your TP Journal two important points that you have learned on Day 2.

Y1 TP Topic 3: Lesson Planning

Purpose: In this Topic you 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 pupil's understanding: Competency 8 (see Annex 1)

Y1 TP Day 3 - Summary of the Task

How to Plan a Lesson

When you have completed these two Y2 Day 3 TP activities in your observation school you 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

In this activity you and your TP Partner or class teacher will look at the class teacher's lesson plan. The lesson plan should include these sections (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 you through the objectives for the lesson, the sequence and the phases of the lesson plan.



REFLECT TOGETHER

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.

Write down two key points you want to observe about the lesson and compare with your TP partner.

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



PLAN TOGETHER

In this activity you will observe the class teacher introducing the lesson, the activities the pupils and teacher are involved in, and the conclusion of the lesson. You will also observe how the teacher asks questions and how the pupils answer questions during the lesson.



DO

Observe the lesson.

Choose two pupils to observe closely, a girl and a boy. Observe what they do from the beginning to the end of the lesson. What do you notice about how the teacher uses questioning in the lesson? How does the teacher measure the understanding level of the pupils at the end of the lesson? Answer the questions in your 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:
<p>How did the teacher introduce the lesson?</p> <p>What activities did the teacher use to introduce the lesson?</p>	<p>How does the teacher ensure every child participates during the lesson?</p>	<p>How does the teacher measure the understanding level of the pupils at the end of the lesson?</p>



REFLECT TOGETHER

Discuss with your TP partner the steps that are to be observed in lesson delivery following some of the ideas given in the Teacher Competencies Checklist (Annex 1).

What strategies can you use to ensure equal participation of all pupils in the class?

Y1 TP Topic 4: Stimulating and Sustaining Pupils' Interest

Purpose: This Topic will give you 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**Stimulating and Sustaining Pupils' Interest**

When you have completed these Y1 Day 4 TP activities in your observation school you will have:

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

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

Your Tutor has shown you examples of how teachers can review pupils' RPK

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**

Make your own table, similar to the example above, to record how the teacher you are working with reviews pupils' RPK.

**REFLECT TOGETHER**

Answer the following questions with your TP partner or class teacher:

- How did the teacher state the RPK?
- Did they state the RPK in one of the ways your Tutor described?
- How can the RPK have been stated differently?
- 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

Your class teacher will discuss with you the various ways a teacher can make lessons interesting and participatory. These will include activities involving stories, puzzles, songs, role play, etc.

- Think of lessons you have enjoyed. What activities made the lessons interesting?
- Think of lessons you have enjoyed least. Why did you find the lesson less interesting?

Make a list of activities to include in an interesting lesson.



DO

Observe a lesson and identify at least one activity which the pupils most enjoyed and participated in fully. Identify at least one activity which the pupils least enjoyed and barely participated in. Identify the activity which the pupils you have been interacting with enjoyed most (girls and boys). Was there any difference in the enjoyment of girls compared to that of boys?

Record two key findings in your TP Journal.



REFLECT TOGETHER

Share your findings with your TP partner or class teacher. Did you have the same ideas for activities that pupils find interesting or not interesting?

- What made an activity enjoyable?
- What made an activity boring?
- How could the teacher make the lessons more interesting and participatory?

Were the activities you saw in the lesson included in those you listed in the Plan Together discussion? Suggest ways in which the lesson could have been more stimulating, interesting and participatory.

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



PLAN TOGETHER

Discuss with your TP partner the resources the class teacher used in English, mathematics and science lessons in basic schools. Identify TLMs that are ICT-based, such as CDs/DVDs, mobile phones, projectors, television, radio, videos, etc. Identify TLMs that do not use ICT, such as books, Cuisenaire rods, sets of mathematical instruments, word games (e.g. Scrabble), science equipment, etc. Make a table 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

Use a blank version of the above table to record in your TP Journal how the teacher you are working with used appropriate ICTs and TLMs in a lesson you observed.



REFLECT TOGETHER

You and your TP partner should compare notes on ICT-based resources and non-ICT-based TLMs used in the lesson.

- How did the TLMs contribute to the lesson?
- Were the TLMs adequate for the class? How did the pupils use the TLMs?
- Could different TLMs have been used in the same lesson?

Y1 TP Topic 5: Developing the Lesson

Purpose: In this Topic you will become familiar with the arrangement of the classroom, and the 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**Stimulating and Sustaining Pupils' Interest**

When you have completed these Y1 Day 5 TP activities in your observation school you will have:

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

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

In this activity you will consider how the teacher organises the classroom for effective teaching and learning to take place. For example you will observe the teacher's use of chalk board, sitting arrangements, use of TLMs, re-arranging tables and chairs for group work and so on.

**DO**

Study the seating arrangement pattern in the classroom and the activities that the pupils are involved in.

Record in your TP Journal the answers to the following questions as you observe the lesson:

- How does the teacher use the chalk board during the lesson? Can all the pupils see the chalk board easily?
- Do any of the pupils use the chalk board? If so, what do they do on the chalk board?
- How are the pupils seated – ability groups, mixed gender groups, sitting in rows, etc?
- Can the furniture (chairs, benches, tables, desks, etc) be moved around or is it fixed? Is the arrangement of the furniture suitable for the lesson? If not how could it be rearranged?
- Which TLMs does the teacher use in the lesson? Are there enough TLMs for all the pupils to use?

**REFLECT TOGETHER**

Compare with your TP partner what you have recorded from your observation of the classroom environment. Are there any differences in what you observed? Discuss the different points you recorded.

Y1 TP Activity 5.2: Observe the Teacher



PLAN TOGETHER

In the TP preparation activities your Tutor helped you to identify the core Teacher Competencies during a lesson observation (see Annex 1).

HAVE THESE QUESTIONS READY TO GUIDE YOU WHEN YOU OBSERVE THE TEACHER:

- 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

Observe the class teacher for 5 minutes at the beginning of the lesson, five minutes in the middle of the lesson and 5 minutes at the end of the lesson.

Record in your TP Journal two points that you observe 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

Compare what you and your TP partner have recorded in your TP Journal on your observation of the teacher. Discuss the key competencies that you need to practise from your observation of the teacher during this lesson.

Y1 TP Activity 5.3: Observe the Pupils



PLAN TOGETHER

Your Tutor has discussed with you how to observe the pupils in the class and has guided you to make a checklist 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, different ways of grouping pupils (mixed, by ability, friendship) and so on.



DO

Observe what the pupils are doing during the lesson using the list you and your Tutor have developed. 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.

Record, in your TP Journal, two key points you noticed from the pupil observations at the beginning, middle and end of the lesson. Note down any critical incident during the lesson which you did not expect to happen.



REFLECT TOGETHER

After you have observed both the teacher and the pupils in the class, discuss with your TP partner any new observations that you have not been introduced to in your college studies so far.

Record it in your TP Journal.

Y1 TP Topic 6: Classroom Organisation, Management and Control

Purpose: In this Topic you 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

When you have completed these Y1 Day 6 TP activities in your observation school you will have:

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

Y1 TP Activity 6.1: Observation of the management of the learning environment



PLAN TOGETHER

In this activity you will observe how the teacher manages the learning environment including large classes/ multigrade 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, management of classroom resources during the lesson and at the end of the lesson, and so on.



DO

Record in your TP Journal 5-6 examples of class management you observed during the lesson linked to any of the ideas listed in the Plan Together section above.



REFLECT TOGETHER

Why do you think class management strategies are important?
Discuss with your TP partner or class teacher ways of achieving good classroom management.

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



PLAN TOGETHER

In this activity you will be observing 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 rewards hard work, 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 are used by the teacher to discipline children instead of using corporal punishment.



DO

Ask your class teacher for ideas on how bullying and corporal punishment can be avoided in the classroom.

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



REFLECT TOGETHER

With your TP partner reflect on one new strategy you have learned today in relation to pupil behaviour in the classroom. Discuss with your TP partner why do you think bullying and corporal punishment should be discouraged in the classroom environment. Discuss with your TP partner alternative ways to discipline children in the class instead of bullying and corporal punishment.

Record in your TP Journal three ideas for alternatives to corporal punishment.



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 and Questioning Skills

Purpose: In this Topic you 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

When you have completed these Y1 Day 7 TP activities in your observation school you 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 your Tutor discussed with you the reasons for questioning pupils in class during a lesson. Your Tutor also guided you to brainstorm and come up with questions that can be asked in class by both teachers and pupils. You and your TP partner should now think of how teachers' questions can be used to elicit pupils' views in class. Sort the questions in the text box into teacher questions and pupil questions and justify your classification.

- 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

During the lesson observation, record in your TP Journal at least four of the questions the teacher asks in class and four questions the pupils ask.



REFLECT TOGETHER

Review the 'teachers' questions' you identified in the Plan Together activity and those you observed the teacher ask in the lesson observation. Which of the teacher's questions elicited pupils' views? If any question did not elicit pupils' views discuss with your TP partner how the question can be reframed to elicit pupils' views.

Record in your TP Journal an example of a question that did not elicit pupils' views and the reframed question that 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

Your Tutor might have discussed with you the various methods of assessment. These include both oral and written assessment. Discuss with your TP partner or class teacher these formative assessment methods and think about how you will observe pupil assessment during the lesson observation. You and your TP partner or class teacher should plan together which parts of the lesson you will observe and how you can record what the teacher does to evaluate individual pupils' level of understanding.

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

Observe the lesson and list in your TP Journal two oral or written activities the teacher uses to assess pupils' understanding of relevant concepts. Observe two girls and two boys in the class. List one response from each pupil to these activities that shows their level of understanding of the concept.



REFLECT TOGETHER

With your TP partner compare the oral and written activities you observed that provided the teacher with some indication of the pupils' understanding of the concept. From your observation were there 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

With your TP partner, brainstorm two examples of positive feedback and two examples of negative feedback you received from your school teachers in the past. Record your examples in your TP Journal, grouping them into 'positive feedback' and 'negative feedback'. Discuss with your TP partner how pupils respond to teachers' questions and activities when they receive positive feedback compared to when they receive negative feedback.



DO

Observe the lesson and record in your TP Journal, two responses from pupils to which the teacher gave positive feedback and two responses from pupils to which the teacher gave negative feedback.

Observe and record how the pupils reacted to negative and positive feedback.



REFLECT TOGETHER

With your TP partner or class teacher review the two pupil responses that attracted positive feedback and the two pupil responses that attracted negative feedback. Why did some responses attract positive feedback and others attract negative feedback. How can negative feedback 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 you will familiarise yourself 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**

When you have completed these Y1 Day 8 TP activities in your observation school you will have:

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

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

In this activity you will find out from the class teacher and other teachers what clubs, sports and cultural activities are conducted in your observation schools and how those activities are organised.

**DO**

Choose two of the clubs, sports and cultural activities to participate in while you are in the TP School. Ask permission from the teacher in charge before joining the activities. You can ask the teacher in charge how you can assist with the running of the activities. You should also find out in which activities the girls participate 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).

Record the activities observed into the TP Journal so that you do not miss any important details.

**REFLECT TOGETHER**

What new activities have you learnt about or participated in today?
What actions did you engage in, besides observation that enabled you to learn about these new activities? Do you think these activities can promote learning? Explain how this can happen.

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



PLAN TOGETHER

In this activity you should find out what routines and activities are organised by the TP school to encourage pupils to get involved in cleaning the school and around the community. Find out how this is organised and who is involved. Does the clean-up activity work well or how could it be improved? In preparation think about the importance of keeping the environment clean and tidy both at home and at school.



DO

Brainstorm with a small group of six pupils (three girls and three boys) to identify the activities they do keep the school and home clean. Ask the pupils which are the most important clean-up activities and why.

Record in your TP Journal the two most important clean-up activities identified by the pupils and the reasons given by the pupils.



REFLECT TOGETHER

With your TP group, discuss the following questions:

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

Find out how the parents and community are involved in the school activities. 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

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. 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

Discuss these questions with your 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 via busy places, 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 you will 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 you have completed these Y1 Day 9 TP activities on the professional commitment of the teacher, you 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

Teacher behaviour has a strong impact on pupil performance. A good teacher provides positive encouragement and gives pupils the confidence to achieve to their full potential. In this activity you will be trying to find out 'What makes a good teacher?' in terms of their professional behaviour. You will be looking for a role-model of good professional practice. In your college, your Tutor might have guided you to plan what to look for when observing teacher behaviour in the Observation School such as the teacher's approachability, punctuality, dress code, and tolerance. You may also observe teachers' attitude to work, their enthusiasm for teaching and how they reflect on their own practice. You can 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: take care not to criticise the teacher you are observing. This activity is NOT intended to be an 'inspection' of the teacher you observe but rather the observation will trigger some ideas in your mind about how you will in future try to be a good role model of teacher behaviour.



DO

Make a checklist in your TP Journal, as shown in the example below, and add some more ideas to it during a lesson observation. Complete all sections of the checklist:

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

Compare your completed checklist with that of your TP partner. What ideas do you and your TP partner have regarding the role model of positive teacher behaviour? How can the good teacher 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

The teacher has to build good relationships with pupils and their parents, other teachers and the school authorities. In this activity you will think about the different relationships between the teacher and each of these stakeholders.

1

Year 1 : Teaching Practice



DO

Make a checklist in your TP Journal, as shown in the example below and use it during the school observation. Complete all sections of the checklist.

As in Activity 9.1 this is not an inspection of the school or the class teacher but a way to help you 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"> - knows the name of all the pupils in the class and some information about their family background - gives pupils support and encouragement according to their individual needs - encourages girls in the classroom 	<ul style="list-style-type: none"> - shows little interest in the pupils' and only knows a few by name - is unkind to pupils and uses sarcasm
Other teachers	<ul style="list-style-type: none"> - plans together with other teachers 	<ul style="list-style-type: none"> - does not collaborate much with other teachers
Head teacher		<ul style="list-style-type: none"> - does not respect the authority of the head teacher
Parents		
Girls Education Officer		



REFLECT TOGETHER

Compare your completed checklist with that of your TP partner. Discuss with your TP partner and agree the importance of relationships you will need to develop when you become teachers and how you can practise these during each of your Y2 and Y3 teaching practices.

Y1 TP Activity 9.3: Record keeping



PLAN TOGETHER

In this activity you 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 at your CoE, your Tutor might have told you about which documents you should request from the class teacher and how to study the teachers' records. You will need to discuss with your TP partner how you will record in your TP Journal what they will observe about the teachers' records.



DO

Make a list of the documents that your class teacher shares with you and, for each one, write in your TP Journal the main purpose of that document.

Review the class teacher's records of information about their pupils, e.g. record of assessment and test scores, and record of background information about the pupils. Identify from the records of information about the pupils: the headings of what information is recorded e.g. name, date of birth, home town, parents' occupation, test scores for English, maths, science, etc.

Choose four pupils (two girls and two boys) and look at the teacher's records of their test scores and other information the teacher has recorded about their learning achievement. Record in your TP Journal what you can find out about the level of achievement of each child in English, maths and science from the teacher's record.

Make note of any record that the teacher keeps which you had not thought about with your Tutor and Student Teachers during the pre-TP discussion.



REFLECT TOGETHER

Share your findings with your TP partner. What did you both learn from reviewing the record of information about the four pupils and their learning achievement? What other information should be recorded to help the teacher assess the learning achievement of pupils in the class? What items were on your checklist that the teacher did not keep a record of? How can this omission, if any, 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 you 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**

When you have completed these Y1 Day 10 TP activities in your observation school you 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 note vetting by the head teacher.

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

In this activity you will observe how the two main school assemblies are organised every day in the life of the school. These are the morning and afternoon assemblies. Discuss with your TP partner the essence of assemblies, who are involved, what they do, and how it is organised

**DO**

In your TP Journal, make a plan of the school assembly and how each class is arranged. Listen to prefects commanding the assembly for 10 minutes and record what they do. Mark on the plan where the prefects stand. 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. Listen to how announcements are made and observe how the closing ceremony is organised.

In your TP Journal, write down how the class teacher manages the children coming into and leaving the assembly.

**REFLECT TOGETHER**

With your TP partner reflect on these questions:

- What is the main purpose of the morning and afternoon assemblies?
- 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

In this activity Student Teachers will observe how teachers are involved in supervision activities in the school by way of checking pupils' exercises. In your TP Journal make a list of the activities that you need to do when you check the pupils' exercises in the class. These include checking how the teacher gives instructions and checking the pupils' exercise books.



DO

Ask the teacher or head teacher for their advice on the things you should look for when observing teaching and learning activities and checking pupils' exercises.

- Choose four pupils (two girls and two boys) in your TP class;
- 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 books;
- Check the pupils' exercise books at the end of the exercise.



REFLECT TOGETHER

Reflect together with your TP partner on how the teacher monitors teaching and learning by checking pupils' exercise books.

Discuss with your TP partner what new ideas you have learned today.

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



PLAN TOGETHER

In this activity you will have the opportunity to observe how the head teacher vets the teacher's lesson notes. You will need to have access to the class teacher's lesson plans and be familiar with the components that go into the plan. You should have access to the lesson plan chart posted in the school office which shows the timetable for teachers to submit the lesson notes, the day and date, those who submitted and those who didn't, those vetted and those yet to be vetted.

In your TP Journal make a list of what you think the head teacher will be checking when the teachers' lesson plans are vetted.



DO

Ask the head teacher for guidance on how the teachers' notes are vetted.

Ask the class teacher to give you three examples of the kinds of suggestions the head teacher gives the teachers regarding the preparation of the lesson notes.



REFLECT TOGETHER

Compare what the head teacher says is checked with what the teacher says the head teacher checks in the lesson plans.

Discuss with your 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)

Purpose: In this Topic you will review and reflect on your School Observation TP experience with your 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 TP post-observation activities with your Tutor you will have:

- analysed the notes that you 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 you, as Student Teachers, in the absence of your Tutors during the 10 days of School Observation TP. Therefore, during the Y1 post-observation TP activities, your Tutor should review and reflect together with the whole Student Teacher group, on your overall Y1 TP learning experiences.

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

In this activity, you will discuss the outcomes of the Y1 TP observation with your TP group at college. Read through your TP Journal, think individually about what you have recorded, analyse what you have observed throughout the 10 days observation period, and consider how you will incorporate or use them in your teaching career in future.

**DO**

Your Tutor will ask you to introduce yourself stating your name, the name of your TP Observation School and to describe two facts about the TP school from your 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.

Your Tutor will put you into groups to do a Think-Pair-Share activity on what you have observed in the TP schools.

THINK: What were the two most interesting activities and the two most difficult activities 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

With your TP class, discuss how the TP Journal helped you in the Observation TP and how you 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

In this activity you will reflect on and review your understanding of Teacher Competencies by reading through the Teacher Competencies listed in Annex 1. Your Tutor will remind you of the four main competencies required of teachers: professional knowledge, professional skills, professional values and commitment, and professional development.

Brainstorm with your TP partner the main competencies required of teachers.



DO

Which of the Teacher Competencies did you observe in your TP School? Look back through your TP Journal and find any record you made of the Teacher Competencies you observed.



REFLECT TOGETHER

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 you have completed your school Observation Teaching Practice, think about the knowledge and skills you have gained from the experience. Think of all the situations you observed. Choose four main observation activities and write down the skills and knowledge you have acquired.



DO

Make your Skills and Knowledge Observation Record like this in your TP Journal.

OBSERVATION/SITUATION	SKILLS	KNOWLEDGE
observed a lesson		
observed morning assembly		



REFLECT TOGETHER

Review the skills and knowledge you gained and recorded in the Skills and Knowledge Observation Record. Compare your Skills and Knowledge Observation Record with your TP partner or TP group. Finally, assess which two observation activities helped you to gain the most knowledge and skills. Explain why/how.

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
1. The teacher uses strategies to open the lesson	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:
2. The teacher uses strategies to provide clear explanations for new concepts, knowledge or skills	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:
3. The teacher uses different TLMs to facilitate learning	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:
4. The teacher uses different interactive methods/activities to facilitate learning	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:
5. The teacher asks pupils a range of questions during the lesson	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>6. The teacher promotes and manages whole class discussion</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>7. The teacher uses strategies to organise and execute group or pair work (Be sympathetic to large class sizes when marking)</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>8. The teacher uses strategies to assess pupil understanding</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>9. The teacher gives constructive feedback on pupil's answers, work or effort</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
10. The teacher uses techniques to address mixed abilities	<ul style="list-style-type: none"> a) Uses peer teaching b) Gives individual coaching/support c) Has pupils give each other support in mixed ability groups d) Gives more/different activities to keep excellent pupils challenged e) Other:
11. The teacher applies all teaching methods equally to boys and girls	<ul style="list-style-type: none"> a) Gives equal chance to girls and boys to ask/answer questions b) Assigns leadership roles equally to girls and boys in lesson activities c) Makes sure girls and boys participate equally in activities d) Allows sufficient time for girls and boys who may be shy or afraid to speak out e) Checks if both girls and boys equally understand the lesson f) Provides constructive feedback to both girls and boys in class g) Other:
12. The teacher uses strategies to challenge traditional gender roles and norms	<ul style="list-style-type: none"> a) Uses learning materials that do not portray traditional gender roles (e.g. women cooking/cleaning and men working) b) Points out and discusses traditional gender roles that appear in materials (e.g. discusses how gender roles are problematic) c) Actively uses examples (in exercises or activities) that challenge or reverse traditional gender roles (e.g. show men cooking) d) Makes girls and boys feel comfortable/confident to not follow traditional gender roles (e.g. boys cooking, girls being doctors) e) Other:
13. The teacher uses strategies to effectively manage a class (particularly a large class)	<ul style="list-style-type: none"> a) Uses strategies to get the class ready for learning which do not require shouting, threats or violence b) Makes the lesson interesting to draw the attention of almost all pupils in class c) Is able to divide and share resources amongst all the pupils d) Establishes clear rules and expectations for pupil conduct e) Other:
14. The teacher has clearly paid attention to the seating arrangements in the classroom	<ul style="list-style-type: none"> a) Pupils who need more support (physical/learning disabilities) are sitting at the front b) Girls and boys are equally mixed throughout the classroom c) Quiet and more vocal pupils are equally mixed throughout the classroom (quiet pupils are not all sitting at the back) d) Other
15. The teacher uses strategies to close the lesson	<ul style="list-style-type: none"> a) Reviews core concepts/skills from the lesson b) Summarises what has been taught c) Asks if pupils have any more questions d) Other

Year 1 : Teaching Practice

Teacher Competencies	Examples of Actions or Strategies
16. The teacher has a clear, high-quality lesson plan or activity plan for parts of the lesson	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

Week Ending:		Class:	
Subject:		Average Age:	
Reference:		No. on Roll:	

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

Annex 3. Lesson Observation Format

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

Student Teacher's Name:			
TP School:			
Class:			
Subject:		Topic:	

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

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
Objectives And Core Points In Lesson Plan		
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.

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

3 - Good	2 - Satisfactory	1 - Poor
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 : Teaching Practice

Item and Score	5- Outstanding	4 – Very Good
Objectives And Core Points In Lesson Plan		
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 : Teaching Practice

Item and Score	5- Outstanding	4 – Very Good
Objectives And Core Points In Lesson Plan		
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 : Teaching Practice

Item and Score	5- Outstanding	4 – Very Good
Objectives And Core Points In Lesson Plan		
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>1. The Mentor makes sure that their school sexual harassment policy has been developed and implemented</p>	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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) 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.) 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 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.) v. The HT disseminates the sexual harassment definition, reporting system and reprimand system to all teachers, Student Teachers, pupils and community members b) The Mentor ensures that all Student Teachers are aware of the school’s sexual harassment policy and reporting system c) The Mentor monitors female Student Teachers’ relationships with staff/community members to make sure they are free from sexual harassment
<p>2. The Mentor helps to secure gender responsive accommodation for female Student Teachers</p>	<ul style="list-style-type: none"> a) The Mentor meets with their Student Teacher before teaching practice begins to help them find safe accommodation b) The Mentor ensures that their Student Teacher does not have to live with a teacher, Mentor or member of staff 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 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 e) If possible, the Mentor tries to ensure that pairs of female Student Teachers find accommodation together

Gender Responsive competencies for Mentors	Example actions or strategies:
3. The Mentor ensures gender responsive treatment of Student Teachers at the school	<ul style="list-style-type: none"> 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) b) The Mentor ensures that female and male Student Teachers are treated equally by staff, community and pupils 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 d) The Mentor ensures that female and male Student Teachers have equal access to school resources and teaching/learning materials e) The Mentor encourages and supports female Student Teachers in teaching subjects like maths and science f) The Mentor encourages female Student Teachers to take leadership roles during teaching practice g) The Mentor supports and makes allowances for female Student Teachers who have to balance family responsibilities (such as marriage, pregnancy, child-care)
4. The Mentor provides gender responsive support to Student Teacher well-being	<ul style="list-style-type: none"> a) The Mentor builds confidence in Student Teachers, especially females b) The Mentor monitors female Student Teachers' day-to-day well-being c) The Mentor takes action to address female Student Teachers' problems/needs d) The Mentor makes sure that female Student Teachers feel comfortable and secure e) The Mentor ensures that female teacher toilets have water and hygiene bins and that female Student Teachers are allowed to use these
5. The Mentor demonstrates gender responsive classroom practices while co-teaching with Student Teachers	<ul style="list-style-type: none"> a) The Mentor shows Student Teachers how to give equal chances to girls and boys to ask/answer questions b) The Mentor shows Student Teachers how to assign leadership roles equally to girls and boys in lesson activities c) The Mentor shows Student Teachers how to make sure girls and boys participate equally in activities d) The Mentor shows Student Teachers how to be patient with girls and boys who may be shy or afraid to speak out e) The Mentor shows Student Teachers how to check if both girls and boys equally understand the lesson f) The Mentor shows Student Teachers how to provide constructive verbal feedback to both girls and boys in class
6. The Mentor demonstrates classroom strategies to challenge traditional gender roles	<ul style="list-style-type: none"> 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) 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

Gender Responsive competencies for Mentors	Example actions or strategies:
	<ul style="list-style-type: none"> 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) 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) e) The Mentor shows Student Teachers how to support/encourage girls in studying and achieving in subjects like maths and science
<p>7. The Lead Mentor contributes to improving the school's gender responsive Mentoring practices</p>	<ul style="list-style-type: none"> 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) b) The Lead Mentor completes the Gender Responsive Scorecard after every teaching practice and reflects on how they can improve next time c) The Lead Mentor has all Student Teachers anonymously appraise their Mentors using the Gender Responsive Scorecard at the end of their teaching practice d) The Lead Mentor collects and looks at all the Student Teachers' appraisals of their Mentors and identifies areas that need improvement e) The Lead Mentor facilitates discussion with other Mentors to choose/prioritise follow-up actions for areas that need improvement f) The Lead Mentor advocates/budgets for gender responsive training for all staff and Mentors g) The Lead Mentor advocates/budgets for gender responsive infrastructure improvements

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?

