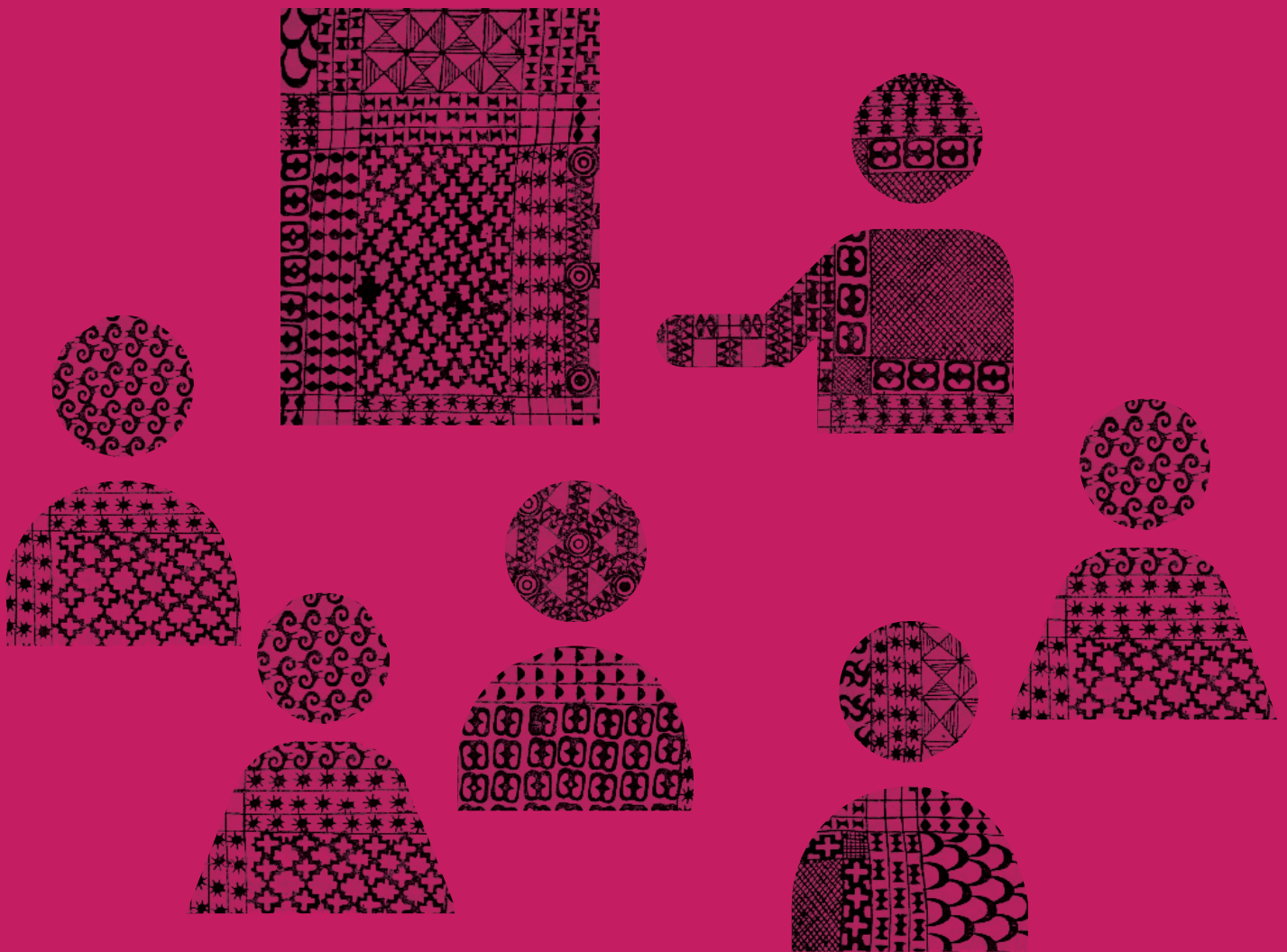


Teaching Practice

STUDENT TEACHER HANDBOOK





Schools Partnership Programme

Year 2-3: Teaching Practice
Student Teacher Handbook



The Government of Ghana



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ABBREVIATIONS

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

FOREWORD

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

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

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

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

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

Teaching Practice Guidelines for 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 2 - 3: 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).

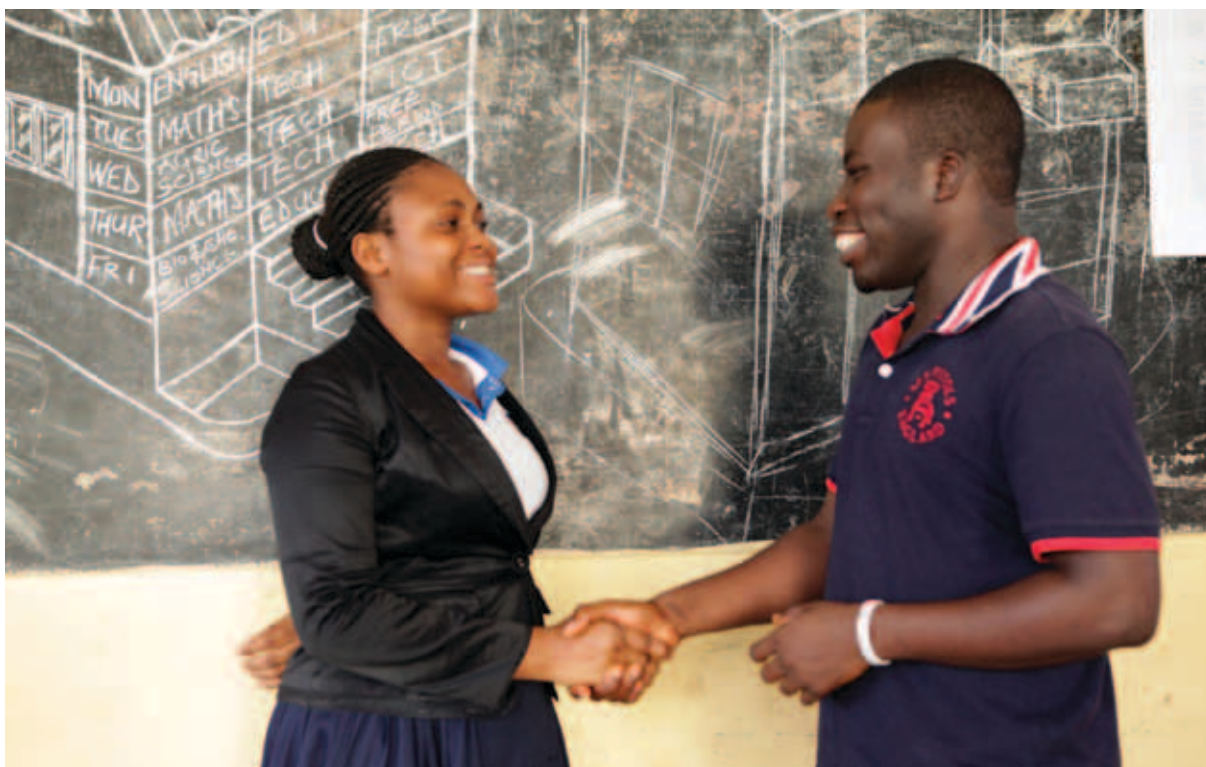
During your teaching practice, you will learn how to adopt gender-sensitive approaches to teaching and learning. The GEO may visit your school during the teaching practice and should discuss with you how to improve your skills in gender-sensitive education.

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 2 - 3: Teaching Practice

Outline Content for Year 1 School Observation Teaching Practice

NOTE for Year 2 Student Teachers in Academic Year 2015/2016: As a Year 2 Student Teacher you will have already completed your Year 1 Observation TP in the Academic Year 2014/2015. For your information, the outline contents for future Year 1 Teaching Practice is provided (below). The Y2 and Y3 TP activities are described in detail in the next two sections of this Student Teacher Handbook.

You will be able to use these activities in your Year 2 On-Campus Teaching Practice and Year 3 Off-Campus Teaching Practice. Your CoE Tutors will provide you with support during each TP, and Mentors in the TP schools will provide you with support during the Year 3 Off-Campus TP.

Y1 Observation Teaching Practice Activities

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

Teaching Practice Framework: Year 1 Observation Teaching Practice

Pre-Observation Activities (college-based)

Topic 1. Familiarisation with School Organisation

Topic 2. Observing a Lesson – What to look for

Topic 3. Lesson Planning

Topic 4. Stimulating and Sustaining Pupils' Interest

Topic 5. Developing the Lesson

Topic 6. Classroom Organisation, Management and Control

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

Topic 8. Co-Curriculum Activities

Topic 9. Professional Commitment of the Teacher

Topic 10. School Leadership

Post-Observation Teaching Practice Activities (college-based)



Year 2 On-Campus Teaching Practice

Y2 On-Campus Teaching Practice Activities

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

Purpose: In Year 2 On-Campus Teaching Practice:

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

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

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

Teaching Practice Framework: Year 2 On-Campus Teaching Practice

Pre-On-Campus Teaching Practice Activities

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

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

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

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

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

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

Post-On-Campus Teaching Practice Activities

TOPICS AND ACTIVITIES FOR YEAR 2 ON-CAMPUS TEACHING PRACTICE

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

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

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

Pre-TP Activity 2: Using the TP Journal

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

Y2 Pre-TP Activities - Summary of the Task

When you have completed these three Y2 Pre-TP Activities with your Tutor you will be:

- familiar with the competencies and assessment for Y2 On-Campus Teaching Practice;
- able to use the TP Journal for Y2 TP;
- aware of the Tutor and Student Teacher roles and relationships.

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

In your DBE programme your Tutor will have introduced you to Teacher Competencies (see Annex 1 and summary Text Box) and Assessment Procedures that you will practise in the Y2 TP (see Annex 4).

Your Tutor will assess how well you are able to demonstrate each of these competencies and together you will identify those competencies you need to improve.

Discuss with your TP group each Teacher Competency (see Annex 1) included in the assessment for Y2 TP. Discuss how they can be demonstrated in the Y2 TP and how they are included as part of your Y2 TP assessment.

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

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

**DO**

Work with your TP partner. Look ahead in your Student Teacher Handbook and identify which Teacher Competencies you will have to demonstrate each week of the Y2 TP.

In your TP Journal make a table showing the week-by-week Teacher Competencies, as below:

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

**REFLECT TOGETHER**

Compare your answers with your TP partner/TP group. Note the Teacher Competencies you think are your strengths and those you feel less confident about. Reflect also on the Teacher Competencies you observed in Y1 Observation TP.

Pre-TP Activity 2: Using the TP Journal



PLAN TOGETHER

Your Tutor will introduce you to the ways you will use the TP Journal during Y2 TP, starting with the recording of Teacher Competencies (see Pre-TP Activity 1 above). Look back at Pre-TP Activity 1 and the introductory section of this Handbook on how to use the TP Journal.



DO

Read the instructions given in the Introduction section of this handbook on how to use your TP Journal. Review what you wrote in your TP Journal in Y1 Observation TP and how this record was used by you and your Tutor to assess your Y1 Observation TP performance.



REFLECT TOGETHER

Discuss with your TP partner your understanding of the importance of the TP Journal for your TP assessment and how well you are completing the TP Journal. What do you need to improve in the use of your own TP Journal?

Review and compare what you have recorded in your TP Journal since Y1. Remember your TP Journal will be used by your Tutor as part of your TP assessment, so it is important to keep it up-to-date. You should be serious about keeping a good TP Journal.

Pre-TP Activity 3: Tutor and Student Teacher relationship



PLAN TOGETHER

Brainstorm with your TP group on each of the key words in the textbox in the context of good relationships between Student Teacher and Tutor. Identify how to build good relationships with your Tutors and think of some situations that can result in poor relationships. Brainstorm with your TP group on each of the key words in the textbox in the context of good relationships between Student Teacher and Tutor. Identify how to build good relationships with your Tutors and think of some situations that can result in poor relationships.

Key Words: Positive Relationships between Student Teacher and Tutor

- communication
- discipline
- professional support
- personal safety



DO

In your TP groups, prepare and act out a role play between a Tutor and a Student Teacher. First, role play to show a poor relationship and then demonstrate a good relationship. Example Scenario: When a Tutor arrived at the classroom for supervision, the Student Teacher was teaching without a lesson plan. How did the Tutor respond to the Student Teacher's behaviour? After watching the role play, complete the table below in your TP Journal.

List examples of negative Student Teacher and Tutor relationships	List examples of positive Student Teacher and Tutor relationships
i	i
ii	ii



REFLECT TOGETHER

Discuss with your Tutors and TP partner the actions to be taken if there are problems in the relationship between Student Teacher and Tutor or problems in relationships among Student Teachers (see Annex 5). Keep the discussion general and avoid personalising and naming of individuals. Compare the DOs and DON'Ts from your discussions, with your TP group.

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

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

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

Activity 1.2: Group Work in Lower Primary classes

Activity 1.3: Games and Songs in Lower Primary classes

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

Y2 TP Week 1 - Summary of the Task

When you have completed these three Y2 Week 1 activities with your Tutor you will have:

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

Y2 TP Activity 1.1: Appropriate use of ICT and TLM in Lower Primary classes
(link to STPD T6 and T11)



PLAN TOGETHER

For the peer teaching practice activity this week, working with your TP partner, plan an LP English, maths or science lesson that includes the use of one type of ICT and use of TLMs. Choose a topic from the Grade 1 or Grade 2 curriculum and prepare a lesson plan. In the lesson plan describe the ICT and TLM you will use and decide with your TP partner which parts of the lesson each of you will teach.



DO

Teach the lesson with your TP partner according to the lesson plan.

REMEMBER – you need to demonstrate **ways of stimulating and sustaining pupils’ interest** through the use of ICT and TLMs – think about **what the pupils will be doing with the materials**, and not only **what you will be doing as the teacher**.

Record this table in your TP Journal. Write three bullet points in each column.

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



REFLECT TOGETHER

After the TP lesson your Tutor may ask the other Student Teachers in the class to give some feedback and your Tutor may also provide you with some constructive comments. Discuss with your TP partner which parts of the lesson went well and which parts could be improved.

Record in your TP Journal two points for each.

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



PLAN TOGETHER

In this activity you and your TP partner will prepare a group-work activity. Choose a topic from the LP English, maths or science curriculum. Think of a group-work activity, e.g. an open question such as “which is your favourite animal and why?”, that pupils talk about in their group and decide how to answer; or a simple picture and word matching game for each group. Make a lesson plan for the group-work activity. Think about how much time you will have in the lesson and how much time the pupils will need to complete the activity. Decide with your TP partner which parts of the lesson each of you will teach. **REMEMBER:** you need to demonstrate **ways of stimulating and sustaining pupils’ interest** – think about **what the pupils will be doing in the group work activity**, and not only **what you will be doing as the teacher**.



DO

Teach the lesson with your TP partner according to the lesson plan.



REFLECT TOGETHER

In your TP group, reflect on the modalities for grouping, group dynamics, class control, etc. and how challenging and interesting these were for the pupils.

Listen to the feedback and constructive comments from your Tutor and other Student Teachers in the class to identify which parts of the lesson went well and which parts could be improved on.

Record in your TP Journal two points on what went well and two points on what could be improved.

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



PLAN TOGETHER

Use the STPD Creative Approaches Theme T1 that you studied with your Tutor. Review the ideas from T1 and choose an activity from the Games and Songs Teaching Strategies to try out in your next peer teaching practice. Prepare a lesson plan for the chosen activity with your TP partner remembering to allocate some parts of the lesson to each of you. Remember to focus your lesson on **ways of stimulating and sustaining pupils’ interest** – think about **what the pupils will be doing during the games and songs activities**, and not only **what you will be doing as the teacher**.



DO

Teach the lesson with your TP partner according to the lesson plan.



REFLECT TOGETHER

Compare your TP Games and Songs lesson with lessons that other Student Teachers in your class presented. Listen to the feedback and constructive comments from your Tutor and other Student Teachers in the class. Discuss with your TP partner which parts of your lesson could be improved from ideas that you learned from other Student Teacher peer TP lessons you have observed.

Record in your TP Journal two points you could use to improve your lesson.

STUDENT TEACHER SELF-ASSESSMENT QUESTION:

To guide your learning and to improve your professional skills as a teacher, ask yourself these questions, write an answer in your TP Journal and give yourself a score for each question:

- How well prepared were you for the three TP peer teaching activities?
- How suitable do you think the activities were for Lower Primary pupils?
- How did the Student Teachers/pupils react to your lessons? (enjoyed, bored, active, etc)

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

Y2 TP Topic 2: “Stimulating and Sustaining Pupils’ Interest” Peer Teaching in Upper Primary (UP)

Purpose: In this Topic you will peer-teach three Upper Primary lessons, one for each activity

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

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

Activity 2.3: Role Play and Demonstration in Upper Primary classes

Competencies: Student Teacher demonstrates:

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

Y2 TP Week 2 - Summary of the Task

When you have completed these three Y2 Week 2 activities with your Tutor you will have:

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

Y2 TP Activity 2.1: Appropriate use of ICT and use of TLMs in UP classes
(link to STPD T2 Questioning)



PLAN TOGETHER

In your subject specialist classes and STPD sessions, your Tutor will have introduced some ideas for using ICT and TLM in the UP classes. Working with your TP partner, plan a UP English, maths or science lesson that includes the use of one type of ICT and use of TLMs. Choose a lesson from the Grade 4 or Grade 5 curriculum and prepare a lesson plan in which you describe the ICT and TLMs you will use. Decide with your TP partner which part of the lesson each of you will teach.

REMEMBER- you need to demonstrate **ways of stimulating and sustaining pupils’ interest** through the use of the materials - so you must think about **what the pupils will be doing** as well as **what you will be doing**.

Complete the following table in your TP Journal:

What I will be doing as the Peer Teacher:	What the pupils (or Student Teachers acting as pupils) will be doing:



DO

Teach the lesson with your TP partner according to the lesson plan. Your Tutor will try to arrange for your peer-teaching practices to be delivered in neighbouring schools when possible so that you can gain experience of teaching pupils in a real classroom situation.

**REFLECT TOGETHER**

After the TP lesson the other Student Teachers in the class will give some feedback and your Tutor will also provide some constructive comments specific to the competencies you have practised. Reflect on the difference if any, between the LP and UP activities in relation to the competencies you practised. Discuss with your TP partner which part of the lesson went well and which part could be improved.

Record in your TP Journal two points which went well and two points which could be improved.

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

Prepare a pair- and group-work activity. Review the ideas that were presented in the STPD T4 Group Work Theme. Choose a topic from the UP English, maths or science curriculum and think of a pair- and group-work activity. Think of an open question relevant to your chosen lesson, for example 'Why do we wash our hands before eating?' Make a lesson plan for the pair- and group-work activity. Decide with your TP partner which part of the lesson each of you will teach.

Remember to focus on **ways of stimulating and sustaining pupils' interest** through group work activities - think about **what the pupils will be doing** as well as **what you will be doing**.

**DO**

Teach the lesson with your TP partner according to the lesson plan.

**REFLECT TOGETHER**

Listen to the feedback and constructive comments from your Tutor and other Student Teachers in the class on this activity. Reflect on how different the group dynamics, class control, etc. in LP classes are from those in UP classes. Discuss with your TP partner which part of the lesson went well and which part needs improvement.

Record in your TP Journal two points for each one.

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

Review the STPD T1 Creative Approaches, Role Play Teaching Strategy that you have studied with your Tutor. Choose an activity from the Role Play Teaching Strategy and prepare a lesson plan with your TP partner. Allocate some part of the lesson to each of you. Remember to focus on **ways of stimulating and sustaining pupils' interest through role play and demonstration** - think about **what the pupils will be doing** as well as **what you will be doing**.

**DO**

Teach the lesson with your TP partner according to the lesson plan.

**REFLECT TOGETHER**

Compare your TP Role Play and Demonstration lesson with lessons that other Student Teachers presented. Discuss with your TP partner ways that your lessons could be improved.

Record in your TP Journal two points to improve your lessons.

Student Teacher Self-Assessment Question: to guide your learning and improve your professional skills, ask yourself the following questions. Write brief answers in your TP Journal and give yourself a score for each question:

- How well-prepared were you for the three TP peer-teaching activities?
- How suitable do you think the activities were for Upper Primary pupils?
- How did the pupils/Student Teachers react to your lessons? (enjoyed, bored, active, etc)

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

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

Purpose: In this Topic you will peer-teach three JHS lessons, one for each activity.

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

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

Activity 3.3: Formative Assessment in JHS classes

Competencies: Student Teacher demonstrates:

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

Y2 TP Week 3 - Summary of the Task

When you have completed these three Y2 Week 3 activities with your Tutor you will have:

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

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



PLAN TOGETHER

Your Tutor will tell you which subject to teach from the JHS English, maths or science curriculum. Choose a topic in the given subject. Discuss and make two lesson plans with your TP partner, one on the use of direct instruction and another lesson plan to practise enquiry-based learning (see Text Box).

Direct Instruction: the teacher stands at the front of the class and the lesson is teacher-centred

Enquiry-Based learning: involves the learner in posing questions and problem solving and the lesson is learner-centred

Decide with your TP partner which part of the lesson each of you will teach and prepare everything you need for the lesson. **REMEMBER:** you need to determine **ways of stimulating and sustaining pupils' interest** through the use of direct instruction and enquiry-based learning.



DO

Teach the two lessons with your TP partner according to the lesson plans.



REFLECT TOGETHER

Compare the effectiveness of the two lessons - Direct Instruction and Enquiry-Based learning. Discuss with your TP partner whether the teaching methodology was appropriate to the topic and the class. Identify which parts of the lessons went well and which parts need to be improved.

In your TP Journal record two points that were successful and two points for improvement in future.

Y2 TP Activity 3.2: Think-Pair-Share



PLAN TOGETHER

With your TP partner, prepare a Think-Pair-Share activity for a JHS lesson. First, your Tutor should tell you which subject you will teach (English, maths or science). Then choose the topic to teach. Think of the best way to organise the pupils into pairs and the most appropriate pair-work activity for your topic (see Text Boxes).

Include activities in your lesson plan for each of the three steps of Think-Pair-Share.

For example:

Step 1 THINK: ask the pupils to think about their responses to an open question or a problem such as 'solve this algorithm in your head: $18 \times 5 = ?$ '; then write how you worked out the answer.

Step 2 PAIR: discuss with your partner how you worked out the answer. Can you think of other ways to solve the algorithm?

Step 3 SHARE: share with the rest of the class the most interesting solution you found.

NOTE: Include the Formative Assessment activity (Y2 TP Activity 3.3) in your lesson plan.

Ways of Organising Pupils for Pair- and Group- Work

- mixed ability pairs/groups
- same ability pairs/groups
- girls only and boys only pairs/groups
- mixed girls and boys pairs / groups
- pupils choose their own pairs / groups



DO

Prepare your lesson using Think-Pair-Share incorporating the formative assessment activity (Y2 TP Activity 3.3, below), Teach the lesson with your TP partner using peer-teaching as planned.

Ideas for Group Work Activities

- Brainstorm
- Make a list
- Discuss an open question
- Prepare a short presentation
- Prepare a role play



REFLECT TOGETHER

Reflect with your TP partner on what was successful in the Think-Pair-Share activity. What needs to be improved?

Examples of Formative Assessment

- checking pupils' work
- asking probing questions and listening to pupils answers
- observing pupils during group work and project work

Write in your TP Journal two ideas for improving your classroom organisation.

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

Prepare a lesson activity that includes a formative assessment of pupils' learning achievement (see Text Box). Include the formative assessment activity at the end of the Think-Pair-Share lesson (Y2 TP Activity 3.2). Review your DBE programme notes on Formative Assessment for ideas you can incorporate in the lesson.

**DO**

Conduct the formative assessment lesson activities as part of the Think-Pair-Share lesson (Y2 TP Activity 3.2). In the lesson, assess pupils' learning and provide them with feedback on their performance.

**REFLECT TOGETHER**

Which of the formative assessment strategies have you observed in your peer-teaching lessons during Y2 Week 3 TP? Which strategies worked well? Discuss with your TP group why some strategies were more successful than others.

Student Teacher Self-Assessment Question:

To guide your learning and to help you improve your professional skills, ask yourself these questions. Write brief answers in your TP Journal and give yourself a score for each question:

- How well-prepared were you for the LP, UP and JHS TP peer-teaching activities?
- How suitable do you think the activities were for JHS pupils?
- How did the pupils or Student Teachers react in your lessons? (e.g. enjoyed, bored, active, etc)

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

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

Purpose: In this Topic you will practise individual teaching of a lesson focusing on sequence and activities at Lower Primary.

Activity 4.1: Lesson preparation and lesson introduction in LP classes

Activity 4.2: Lesson activities in LP classes

Activity 4.3: Formative Assessment in LP classes

Competencies: Student Teacher demonstrates:

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

Y2 TP Week 4 - Summary of the Task

When you have completed these three Y2 Week 4 individual teaching activities you will have:

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

Y2 TP Activity 4.1: Lesson preparation and lesson introduction



PLAN TOGETHER

Plan these LP lessons together with your TP partner. In this individual teaching practice lesson you will plan a lesson and practise how to introduce the lesson in a LP class in English, maths or science (see Competency 1, Annex 1). Prepare in advance everything you will need to teach the lesson. Make or organise real or improvised TLMs that are appropriate for the lesson topic (see Competency 3, Annex 1). Consider whether there are enough TLMs for the pupils to use.



DO

Teach the LP English, maths or science lesson introduction to your peer Student Teachers who will be acting as LP pupils, using real or improvised TLMs that you have prepared.



REFLECT TOGETHER

Listen to comments from your peer Student Teachers acting as LP pupils on what they observed about your lesson preparation and lesson introduction: what went well and what requires improvement. Refer to Competencies 1 and 3 (Annex 1) when you reflect on the activity. Your Tutor should also evaluate what you, as an individual teacher, did in your TP and provide comments and constructive feedback on ways of improving your lesson preparation and lesson introduction.

Y2 TP Activity 4.2: Games and Songs, Group Work and Q&A

(link to STPD T1 Creative Approaches; T4 Group Work; T2 Questioning)



PLAN TOGETHER

In this activity you as a Student Teacher will use the STPD T1 Creative Approaches Theme. Your Tutor will review with you the ideas from T1 and guide you to choose an activity from the 'Games and Songs' Teaching Strategies to try out in your individual teaching. Choose a topic from the LP English, maths or science curriculum and prepare a lesson including group-work activities (see Text Boxes on 'Ways of Organising Pupils for Pair and Group Work' and 'Ideas for Group-Work Activities', Y2 TP Activity 3.2 and STPD T4 Group Work).

In your lesson planning think of how you will pose different types of questions (closed, open and probing) and indicate the types of questions and strategies you will use to elicit information from pupils in a LP class when teaching.

Question Types

Closed Questions require a one-word answer or single response e.g. Yes/No answers and multiple choice.

Open Questions allow for longer answers and different answers from each pupil. The answers can be more creative and can reveal a pupil's understanding.

Probing Questions allow pupils to answer more fully.



DO

Teach the LP English, maths or science lesson according to your lesson plan. Include in the lesson (i) a game or song, (ii) a group-work activity and (iii) different types of questions.



REFLECT TOGETHER

Listen to comments from your peer Student Teachers who either observed you teaching pupils in a nearby school or who acted as pupils in the CoE classroom. They should tell you what went well and what needs improvement in your use of questions and answers and group work. Your Tutor will evaluate your use of questions and answers and group work, and will give you comments and constructive feedback to help you to improve your teaching skills and competencies.

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



PLAN TOGETHER

In this activity you will use the STPD Assessment for Learning Theme T7 on Formative Assessment to conduct formative assessment in LP classes in English, maths or science. Plan to use both written and oral assessment strategies when teaching pupils and provide feedback to them accordingly. For example plan the written exercises and oral questions to ask, and mark pupils' exercises before, during and after lesson delivery (see Annex 1, Teacher Competencies 8 and 9). Pay attention to pupils' individual academic needs when planning.

Examples of Formative Assessment Activities

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

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



DO

Conduct a formative assessment of English, maths or science in an LP class using written and oral assessment strategies and providing feedback to pupils when appropriate. You may incorporate the formative assessment activity at the end of the Y2 week 4 Activity 4.2 lesson.



REFLECT TOGETHER

Your peer Student Teachers will give comments on your formative assessment activity. Your Tutors will provide constructive feedback on your use of formative assessment to help you to improve your teaching skills.

Record in your TP Journal two points you need to improve in conducting formative assessment.

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

Purpose: In this Topic you will practise individual teaching of a lesson focusing on sequence and activities at Upper Primary.

Activity 5.1: Lesson preparation and lesson introduction in UP classes

Activity 5.2: Lesson activities in UP classes

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

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

Y2 TP Week 5 - Summary of the Task

When you have completed these three Y2 Week 5 activities you will have:

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

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

In the DBE programme you will have been introduced to lesson sequence and activities in teaching. For the individual teaching exercise this week, you will need to prepare a lesson to be delivered in UP English, maths or science classes focusing on lesson introduction. You will need to prepare or improvise TLMs that are appropriate for the lesson. Review the Teacher Competencies for lesson preparation and lesson introduction (see Annex 1, Competency 3). Plan how you will reduce teacher talk time and allow plenty of time for both girls and boys (female and male peer Student Teachers) to participate equally in the lesson.

The delivery of the lesson will need to be conducted in the CoE using peer Student Teachers because only the introduction of the lesson is practised. So this cannot be taught very easily in a school teaching practice situation.

**DO**

Teach the UP English, maths or science lesson introduction incorporating TLMs you have prepared in advance of the lesson, reducing teacher talk time and ensuring that both girls and boys participate equally.

**REFLECT TOGETHER**

Your peer Student Teachers who act as UP pupils will give comments on what they have observed in the lesson introduction and will give suggestions for improvement. Your Tutor will also evaluate your lesson introduction and provide comments and constructive feedback on ways you can improve your lesson preparation and introduction.

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



PLAN TOGETHER

In this activity you will use the STPD T2 Questioning Theme. Your Tutor will review with you the ideas from T2 and guide you to choose an activity from the Brainstorming approach to try out in your individual teaching lesson. Choose a topic from the UP English, maths or science curriculum and identify an appropriate brainstorming approach for the lesson. Think of how you will pose different types of questions (closed, open and probing – see Text Box in Y2 TP Activity 4.2) and indicate the types of questions and strategies you will use to elicit information from pupils in the UP class, for example, probing when teaching. Prepare a lesson plan and any TLMs needed to teach the selected activity in your individual teaching practice.



DO

Teach your lesson using the brainstorming approach that you have planned. Remember to organise the pupils for the brainstorming activity and use open and probing questioning approaches.



REFLECT TOGETHER

Allow your peer Student Teachers who either observed you teaching pupils in a nearby school or who acted as pupils in the CoE classroom to make comments on what they observed during your lesson. They should provide feedback to you on what went well and what needs improvement in the use of brainstorming, open and probing questions. Your Tutor will evaluate your use of brainstorming, and use of open and probing questions. They will give comments and constructive feedback to help you to improve your teaching skills and competencies.

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



PLAN TOGETHER

In this activity you will use the STPD Assessment for Learning Theme T7 that you studied with your Tutor to help you plan how to practise the skills and knowledge of classroom assessment in an UP class. In your preparation, reflect on what you have learnt and practised in your assessment lessons in your DBE programme. (See Text Box in Y2 TP Activity 4.3 for examples of Formative Assessment Activities). Pay attention to pupils' individual academic needs during your planning.



DO

Conduct a formative assessment of English, maths or science in an UP class using written and oral assessment strategies and providing feedback to pupils when appropriate. You may incorporate the formative assessment activity at the end of Y2 week 5 Activity 5.2.



REFLECT TOGETHER

Your peer Student Teachers may point out what went well or needs improvement when conducting assessment activities.

Listen to the overall comments and constructive feedback from your Tutor and peer Student Teachers observations and record in your TP Journal two points that need improvement when conducting pupil assessment.

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

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

Activity 6.1: Pre-lesson preparation and lesson introduction in JHS classes

Activity 6.2: Lesson Activities in JHS classes

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

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

Y2 TP Week 6 - Summary of the Task

When you have completed these three Y2 Week 6 activities you will have:

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

Y2 TP Activity 6.1: Lesson preparation and lesson introduction



PLAN TOGETHER

Prepare the JHS English, maths or science lesson plan and any TLMs you will need in advance of teaching the lesson. In your lesson preparation you will need to prepare or improvise TLMs that are appropriate for the lesson to be delivered. In the individual teaching practice lesson you will practise how to introduce an English, maths or science lesson in a JHS class.

Review the Teacher Competencies for lesson preparation and lesson introduction (see Annex 1, Competency 1) and use of TLMs (Competency 3), as an indication of what is expected of you.

The lesson will need to be conducted in the CoE using peer Student Teachers, as only the introduction of the lesson is practised. This cannot be taught very easily in a school classroom situation.



DO

Teach the introduction to the JHS lesson using the activities/materials in a way that will engage, stimulate and sustain the pupils' interest. Reduce teacher talk time and allow girls and boys to participate fully and equally in the lesson.



REFLECT TOGETHER

Your peer Student Teachers who act as JHS pupils will give comments on what they observed in the lesson introduction and will give suggestions for improvement. Your Tutor should also evaluate your lesson introduction and provide comments and constructive feedback on ways in which you can improve your lesson preparation and introduction.

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



PLAN TOGETHER

In this activity, you will use the STPD Questions; STPD T11 Digital Technology for Learning and STPD T1 Creative Approaches on Games Teaching Strategies you studied with your Tutor.

Your Tutor will review with you the ideas from T11 and T1 and guide you to choose an activity from brainstorming, digital technology for learning, or Games and Puzzles to try out in your individual teaching.

Choose a topic from the JHS English, maths or science curriculum and prepare a brainstorming activity which will encourage girls and boys to participate equally, making reference to STPD T11 and STPD T1 Themes.

In your lesson planning think of how you will let pupils brainstorm and pose different types of questions (closed, open and probing – see Text Box in Y2 TP Activity 4.2) and indicate the types of questions and strategies you will use to elicit information from pupils in a JHS class during the teaching practice. Prepare a lesson plan for English, maths or science in your chosen topic and include an activity using ICT.



DO

Teach the English, maths or science lesson according to your lesson plan, using thought shower activities, questions, games and puzzles. Remember to encourage equal participation of girls and boys.



REFLECT TOGETHER

Listen to comments from your peer Student Teachers who either observed you teaching pupils in a nearby school or acted as pupils in the CoE classroom. They should describe what went well and suggest what needs improvement. Your Tutor will evaluate your use of thought shower, questioning and games, and will give comments and constructive feedback to help you to improve your Teacher Competencies and skills.

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



PLAN TOGETHER

In this activity you will use the STPD Theme T7 Assessment for Learning to plan how to conduct an assessment of pupils' learning in JHS classes in English, maths or science. Use both written and oral assessment strategies in the TP lesson (see Text Box in Y2 TP Activity 4.3 for Examples of Formative Assessment Activities). Pay attention to pupils' individual learning needs when planning. Revisit the Teacher Competencies for formative assessment (see Annex 1, Competencies 8 and 9).



DO

Conduct a formative 'assessment for learning' activity for English, maths or science in a JHS class using written and oral assessment strategies. Provide feedback to pupils as appropriate. Incorporate the formative assessment activity at the end of the Y2 week 6 Activity 6.2 lesson.



REFLECT TOGETHER

Listen to your peer Student Teachers' comments on what went well or needs improvement while conducting assessment for learning of the pupils. Also listen to the overall comments and constructive feedback from your Tutor. Record in your TP Journal two points that you need to improve when conducting formative assessment.

STUDENT TEACHER SELF-REFLECTION

Ask yourself the following questions:

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

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

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

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

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

Y2 Post-TP Activities - Summary of the Task

When you have completed these two Y2 Post-On-Campus activities with your Tutor you will have:

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

Y2 Post-TP Activity 1: Review of Teaching Standards and Competencies for Year 2**PLAN TOGETHER**

Your Tutor will discuss the outcomes of the Y2 TP with you in the Post-On-Campus TP activities. A review of your TP Journal and the activities you have undertaken in Y2 TP will bring out some of the Teacher Competencies you have developed during the Y2 On-Campus TP. You will be able to identify those Teacher Competencies you found more difficult and the competencies you found easier to demonstrate, and at which levels of LP, UP and JHS. Your Tutor will discuss each of the Teacher Competencies (see Annex 1) and how they are demonstrated, observed and assessed in the teaching practice situation.

**DO**

Review your TP Journal log of feedback and reflection on each lesson and identify from your notes all the skills and competencies that you need to improve, e.g. notes from Y2 TP Activities 5.1, 5.2 and 5.3. Summarise in your TP Journal the Teacher Competencies that you need to work on and improve in Y3 TP. Note the levels (LP, UP or JHS) and the subjects in which these were most challenging.

**REFLECT TOGETHER**

Your Tutor will guide you to think or reflect on those Teacher Competencies you need to improve. Discuss with your TP partner/TP group how to improve on these Teacher Competencies.

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



PLAN TOGETHER

Plan with your Tutor the criteria you will use to reflect on and assess your performance during the On-Campus TP, considering the following points:

- your involvement during the Y2 teaching practice lessons;
- the number of times you taught in the class or the school;
- the feedback you had from your Tutor and TP partner/group;
- preparation and assessment of a portfolio of your own teaching learning materials;
- your TP Journal.



DO

Discuss first with your TP partner/TP group and then with your Tutor the highlights of your experiences during the On-Campus Teaching Practice – the most challenging activity and why; the most enjoyable activity (for you/for the pupils) and why; the easiest activity (for you/for the pupils) and why.



REFLECT TOGETHER

Your Tutor may ask you how you fared during the On-Campus Teaching Practice. Reflect on any observable differences between the participation and involvement in class activities of the girls and the boys in the schools where you taught. Were there differences in the TP experience for female Student Teachers compared to male Student Teachers?

STUDENT TEACHER SELF-REFLECTION

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



Year 3 Off-Campus Teaching Practice

Y3 - Off Campus Teaching Practice Activities

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

Purpose: In Year 3 Off-Campus Teaching Practice:

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

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

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

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

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

The CoE Tutors will visit TP schools to supervise, evaluate and support Student Teachers. The TPC will be the liaison officer of the CoE, District Education Office and TP schools and will organise training for Lead Mentors, Mentors and Link Tutors.

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

Teaching Practice Framework: Year 3 Off-Campus Teaching Practice

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

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

Topic 2. Introducing a lesson

Topic 3. Deliver the lesson and manage the class

Topic 4. Practise questioning and close the lesson

Topic 5. Practise questioning and communication skills

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

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

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

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

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

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

Topic 12. Interpret test results: Formative and Summative Assessment

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

TOPICS AND ACTIVITIES FOR YEAR 3 OFF-CAMPUS TEACHING PRACTICE

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

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

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

Pre-TP Activity 2: Using the TP Journal

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

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

When you have completed these three Y3 Pre-TP activities with your Tutor, you will have:

- information about specific Teacher Competencies and skills, and assessment procedures;
- acquired more insight into the use of the TP Journal for Y3 TP;
- clarified the roles of the Lead Mentor, Mentor and the Student Teacher.

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



PLAN TOGETHER

Before you begin your Off-Campus Teaching Practice, you will go through a formal orientation with your Tutor. You are already familiar with the use of P-D-R, and this will feature across all activities. With your Tutor and TP group review the Teacher Competencies (see Annex 1) and the summary information about how you will be assessed during your Y3 TP as part of your final grading (see Annex 4 Assessment Procedures). You will be assessed based on your performance against the Teacher Competencies given in Annex 1 with some specific examples shown in the Text Box.

Examples of Y3 TP skills and competencies to be assessed

The Student Teacher uses effective strategies:

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



DO

Attend the orientation to prepare for your Y3 TP

In your TP Journal write a summary of how you will be assessed in Y3 TP by your Tutor, and your school-based Lead Mentor and Mentor.

List in your TP Journal ten key competencies on which you will be assessed (Annex 1 Teacher Competencies).



REFLECT TOGETHER

With your Tutor and TP group:

- review the Teacher Competencies listed and identify what new knowledge about Teacher Competencies you have learned in Y1 Observation TP and Y2 On-Campus TP;
- ask for clarifications on the information you have gathered on Teacher Competencies and assessment of Y3 TP.

What do you think are the two strongest competencies you possess and which two competencies do you need to work hardest to improve?

Y3 Pre-TP Activity 2: Using the TP Journal



PLAN TOGETHER

Since the beginning of your DBE programme, you have been using the TP Journal. Throughout the Y3 TP you will continue to use the TP Journal to reflect on your professional practice as instructed in the weekly activities given in this Handbook.

Your Tutor and TPC will provide you with guidance and insight into the recording of your daily activities. It is important for you to remember that the TP Journal forms part of your assessment. You must therefore keep it updated in line with the TP activities. You must always carry your TP Journal with you whenever you are in school, so that it can be shared with your TP partner, Mentor or Tutor.



DO

First, review all the information you have recorded in your TP Journal during Y1 and Y2 TP. Then study the Y3 section of the TP Handbook to find out what you will have to record in your TP Journal. Discuss with your TP partner, what you might record in the TP Journal in Y3.

With reference to your Student Teacher Handbook identify the first two activities you will have to record in your TP Journal during Y3 TP Week 1.



REFLECT TOGETHER

State three examples of information you previously recorded in your TP Journal in Y1 and Y2 TP that you find most useful and interesting to re-read now.

State three activities you think you will be recording in the TP Journal during Y3, after your discussion with your TP partner.

Review with your TP partner the first two TP Journal activities for Y3 TP Week 1 that you have identified. Ask your Tutor for clarification if the instructions for those two activities are not clear.

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



PLAN TOGETHER

Before you begin your Y3 TP, your Tutor will help you to become familiar with your roles and responsibilities as a Student Teacher and the roles and responsibilities of your Mentor. This will also include an explanation of the roles and responsibilities of the Lead Mentor.

Your Tutor will guide you to work together with your TP group to review the roles and responsibilities of Mentors and Student Teachers, outlined in the Student Teacher Handbook Introduction section. Consider how you will work together with your Mentor during the Y3 TP.



DO

Copy the blank 'Checklist of Roles and Responsibilities' (below) into your TP Journal.

Fill in the blank spaces in each column selecting from the bullet points below the table, to show the roles or responsibilities for each designated position. Some bullet pointed roles may apply to more than one designated position.

CHECKLIST OF ROLES AND RESPONSIBILITIES

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



REFLECT TOGETHER

With your Tutor and TP group, reflect together on the following questions:

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



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

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

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

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

Activity 1.2: Prepare School Profile Report based on the TP Y1 Day 1 Activity "Familiarisation with School Organisation"

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

Y3 TP Week 1 - Summary of the Task

When you have completed these two activities for Y3 TP Week 1 with your Mentor you will have:

- prepared a 12-week Teaching Practice Plan with your Mentor;
- prepared and recorded a School Profile Report;
- recorded the 12-week TP Plan and the TP School Profile Report in your TP Journal.

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



PLAN TOGETHER

During your Off-Campus Teaching Practice, you will be working with your Mentor and TP partner for 12 weeks following a programme in which you gradually take on more and more responsibility for teaching the class. At the beginning, you will need time to become familiar with the school and classroom routines, and you will begin learning from observing lessons with your Mentor.

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

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



DO

Prepare a 12-week TP Plan

Review the list of topics covered in the Y3 TP Framework. Use this to prepare a 12-week Teaching Practice Plan, including the resources and information you might need and 2-3 bullet points of what you will do and what your Mentor will do against each week/topic. You may add more bullet points later.

You could set out your Teaching Practice Plan like this:

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

Make a note of any points you need to check with your Mentor when you meet.



REFLECT TOGETHER

Arrange a time when you can share your completed 12-week Teaching Practice Plan with your Mentor and TP partner.

Discuss your Teaching Practice Plan and make a note of any changes that are suggested during the discussion. Remember to ask any questions that you thought about during the planning process.

Y3 TP Activity 1.2: Prepare a School Profile Report



PLAN TOGETHER

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

Plan with the other Student Teachers in your TP school and, if necessary, divide out the tasks between your TP colleagues; then share information that you gather. Arrange to meet together each morning for planning and each evening for review and exchange of information gathered. Your Mentor and Lead Mentor (Head Teacher) are there to help you so remember to ask them if you cannot find the information you need. They will also provide you with an orientation of the school.



DO Make a School Profile Checklist

Note 1: your Tutor may have helped you to prepare, during the Y3 Pre-TP activities or as part of your Y1 TP activities, a Checklist of information that you will need to gather about your TP school - if so, refer to that Checklist and update or develop it as necessary.

Systematically gather and organise the information for your School Profile Report and record it in your TP Journal.

Note 2: There will be too much information to record everything. Decide which information you will need to refer to frequently, for example the times the school starts and closes, names of key members of staff, and number of pupils in each class showing number of girls and number of boys, etc. Decide which information you do not need to record in detail. Record where the information can be found, for example the class register and the school rules.

Check the accuracy and correctness of information with your TP partner and also with your Mentor.



REFLECT TOGETHER

Think about whether there are any important gaps in the information you have gathered for your School Profile by reviewing the checklist and comparing the information you have recorded with that of your TP colleagues.

Discuss with your Mentor and ask for any clarifications on the information you have gathered.

Discuss with your Mentor and the other TP Student Teachers the information you found out about the number of boys and girls in each class. What are the interesting points about this information?

STUDENT TEACHER SELF-ASSESSMENT EXERCISE:

Record in your TP Journal the answer to the questions below. The answers should come from your School Profile Report.

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

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

Purpose: In this Topic you will gain an awareness of stages of the lesson and lesson delivery

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

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

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

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

Y3 TP Week 2 - Summary of the Task

When you have completed these three activities for Y3 TP Week 2 with your Mentor you will have:

- prepared and used an observation checklist to focus on stages of the lesson and lesson delivery;
- co-planned a lesson and delivered the lesson introduction;
- reflected on lesson observed and the co-taught lesson.

Y3 TP Activity 2.1: Prepare and use an observation checklist for stages of the lesson and lesson delivery



PLAN TOGETHER

Throughout your 12-week Off-Campus Teaching Practice, you will plan your lessons with the support of your Mentor. It will be necessary for you to observe a whole lesson delivery by your Mentor whilst you take notes on various steps that take place. You will discuss with your Mentor the lesson you are going to observe. As you prepare to teach your first lesson introduction (see Activity 2.2), your Mentor will discuss with you what should go into the introduction.

You will need to study the class timetable, syllabus, textbooks and teacher's guide/handbook which are the major sources/reference books. You should also look for other approved supplementary materials.



DO

Prepare an observation checklist and observe your Mentor.

In the box below there are some observation points on good teaching.

Use them to make a simple checklist in your TP Journal for the lesson observation.

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



REFLECT TOGETHER

Make notes of any issues you need to discuss with your Mentor and arrange a time to meet.

Discuss with your Mentor your findings on the lesson observation. Ask questions about approaches and methods that you found interesting and those that were new to you.

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



PLAN TOGETHER

You, your TP partner and your Mentor will study the Scheme of Work and select the appropriate topics to be taught in the lessons each day of TP Week 2. The Mentor will discuss with you what should be included in each lesson introduction that you will teach.

Make a plan for the lesson introductions using the Lesson Plan Format (see Annex 2). Your Mentor will support you to organise all materials needed for the lesson, for example charts, real objects, textbooks, exercise books, chalk, crayons, etc. You may use a story, song, a question, and/or an activity to connect with the lesson objective for a good introduction.



DO

Teach the Lesson Introduction

Teach the lesson introduction following the lesson introduction plans while your Mentor and TP partner observe you and make notes.



REFLECT TOGETHER

After each lesson, discuss with your Mentor and TP partner the steps and methodology that you used in the lesson introduction. This will help you to become more effective in your teaching.

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



PLAN TOGETHER

Plan together with your Mentor and TP partner on how you will reflect together after observing the Mentor's lesson and your teaching of the lesson introduction. Each of you, Mentor and Student Teachers, should review the checklist for the lesson observation and the lesson introduction plans.



DO

Student Teachers Reflect Together on the co-taught lesson observed

Consider the following question in discussion with your TP partner:

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



REFLECT TOGETHER

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

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

Identify two strong points and two teaching points from your lesson introduction for improvement.

Record the salient points in your TP Journal for future reference.

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

Purpose: In this Topic you will practise lesson delivery and classroom management

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

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

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

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

Y3 TP Week 3 - Summary of the Task

When you have completed these three activities for Y3 TP Week 3 with your Mentor, you will have:

- planned a lesson, delivered the lesson and managed classroom competencies;
- co-taught a planned lesson;
- reflected on the co-taught lesson.

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



PLAN TOGETHER

Last week (Y3 TP Week 2), you practised teaching the lesson introduction. In this week's co-taught lessons you will teach the main part of the lesson and your Mentor will teach the introduction and closure of the lesson. You will practise classroom management skills while teaching your part of each lesson.

Plan the lesson together with your Mentor and your TP partner, selecting the lesson topics you will co-teach each day and concentrating on the lesson delivery section that you will teach.



DO

Prepare your lesson plans to be co-taught by you and your Mentor.

In planning this week's lessons, consider the lesson delivery and classroom management skills that make a good lesson. These are some of the main elements you should include in your lesson delivery plan and demonstrate in your lesson delivery:

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

As much as possible, plan your lesson bringing in most of the elements that have been mentioned above. Ask your Mentor to support you with the preparation of materials, classroom management approaches or other suggestions that will help you to succeed.

**REFLECT TOGETHER**

With the co-teaching activity in mind, answer the following questions with your Mentor and TP partner for reflection on each day's lesson preparation:

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

Record your improved lesson plan in your TP Journal.

Y3 TP Activity 3.2: Each day the Student Teacher and Mentor teach the lesson together**PLAN TOGETHER**

In Activity 3.1 you will have prepared the lesson plans for the lessons you will teach with your mentor, in which you will practise lesson delivery and classroom management. As a final preparation before commencing each of the co-taught lessons, review your lesson plan and check that you have prepared everything you will need. Consider the following:

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

Discuss some of these points with your TP partner and ask your Mentor for tips and suggestions on any points where you may have doubts.

**DO****Co-teach the planned lessons with your Mentor**

Co-teach the lesson with your Mentor, focusing on your part of the lesson - delivery of the main section of the lesson and classroom management skills – applying the elements of good teaching practice that you identified in Activity 3.1.

**REFLECT TOGETHER**

Reflect back on the notes you made in your TP Journal during Week 2 Activity 2.3 on how to improve your teaching. Discuss with your Mentor and TP partner whether the teaching points for improvement encountered during the previous co-taught lessons have been improved in this week's co-taught lessons.

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



PLAN TOGETHER

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

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

At the Reflective Practice meeting your Mentors will encourage you to express yourselves freely, to enable you to elicit the maximum exchange of ideas and support from your Mentors. You will organise the meetings in a classroom to accommodate all participants conveniently



DO

Participate in a Reflective Practice meeting.

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

You will bring your TP Journal to the Reflective Practice meeting and will keep a record of the main discussion points.



REFLECT TOGETHER

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

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

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

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

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

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

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

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

Y3 TP Week 4 - Summary of the Task

When you have completed these three activities for Y3 TP Week 4 with your Mentor you will have:

- planned a lesson together with your Mentor, to practise questioning skills and lesson closure competencies;
- co-taught the lesson;
- reflected on the co-taught lessons together.

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



PLAN TOGETHER

In Y3 TP Week 2, you co-taught the lesson introduction and observed the lesson sequence with your Mentor. In Week 3, you co-taught the lesson delivery and practised classroom management skills. This week, you will prepare lessons to practise questioning skills and lesson closure competencies. Once again, you will assemble all relevant materials in the lesson planning stage with help, if needed, from your Mentor.

The table below shows ways of framing questions for effective learning. Use these as examples for your lesson preparation.

FRAMING QUESTIONS

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

YOU MAY USE THESE TEACHER QUESTIONING SKILLS:

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

PAY ATTENTION TO THESE GENDER ISSUES:

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

Hints on effective lesson closure:

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

With your Mentor, select the lessons and topics you will co-teach each day.

**DO**

Prepare co-teaching lesson plans on questioning skills and lesson closure.

Incorporate some of the ideas given above into your lesson plans for each day to practise one or two questioning skills and to practise the key steps in lesson closure. The questions can be incorporated into the closure part of the lesson. Ensure that you have planned how much time you will have for the lesson closure. Familiarise yourself with the Mentor's lesson plan for each day so that you can make a smooth link between the main delivery part of the lesson and your closure which will summarise what the pupils have been learning.

**REFLECT TOGETHER**

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

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

Record in your TP Journal two new ideas you gain from the Reflect Together activity.

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

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

**DO****Co-teach the planned lessons with your Mentor**

Co-teach the lesson with your Mentor using questioning as part of the lesson closure. Your Mentor will observe you teaching and will give feedback after the lesson to help you to improve your performance.

**REFLECT TOGETHER**

With your Mentor and TP partner, reflect on the notes you made in your TP Journal at the end of Week 3 Activity 3.3 on how to improve your teaching. Discuss with your Mentor and TP partner whether the teaching points for improvement that you identified last week have been improved in this week's co-taught lessons. Discuss the following questions in your TP group or TP partner:

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

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



PLAN TOGETHER

At the end of Week 4 plan a Reflective Practice meeting to cover all the co-taught lessons this week. This will be a repeat of the Reflective Practice meeting conducted last week in Activity 3.3. You and your TP group will plan the Reflective Practice meeting to review the questioning skills and lesson closure competencies practised this week.

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



DO

Participate in a Reflective Practice meeting

Bring your TP Journal to the Reflective Practice meeting and keep a record of the main discussion points. Discuss freely and frankly any issues that will help to improve your professional practice.



REFLECT TOGETHER

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

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

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

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

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

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

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

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

Y3 TP Week 5 - Summary of the Task

When you have completed these three activities for Y3 TP Week 5 with your Mentor you will have:

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

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



PLAN TOGETHER

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

Practise the following teaching strategies during your co-teaching to attract the attention of your pupils as you interact with them.

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

'Content Knowledge' means the topics that you will teach in English, maths or science. You will need to agree the topics with your Mentor and then study the scheme of work and textbooks to check the detail of the content knowledge to be covered in the lessons.

'Pedagogical Content Knowledge' means the teaching approaches you will use which are appropriate to the topic and the age group of the pupils, for example use of songs, stories, group work, games, role play and so on.

In the co-teaching lessons, you will also need to demonstrate your skills in 'PCK' (see Text Box).



DO

Prepare your co-teaching lesson plans together.

You will need to plan the co-teaching lessons carefully with your TP partner to ensure that you include opportunities for both of you to practise questioning and communication skills and to demonstrate PCK. Prepare the co-teaching lesson plans for each day clearly indicating which parts of the lesson each of you will teach. Consider how you will gain and sustain the interest of your pupils whilst ensuring equal attention is given to boys and girls and avoiding any gender stereotyping.

You will have to demonstrate appropriate use of pedagogical approaches (e.g. role play, songs, games, sorting out letters/words, story-telling, questions and answers, etc.) for the topic being taught and the age group of the pupils.

You may want to practise teaching the lesson together before you teach it to the class.



REFLECT TOGETHER

You and your TP partner should reflect together with your Mentor on the co-teaching lesson plans for each day. The reflection may focus on the questioning and communication skills, and pedagogical approaches that are planned. For example;

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

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



PLAN TOGETHER

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

Your Mentor will be observing as you teach and may be assessing your teaching performance following the CoE teaching practice assessment guidelines (see Annex 4).



DO

Co-teach the planned lesson with your TP partner

Co-teach the planned lessons with your TP partner each day, demonstrating questioning and communication skills and appropriate teaching and learning activities (PCK). Your Mentor will observe the lesson while you teach.



REFLECT TOGETHER

You and your TP partner should reflect on the co-taught lessons and find out whether you have improved the teaching skills that you identified in your TP Journal entries from previous weeks. Discuss the following questions in your TP group:

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

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



PLAN TOGETHER

With your Lead Mentor, Mentor, TP partner and other TP group members, schedule a convenient time for a Reflective Practice meeting on the co-taught lessons following the same arrangements as last week (Activity 4.3).

A classroom will be an appropriate venue and you must remember to bring your TP Journal with you for the meeting.



DO

Participate in a Reflective Practice meeting

Attend a Reflective Practice meeting with your Lead Mentor and Mentor. Reflect together on the week's co-teaching practice focusing on the main improvements you have made as Student Teachers. Identify the aspects of your teaching where further practice in skills and competencies is needed.



REFLECT TOGETHER

With your Mentor agree the main challenges you encountered during the delivery of the co-taught lesson and how you will address these challenges in next week's teaching practice. Feel free to ask questions that are on your mind as far as your professional training is concerned.

Record the action points from the discussion in your TP Journal.

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

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

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

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

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

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

Y3 TP Week 6 - Summary of the Task

When you have completed these three activities for Y3 Week 6 with your Mentor you will have:

- planned a co-teaching lesson with your Mentor, practised the appropriate use of TLMs and assessment of learning;
- co-taught the lesson together using TLMs and assessment of learning;
- reflected together on the co-taught lessons.

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



PLAN TOGETHER

This week, you will co-teach with your TP partner as you did last week. You will be looking at ways of handling TLMs appropriately in your lessons and also, you will begin to practise how to assess your pupils' learning progress and achievement.

Plan with your Mentor and TP partner the English, maths or science topics you will co-teach this week.

TEACHING TIPS: ask yourself these questions as you plan your co-teaching lesson on use of TLMs:

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

You will need to prepare and search for suitable TLMs to use in your planned co-teaching lessons.

Assessment of pupils' learning is a very important skill for all teachers to acquire. In planning for this week's co-teaching lessons, you will begin by recalling what you learned in your DBE programme on how to assess your pupils' learning. There are multiple formats and assessment types that can be used to paint an accurate picture of pupil achievement and understanding (see Text Box examples). You will be practising some of these in the following weeks of your teaching practice.

Examples of types of classroom assessment

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

For this first week of incorporating pupil assessment in teaching, choose one assessment type that you are familiar with and plan a simple test for the end of each day's co-teaching lesson (see Text Box examples).



DO

Prepare your co-teaching lesson plan together on the use of TLMs and assessment of learning

You will need to plan the co-teaching lessons carefully with your TP partner to ensure that you include opportunities for both of you to practise the use of TLMs and assessment of pupils' learning. Prepare the co-teaching lesson plans for each day clearly indicating which parts of the lesson each of you will teach. Consider how you will gain and sustain the interest of your pupils ensuring that equal attention is given to boys and girls and avoiding any gender stereotyping. You may want to organise micro teaching with the support of your Mentor where you will practise the assessment tasks you have planned.

You will have to demonstrate appropriate use of pedagogical approaches (e.g. role play, songs, games, sorting out letters/words, story-telling, questions and answers, etc.) for the topic being taught and the age group of the pupils.

You may want to practise teaching the lesson together before you teach it to the class.



REFLECT TOGETHER

Reflect with your TP partner and your Mentor on the reasons why TLMs should be used in teaching, for example: TLMs help pupils to solve problems and develop concepts; TLMs help pupils enjoy the lesson.

Brainstorm and give five more reasons why TLMs should be used in teaching and record them in your TP Journal.

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



PLAN TOGETHER

In Activity 6.1, you will have prepared your lesson plans for the week and checked them with your Mentor. Before you co-teach the lesson, ensure that you have all the TLMs ready. Decide with your TP partner how you will organise the pupils for the activities you plan to use in the lesson. Check on the timing of the activities in the lesson, especially if you are teaching a double period lesson. You will need to vary the activities to sustain the interest of the pupils.

Towards the end of the lesson, you will give the pupils the assessment task and mark it to find out what the pupils have learned from your lesson.



DO

Co-teach the planned lesson with your TP partner

Co-teach the planned lessons with your TP partner each day demonstrating the appropriate use of TLM and assessment of pupils' learning.

Your Mentor will observe the lesson while you teach and help you if necessary with the pupil assessment activities.



REFLECT TOGETHER

You, your Mentor and TP partner should reflect on the co-taught lessons from last week and this week and identify the teaching skills and competencies that you have improved.

Discuss the following questions in your TP group after each lesson:

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

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



PLAN TOGETHER

With your Lead Mentor, Mentor, TP partner and other TP group members, schedule a convenient time for a Reflective Practice meeting on the co-taught lessons on the appropriate use of TLMs and assessment of learning activities, following the same arrangements as in the previous weeks (Activities 4.3 and 5.3).



DO

Participate in a Reflective Practice meeting

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

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



REFLECT TOGETHER

Ask your Mentor and TP co-teaching partner about your overall performance in Week 6. Then score yourself on the Self-Assessment Questionnaire.

Record your scores in your TP Journal.

STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:			
Answer these questions based on the lessons taught in Week 6.			
Teaching skill/competence	Score	Teaching skill/competence	Score
• Was I organised?		• Did I use a clear voice?	
• Were my objectives clear?		• Did I explain the lesson effectively?	
• Did I remain focused on my topic?		• Did I show confidence?	
Score: needs improvement = 1; satisfactory = 2; good performance = 3			

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

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

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

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

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

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

Y3 TP Week 7 - Summary of the Task

When you have completed these three activities for Y3 Week 7 with your Mentor, you will have:

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

Y3 TP Activity 7.1: The Student Teachers and Mentor plan together a lesson for each day for the Student Teachers to practise identifying and planning for individual learning needs



PLAN TOGETHER

For the next two weeks, you will teach a full lesson individually, each day. Work with your Mentor to choose one English, maths or science lesson to teach each day, and plan with your Mentor which strategy you will practise each day to identify the learning needs of pupils in the class (see Text Box). At the end of the lesson, reflect with your Mentor on the progress that you have made each day.

As part of the planning stage discuss with your Mentor the pupils' prior learning and their level of understanding of the concepts you will be teaching in the lesson. You should also plan with your Mentor the pupils you might select in the activity to identify their learning needs.

Strategies for identifying learner needs

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

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

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

**REFLECT TOGETHER**

With your Mentor and TP partner, review the lesson plans for each day and answer these questions:

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

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

**PLAN TOGETHER**

Now that you have prepared your lesson plans in Activity 7.1, prepare everything you will need to teach the lessons individually using appropriate subject knowledge and skills. Your Mentor will observe your individual lessons and will provide you with some specific feedback at the end of each lesson on the skills you are practicing this week – how to identify and plan for the individual learning needs of pupils.

**DO****Teach the lesson individually**

Teach the lesson ensuring that you focus on the subject knowledge that you have planned to cover. You will also identify the learning needs of two girls and two boys in the class. After you have identified the individual learning needs of the two girls and two boys, you will plan specifically for their identified learning needs in the next lesson. You will also be able to use the planned learning needs activities with other pupils in the class who have similar learning needs.

Make a seating plan of the classroom and circle all the seats where you noticed that children struggled with their learning during your lessons.

**REFLECT TOGETHER**

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

Share your seating plan with your TP partner and Mentor. What do you think this information tells you about the gender balance in class?

Discuss what you have observed about the seating plan and make a record in your TP Journal of two points that you have observed.

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



PLAN TOGETHER

The weekly Reflective Practice meetings that were arranged in Week 4 to Week 6 will continue to the end of the Y3 TP period. Schedule the meeting for this week as you have done in previous weeks.



DO

Participate in a Reflective Practice meeting

In this week's Reflective Practice meeting, review the planned lessons covering the identification of, and planning for, pupils individual learning needs. List the various learning needs you identified and discuss how they can be addressed. Brainstorm with your Student Teacher group to identify the four main challenges encountered in the lesson planning and delivery.

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

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



REFLECT TOGETHER

Ask your Mentor and TP co-teaching partner about your overall performance for the week, including a review of your performance in identifying the individual learning needs and in addressing individual learning needs.

Then complete the Student Teacher Self-Assessment Questionnaire.

STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

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

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

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

Record your self-assessment score in your TP Journal.

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

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

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

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

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

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

Y3 TP Week 8 - Summary of the Task

When you have completed these three activities for Y3 TP Week 8 with your Mentor, you will have:

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

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



PLAN TOGETHER

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

The lesson plans should describe how you plan to use the results of the formative assessment in the next lesson. You should also think about how you will give constructive feedback to pupils on the results of the formative assessment. For example, choose two girls and two boys who are struggling with their learning. Identify a particular challenge they are facing in the lesson and prepare an activity to encourage and motivate them to succeed in the next lesson. Your Mentor will assist you in planning the lessons.

Strategies/tools for formative assessment

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

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

You will need to prepare the chosen formative assessment activities that you will use in your lessons each day. You will need to plan how you will include the formative assessment activities in each lesson – at the beginning of the lesson, during the main part of the lesson or at the end of the lesson. Will you do the activity with the whole class or only some of the pupils? If only some of the pupils will be involved, which pupils will do the formative assessment activity and what will the other pupils do at that time?

Identify two girls and two boys in the class who are struggling with the lesson and closely observe their performance in the assessment activity. This will be easier than trying to observe the performance of all the pupils in the class. For this exercise, focus on the same four pupils throughout the week but ensure that you give equal attention to all the pupils in the class while conducting the teaching and learning activities. You will need to be prepared to provide all the pupils with regular feedback and very clear explanations of each exercise and assignment. The exercises should be neatly marked and feedback provided to the pupils as an important part of the formative assessment process.

**REFLECT TOGETHER**

As a final preparation, with your Mentor and TP partner, reflect on the lesson plan and the activities to be taught and answer the following questions:

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

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

**PLAN TOGETHER**

In this lesson, you will focus on the use of formative assessment results of pupils' progress and achievement for teaching and learning. You will need to ensure that you have prepared the teaching materials and assessment activities in advance. For the formative assessment activity, consider how you will organise the pupils, what instructions you will need to give them, what they will be doing and how you might offer the necessary help to any pupils who are struggling with the assessment task. Ask your Mentor for advice on this last point about helping pupils who are struggling with an assessment task. What will your Mentor be observing during this lesson (see Text Box)?

Mentor Observation Tools

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



DO
Teach the lesson individually

Teach the lesson according to the lesson plan while your Mentor observes. Your Mentor will make notes on the formative assessment activities and the ways in which you use the results of the pupils' assessment to assist their future learning.



REFLECT TOGETHER

Reflect with your Mentor and TP partner on the formative assessment activities and feedback, and discuss these three questions:

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

Record the four examples in your TP Journal for future reference.

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



PLAN TOGETHER

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

During Weeks 7 and 8, you will have taught an individual lesson each day. In preparation for the Reflective Practice meeting, check that your TP Journal is up to date and read through the entries for the two weeks to remind yourself of the highlights and learning achievements you experienced, especially in relation to the use of formative assessment.



DO
Participate in a Reflective Practice meeting

Discuss the individual teaching lessons with your Mentor and TP Partners during the Reflective Practice meeting using the following questions:

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



REFLECT TOGETHER

Reflect with your TP group on the importance of regularly assessing your pupils' progress and learning achievement.

STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:	
To guide your learning and to help you improve your professional skills as a Student Teacher, score yourself on these questions for Week 8 and record your score in your TP Journal.	
Teaching skill/competence	Score
• How well prepared was I for the formative assessment activities?	
• How well was I able to assess the individual pupils' achievement?	
• How well did I prepare follow-up activities for individual pupils?	
Score: needs improvement = 1; satisfactory = 2; good performance = 3	

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

Purpose: In this Topic you will practise identifying individual learning needs and teach to provide appropriate support

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

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

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

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

Y3 TP WEEK 9 - Summary of the Task

When you have completed these three Y3 Week 9 activities with your Mentor, you will have:

- planned together with your Mentor all lessons for each day for the Student Teachers to practise identifying learning needs and teaching to provide appropriate support;
- taught all lessons individually using appropriate subject knowledge and the Mentor observes all lessons;
- reflected together with the Mentor on the individual lessons

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



PLAN TOGETHER

During Week 9, you and your TP partner will teach all the lessons each day. With the support of your Mentor and working closely with your TP partner, plan all the lessons for each day. In these lessons, you will again be practising how to identify individual learning needs and teach to provide appropriate support.

Choose a topic for each day from the science, maths or English curriculum and think of an activity for each lesson which will help you to identify and work with the high-achieving pupils in the class as well as those who are struggling to learn.

REMEMBER you will need to identify individual learning needs first and then teach to provide appropriate support.

**DO****Prepare all lesson plans for each day with activities to identify and support individual learning needs**

Agree with your TP partner on the lessons each of you will teach each day. Prepare the lesson plans for your lessons ensuring that you focus on the subject knowledge and the activities that will help you to identify and support individual learning needs (see Text Box). Remember pupils learn in a variety of different ways. When you have identified individual pupils' learning needs you may want to group them for different activities by same/mixed ability groups, or by gender for example. You should explain how you plan to group the pupils for each activity and explain why you are choosing that arrangement.

As a Student Teacher you should remember to:

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

**REFLECT TOGETHER**

Reflect together with your TP partner on your lesson plans and ensure there is good continuity between the lessons and the activities. Reflect with your Mentor on any aspects of this week's teaching practice on which you may need further guidance and advice. You must be fully prepared to teach all the lessons this week.

Revise your lesson plans and formative assessment activities if necessary after receiving feedback and constructive comments from your Mentor and TP partner.

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

Review with your Mentor the lesson plans and activities you have prepared for the week. Your Mentor will help you to clarify the ways in which you plan to organise the pupils for each activity so that you are able to provide appropriate support to the pupils according to their learning needs. (link to STPD T4 Group Work).

Activities for pupils with different learning abilities**For more able pupils:**

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

For less able pupils:

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

**DO****Teach all the lessons individually each day**

Teach all the lessons that have been allocated to you this week according to the lesson plans while your Mentor observes. Remember to treat pupils equitably and with respect, be mindful of individual abilities and appreciate individual efforts (see Text Boxes above).

**REFLECT TOGETHER**

At the end of each day, discuss the lessons with your TP partner and your Mentor. Compare what you observed about the learning needs of individual pupils and how you provided them with support. The following questions can serve as a guide:

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

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



PLAN TOGETHER

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

Come to the meeting ready to discuss the successes and challenges you experienced in this week's teaching practice.



DO

Participate in the Reflective Practice meeting

Present one example of a successful activity from this week's lessons in which you identified and provided support for individual learning needs of the pupils in your class.

Present one example of a less successful activity from this week's lessons and explain briefly why it was less successful in identifying and providing support for individual learning needs of the pupils in your class.

Make a brief record (bullet points) in your TP Journal of the successful and unsuccessful examples you presented at the Reflective Practice meeting.



REFLECT TOGETHER

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

STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

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

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

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

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

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

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

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

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

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

Y3 TP Week 10 - Summary of the Task

When you have completed these 3 exercises you will have:

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

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



PLAN TOGETHER

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

Format of summative assessment

Selected response questions

- Multiple choice
- True/false
- Matching

Short answer questions

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

Recall what you learned in the DBE programme about test construction and marking scheme preparation. Refer to the college notes you made during that part of the DBE programme.

Agree with your Mentor on the specific periods you will have to teach and the lessons in which you will conduct the summative assessment. Discuss with your Mentor the topics you should cover in the summative assessment tests you will prepare for English, maths and science.

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

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

Under the supervision of your Mentor, plan the lesson for each day in which you will include a summative assessment activity. You will have to agree with your Mentor the kind of test you will construct (see Text Box) as well as marking scheme preparation. Develop the test questions and the marking scheme you will use for the summative assessment following guidance from your Mentor.

**REFLECT TOGETHER**

Review with your Mentor and TP partner the lessons and test questions you have prepared, and the marking scheme you have developed. If possible, find an opportunity to trial the test questions to check whether they work as you expect them to and whether the marking scheme works.

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

Discuss with your Mentor how to teach the summative assessment lesson using appropriate subject knowledge. Decide whether the test will be set formally or given to the pupils as a regular classroom activity. If the test is set formally, pupils may become anxious, whereas if the test is blended into the regular classroom activity it is less stressful, especially for younger pupils. Take the advice of the Mentor as it is important to conduct the tests in a way that will be familiar to the pupils.

**DO****Teach the lesson incorporating the summative assessment test and use the marking scheme as the Mentor observes**

Teach the lesson individually according to the lesson planned each day. Administer the summative assessment as agreed with your Mentor. The Mentor will observe the lesson, paying particular attention to your test and marking scheme.

**REFLECT TOGETHER**

Together with your Mentor and TP partner discuss the lessons taught and the competencies you demonstrated regarding test construction and marking scheme development.

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



PLAN TOGETHER

Plan with the Mentors and TP group in your TP school to schedule a Reflective Practice meeting focusing on the test construction and marking scheme activities undertaken this week.



DO

Participate in the Reflective Practice meeting

Come to the Reflective Practice meeting ready to present and discuss your reflections on the summative assessment activities this week – test construction and marking scheme preparation.

During the meeting the discussion should address these important questions:

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



REFLECT TOGETHER

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

STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

Answer the following questions based on the summative assessment activities in Week 10.

Teaching skill/competence	Score
a) How prepared was I for the summative assessment activities?	
b) How well did my test questions match the topics the pupils have studied?	
c) Were my summative assessment questions suitable for testing all pupils?	
d) Did my marking scheme work well?	

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

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

Purpose: In this Topic you will practise administering the test, scoring and recording test results

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

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

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

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

Y3 TP Week 11 - Summary of the Task

When you have completed these three Y3 Week 11 activities with your Mentor, you will have:

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

Year 3 TP Activity 11.1: Plan a lesson for each day to practise test administration, scoring and recording the results of summative assessment



PLAN TOGETHER

Last week, you practised construction of tests and preparation of marking schemes for summative assessment. This week, in collaboration with your Mentor, you will plan a lesson for each day to practise the use of summative assessment including administering the test, scoring and recording the result. First, you must agree with your Mentor the English, maths or science topics you will teach and test this week. Then construct the tests and prepare the marking schemes as you did last week. In planning how to administer the tests consider the following points:

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

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

In planning how to score the tests, think about these points: will you score the test papers during or after the lesson? For some tests, can the pupils mark each other's test answers and calculate the score? How would you organise this?

In planning how you will record the results, bear the following points in mind:

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

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



DO

Prepare the Week 11 lesson plans including how to administer, score and record test results

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



REFLECT TOGETHER

Discuss and reflect together with your TP partner, checking on the lessons each of you will be teaching. Compare notes on how you plan to administer, score and record the results of the summative assessment tests. You should be consistent in your approach to this task.

You may want to trial the plans for administering, scoring and recording the test results before the lesson. Ask your TP partner and/or Mentor to help you with this.

Reflect back on the summative tests you used in last week's lessons. Did you encounter any problems with administering the tests, scoring or recording the test results? If so, how can you overcome those problems in this week's teaching practice lessons?

Y.3.TP. Activity 11.2: Teach the summative lesson individually each day using appropriate subject knowledge and the Mentor observes



PLAN TOGETHER

You and your Mentor will have planned together the approaches you will use when administering the summative assessment test, scoring and recording of the results. As a final preparation before you teach the lesson and administer the summative assessment test each day, ensure that you have everything ready that you will need as the teacher and everything that the pupils will need for the test. Think about how to ensure that the test is an enjoyable activity for the pupils and not a stressful experience, as stress can adversely affect individual pupils' performance. Bear in mind that the test will be administered and scored in a way that is fair to all pupils, girls and boys alike.

**DO****Teach the lesson incorporating summative test administration, scoring and recording the result**

Teach the specific lesson for the Mentor to observe. Teach the lesson and administer the summative assessment test according to the prepared lesson plan. The Mentor will observe and record some points for feedback specifically in relation to your administration of the summative assessment activity, the scoring and recording of results.

**REFLECT TOGETHER**

After each lesson which incorporates summative assessment, your Mentor will guide you to make a critical evaluation of your own performance. Your TP partner should also be involved in the discussion. As you are both teaching the same class it is important that you are using a consistent approach to the summative assessment activities and there may be some common points for both of you to follow up.

Y3 TP Activity 11.3: Reflect together with your Mentor on the summative assessment activities**PLAN TOGETHER**

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

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

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

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

Record in your TP Journal any advice that is given by the Lead Mentor and Mentors, or any other visiting officials, during the Reflective Practice meeting that will help you to improve in future.

**REFLECT TOGETHER**

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

STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:

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

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

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

Y3 TP Topic 12: Interpret test results - Student Teachers individually teach specific period

Purpose: In this Topic you will practise interpreting test results in summative assessment

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

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

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

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

Y3 TP Week 12 - Summary of the Task

When you have completed these three Y3 Week 12 activities you will have:

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

Y3 TP Activity 12.1: Plan a lesson for each day to practise the use of summative assessment and interpretation of test results**PLAN TOGETHER**

In your final week of Y3 teaching practice, you will conclude the practice of summative assessment skills by interpreting the test results (see Text Box examples). You will still need to practise the skills learned during Weeks 10 and 11 TP – test construction, marking scheme design, administering the test, scoring and recording the results. The final task of the Student Teacher in the process of conducting summative assessment is the interpretation of the results, especially in this instance when the summative assessment is conducted at the end of the school year.

Check with your Mentor on how the summative assessment test results are used. For example, are the summative assessment test results: (a) included in an end-of-year school report to pupils and parents? (b) collated and submitted to the district education office? (c) passed on to the class teacher who will teach the pupils next year?

Interpretation of summative assessment results - examples:

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

Information from summative assessment results - examples:

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

Discuss with your TP partner what you recall from your college studies about how test results are interpreted. Review your DBE notes on summative assessment.

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

**DO****Prepare lesson plans including summative assessment activities to interpret the test results**

At this stage, you will have to prepare the lesson plans you have discussed with your Mentor. Develop the test questions and the marking scheme, bearing in mind how you intend to interpret the summative assessment test results.

**REFLECT TOGETHER**

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

Y3 TP Activity 12.2: Teach the summative assessment lesson individually each day and interpret the summative assessment results as the Mentor observes

**PLAN TOGETHER**

After you have taught the lesson, administered the summative assessment activity, marked, scored and recorded the results you will have to focus on interpretation of the test results. Plan together with your Mentor and TP partner how you will present your interpretation of the summative assessment results.

**DO****Teach the lesson, conduct and interpret the summative assessment results**

Teach the lesson individually according to the lesson plan each day. Administer the summative assessment activity, mark, score and record the results. Interpret and present the results of the summative assessment according to the lesson plan agreed with the Mentor. The Mentor will observe the lesson, focusing specifically on the interpretation of results from the summative assessment activity.

**REFLECT TOGETHER**

After each lesson, record your interpretation of the summative assessment results in your TP Journal. Review, with your Mentor and TP partner, your interpretation of the summative assessment results. Consider how the interpretation of the summative assessment results provides information that can influence your teaching in future.

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



PLAN TOGETHER

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



DO

Participate in the final Reflective Practice meeting

You should come to the final Reflective Practice meeting with your TP Journal entries on interpretation of the summative assessment activities. In the discussion, try to relate your interpretations to each of the Reflective Practice meeting topics:

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



REFLECT TOGETHER

Reflect on this statement: “Good teachers know what concepts and skills their pupils have mastered and what they still have trouble understanding”.

Complete the final Self-Assessment Questionnaire and enter the score in your TP Journal.

STUDENT TEACHER SELF-ASSESSMENT QUESTIONNAIRE:	
Answer the following questions based on the summative assessment activities in Week 12.	
Teaching skill/competence	Score
a) Did my strategy for interpretation of the summative assessment results work well?	
b) Was I able to identify differences in learning achievement between girls and boys?	
c) How was my overall performance throughout the Y3 teaching practice?	
d) How well did I develop my teaching skills from beginning to end of Y3 TP?	
Score: needs improvement = 1; satisfactory = 2; good performance = 3	

You will need to take your completed TP Journal with you when you attend the Y3 Post-TP week in your college next week. Check that it is up-to-date and all entries are well presented as this forms part of your final assessment. It will also provide you with a comprehensive record of your teaching practice experience and information on which to reflect as a beginner teacher next year.

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

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

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

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

Y3 Post-TP Activities - Summary of the Task

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

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

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



PLAN TOGETHER

In this final teaching practice, you have worked continuously for 12 weeks with guidance and support from your Mentors. During this week, you will review your teaching practice achievements including the Teacher Competencies you practised. This review will be led by the Tutors and TPC, with all Student Teachers in attendance. At this review meeting, each Student Teacher will talk about their TP experiences in relation to achievement of the Teacher Competencies.

Your Link Tutor and the TPC will organise the Post-TP review meeting using the THINK-PAIR-SHARE approach. For the THINK activity, begin by reviewing, together with your TP partner, the Teacher Competencies listed in Annex 1. Identify in which week of the Y3 TP you practised each competency. Refer to your TP Journal for each week and check how well you achieved each of the competencies. Be ready to present a specific example of your best competency achievement and an example of a competency you found more difficult to achieve, from your TP Journal records. Identify any specific points about Teacher Competencies you might want to discuss in the review meeting.



DO

In the PAIR stage, work with your TP group, that is, all the Student Teachers from your TP school. Present the competencies that each of you rated as your best achievement and the competencies that you rated as more difficult to achieve.

In the SHARE stage each TP group should share with the whole group to find out whether there are common patterns to the responses from all Y3 Student Teachers. Your responses may be collated by your TP group members onto a flip chart, according to the competencies you feel were most strongly and less strongly achieved.

In the larger group, led by the Link Tutors and TPC, you will have the opportunity to share your experiences and any specific points about Teacher Competencies you might want to discuss in the review meeting.

**REFLECT TOGETHER**

Reflect with your TP group on the competencies you all feel most confident about and competencies you all feel you need to practise more to improve. Your Tutor will gather from all the Student Teachers the strategies and ideas for improving those weaker competencies.

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

**PLAN TOGETHER**

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

In preparation for the final review meeting, re-read your TP Journal entries. In particular, re-read each of the self-assessment questionnaires you completed in Week 6 to Week 12 – but you must not change any of your scores. If you completed the self-assessment questionnaires honestly you will have some questions with a score of 1, some questions with a score of 2 and some questions with a score of 3. Collate your scores for each week into one summary table and analyse your results. Compare your results with your TP partner's results.

**DO**

You should have your TP Journal with you for the meeting, and you should have your self-assessment results ready to share with the TP group. There should be opportunity for you to comment on your TP experiences with your TP group.

**REFLECT TOGETHER**

In a final wrap-up meeting, reflect with your TP groups and your Tutor on a general overview of the Teaching Practice experience. Your Tutor will share ideas on the successes and challenges experienced during the Y3 TP and they will gather ideas from you to find out how to improve the TP arrangements in future years.

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

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

Annex 1. Teacher Competencies

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

Teacher Competencies	Examples of Actions or Strategies
1. The teacher uses strategies to open the lesson	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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?) 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) f) Other:
<p>6. The teacher promotes and manages whole class discussion</p>	<ul style="list-style-type: none"> a) Uses brainstorming (asks for pupils' views/ideas on a topic) b) Writes pupils' views/ideas down c) Organises/summarises pupils' views/ideas d) Builds on what is said e) Encourages pupils to build on what is said f) Amount of time pupils talk = amount of time the teacher talks/lectures g) Other:
<p>7. The teacher uses strategies to organise and execute group or pair work (Be sympathetic to large class sizes when marking)</p>	<ul style="list-style-type: none"> a) Demonstrates strategies for group formation (e.g. assigns groups/pairs by who is sharing a desk, through ability, randomly) b) Demonstrates strategies for group management (e.g. assigning roles, randomly selecting somebody to report back to class) c) Has pupils discuss a topic with each other in groups or pairs d) Uses Think-Pair-Share (pupils think individually, discuss with a partner and then share views/ideas with the class) e) Has groups/pairs complete the same activity/task f) Has groups/pairs complete different activities/tasks g) Other:
<p>8. The teacher uses strategies to assess pupil understanding</p>	<ul style="list-style-type: none"> a) Uses questions to see whether pupils understand b) Uses peer-assessment (pupils discuss/mark each other's work) c) Uses pupil self-assessment d) Uses pupil presentations to see whether they understand e) Assesses through individual work assignment/homework f) Has pupils vote on different answers to see if they understand g) Uses traffic lights (red-yellow-green cards for groups to indicate how they are dealing with a task) h) Other: e.g. end of term examinations, end of year examinations
<p>9. The teacher gives constructive feedback on pupil's answers, work or effort</p>	<ul style="list-style-type: none"> a) Gives written feedback on work 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...) c) Corrects wrong answers kindly d) Gives praise for correct answers/good effort e) Other:

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 2 - 3: 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	<ul style="list-style-type: none">a) Lesson objectives were completed during the observed lessonb) Lesson plan demonstrates the use of appropriate TLMc) Lesson plan demonstrated the use of interactive methodsd) Time was allocated appropriately for each part of the lessone) Lesson plan demonstrated a logical development for the lessonf) 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 2 - 3: 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 2 - 3: 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 2 - 3: 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>	<p>a) The school has received and adopted the National Teaching Council’s Sexual Harassment Policy. If the policy has not yet been circulated, the Lead Mentor should help the school complete the following actions:</p> <ul style="list-style-type: none"> 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 <p>b) The Mentor ensures that all Student Teachers are aware of the school’s sexual harassment policy and reporting system</p> <p>c) The Mentor monitors female Student Teachers’ relationships with staff/community members to make sure they are free from sexual harassment</p>
<p>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?

