PROFESSIONAL DEVELOPMENT PROGRAMME

YEAR ONE

Four-Year Bachelor of Education Degree Supported Teaching in School

SCHOOL PLACEMENT **HANDBOOK**

Transforming Teacher Education and Learning

Four-Year Bachelor of Education Degree
Supported Teaching in School

School Placement Handbook
Year One

The Government of Ghana

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TABLE OF CONTENTS

1. VISION FOR THE BACHELOR OF EDUCATION (B.ED.) **1**

2. THE PURPOSE OF THIS HANDBOOK **1**

3. ABOUT SUPPORTED TEACHING IN SCHOOL **3**

4. KEY CONTENT AND CONCEPTS STUDENT TEACHERS WILL DEVELOP OVER FOUR YEARS **5**

5. OUTCOMES OF STS: PROGRESS FOR STUDENT TEACHERS THROUGH THE FOUR YEARS OF THE B.ED. **7**

6. STS IN YEAR ONE COURSE OUTLINE **11**

7. DIRECTED SUPPORTED TASKS FOR STUDENTS **21**

TOPIC 7.1 FAMILIARISATION WITH SCHOOL ENVIRONMENT AND DOCUMENT/RECORDS 21

TOPIC 7.2: DISCUSSION OF BASIC SCHOOL CURRICULUM MATERIALS WITH MENTORS DURING OBSERVATION 25

TOPIC 7.3: OBSERVATION OF CLASSROOM LESSON PRESENTATION, MANAGEMENT, AND ASSESSMENT 28

TOPIC 7.4: OBSERVATION OF TRAITS OF TEACHER PROFESSIONALISM 34

TOPIC 7.5: UNDERTAKING CHILD STUDY FOCUSSING ON CHILDREN'S LEARNING AND PROGRESS 38

TOPIC 7.6: DISCUSSION OF TEACHING PHILOSOPHY AND BUILDING PORTFOLIO 41

8. SUPPORTING TASKS FOR TUTORS **43**

TOPIC 8.1: FAMILIARISATION WITH SCHOOL ENVIRONMENT AND DOCUMENT/RECORDS 43

TOPIC 8.2: DISCUSSION OF BASIC SCHOOL CURRICULUM MATERIALS WITH MENTORS DURING OBSERVATION 46

TOPIC 8.3: STUDENT TEACHER OBSERVATION OF CLASSROOM LESSON PRESENTATION, MANAGEMENT AND ASSESSMENT 49

TOPIC 8.4: OBSERVATION OF TRAITS OF TEACHER PROFESSIONALISM 54

TOPIC 8.5: UNDERTAKING CHILD STUDY FOCUSSING ON CHILDREN'S LEARNING AND PROGRESS 58

TOPIC 8.6: DISCUSSION OF TEACHING PHILOSOPHY AND BUILDING PORTFOLIO 62

9. SUPPORTING TASKS FOR MENTORS **65**

TOPIC 9.1: FAMILIARISATION WITH SCHOOL ENVIRONMENT AND DOCUMENT/RECORDS 65

TOPIC 9.2: DISCUSSION OF BASIC SCHOOL CURRICULUM MATERIALS WITH MENTORS DURING OBSERVATION 69

TOPIC 9.3: STUDENT TEACHER OBSERVATION OF CLASSROOM LESSON PRESENTATION, MANAGEMENT AND ASSESSMENT 72

TOPIC 9.4: OBSERVATION OF TRAITS OF TEACHER PROFESSIONALISM 77

TOPIC 9.5: UNDERTAKING CHILD STUDY FOCUSSING ON CHILDREN'S LEARNING AND PROGRESS 81

TOPIC 9.6: DISCUSSION OF TEACHING PHILOSOPHY AND BUILDING PORTFOLIO 84

10. STUDENT REFLECTIVE JOURNAL 87

11. STS IN SEMESTER BREAK 97

12. GUIDELINES FOR CIRCUIT SUPERVISORS 99

PRELUDE 99

12.1 PURPOSE OF THE GUIDELINES 99

12.2 GENERAL ROLES/ACTIONS 99

13. ASSESSMENT OF YEAR ONE STS 103

14. USING THE NATIONAL TEACHERS' STANDARDS-BASED ASSESSMENT GRID - AN EXAMPLE 105

15. ASSESSMENT GRID 107

16. INSTRUCTIONAL RESOURCES, READINGS AND MATERIALS FOR STS 115

17. ANNEXES 117

ANNEX 1: ROLES OF OTHER STAKEHOLDERS 117

ANNEX 2: ABBREVIATIONS 118

18: ACKNOWLEDGEMENTS 119

1. VISION FOR THE BACHELOR OF EDUCATION (B.ED.)

The vision for the B.Ed. curriculum is to transform initial teacher education and secure the training of highly qualified, motivated new teachers who are able to inspire their learners to achieve better outcomes in basic education.

The B.Ed. aims to prepare new teachers who are effective, engaging, and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards (NTS).

The B.Ed. curriculum will instil in new teachers the nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

2. THE PURPOSE OF THIS HANDBOOK

This Handbook has been written to support student teachers, their tutors, link tutors, mentors, and District Officers in understanding the requirements for, and their roles related to, Supported Teaching in School, the school placement pillar of the Four-Year B.Ed.

In order for all those involved with the training of new teachers to gain a shared understanding of what is required during STS, it was decided to create one handbook. Sections 7-10 of the handbook provide details of the activities designed to enable various stakeholders to support student teachers to deliver the STS programme successfully.

Part Two of the Handbook will be published prior to the rollout of Year Two of the B.Ed. and similarly for each of the four years. Based on experience and feedback from Year One, this handbook will be reviewed.

2

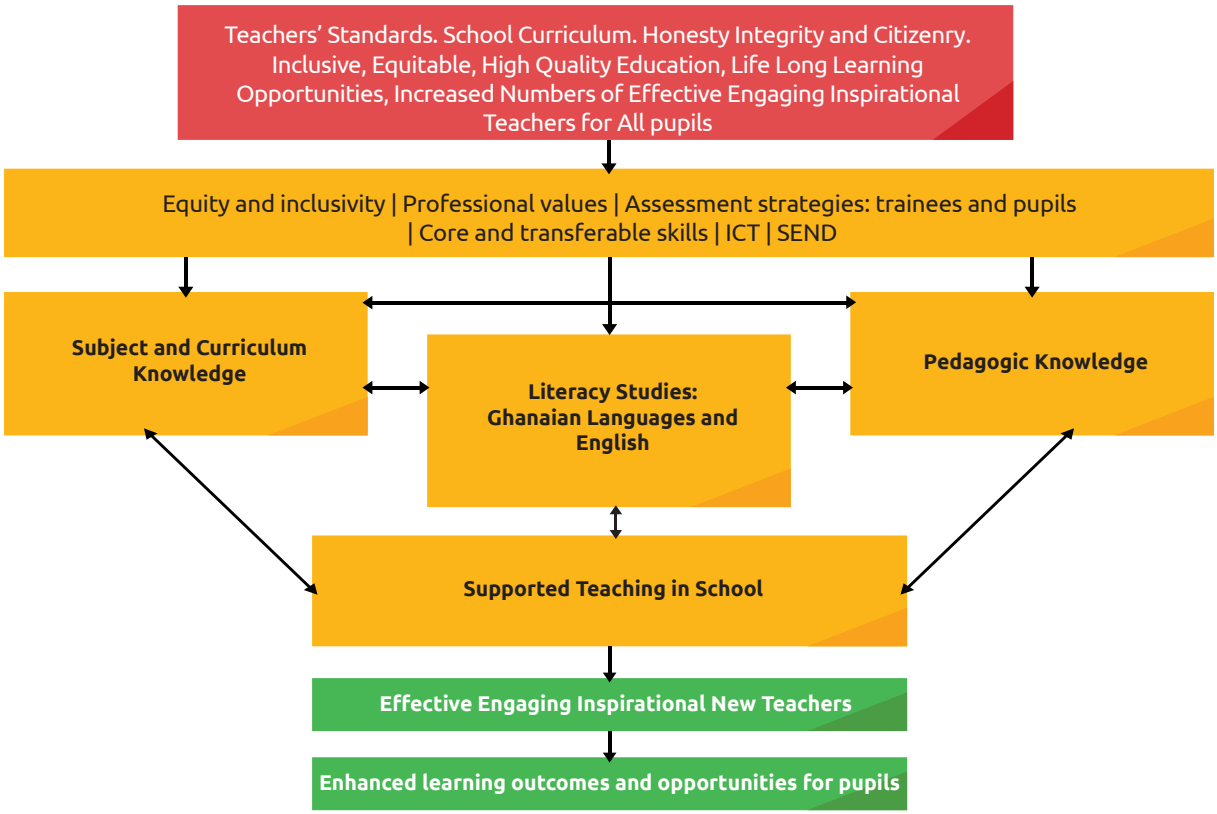
3. ABOUT SUPPORTED TEACHING IN SCHOOL

Teacher education should be viewed as an applied professional qualification that requires student teachers to apply the concepts and strategies they are simultaneously learning about in their coursework within practical settings. (International Task Force on Teachers for Education (TTF, 2017)

Supported Teaching in School (STS) lies at the heart of the B.Ed., as Figure 1 below shows. It is through STS that the student teachers apply and develop the skills, knowledge and understanding acquired in their college-based training in schools, and with the support of mentors and link tutors. STS is integrated into training across the four years.

Key Adviser, Tutor Professional Development & School Partnerships.

Figure 1 Role of Supported Teaching in School within the National Teacher Education Curriculum Framework



3

STS is one of the four pillars of the curriculum. The pillars set out the knowledge, skills and understanding necessary for effective teaching; they are: Subject and Curriculum Knowledge; Literacy Studies: Ghanaian Languages and English; Pedagogic Knowledge; and Supported Teaching in School.

A key point of emphasis in the B.Ed. Curriculum is student teachers being well supported during the school-based components in each year of their training. This requires that there are trained mentors in all partnership schools who are able to support and assess student teachers' progress to meeting the NTS. The Curriculum also emphasises the importance of college tutors preparing student teachers for their placements and integrating their school-based learning into the overall training.

The Curriculum stresses the importance of assessed, supported placements being used to develop student teachers over time:

- In the first year there is a greater focus on school-based, organised, and directed learning experiences in school where students reflect on teachers' teaching and children's learning.
- Subsequently, there is a greater focus on school-focused training where the student teacher, with the support of the mentor, takes increasing amounts of responsibility for planning teaching and assessing the children or young people in their care alongside classroom enquiry and action research.

During the four years the student teacher will have the opportunity to teach and observe teaching in a range of schools enabling them to understand how children develop and learn in diverse contexts. For early grade and primary, this must include the opportunity to teach and gain understanding of the curriculum for multi-grade teaching.

STS is represented by extended periods of school-based placements across the four years of training. Student teachers will spend 30% of their training in the field. For the KG-P3 and P4-6 specialisms this training period will be spent in schools with the support of mentors. For TVET this part of the training will be divided between TVET schools and industry.

Mentors with tutors will assess student teachers on the development of competencies and skills set out in the National Teachers' Standards and support them in making progress towards achieving the Standards. Supported teaching carries the same weighting on each programme, regardless of specialism.

Credit weighting for STS across the four years

Semester	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Credits	**3**	**3**	**3**	**6**	**3**	**9**	**18**	**3**	**Total 48**

Pattern of STS in Year One

- Twelve (12) weeks visit in school in Year 1 (one day per week in school to observe). The ITE institution organises school visits as follows:
    - Semester One for 6 weeks
    - Semester Two for 6 weeks
- Four (4) weeks in school working with and teaching small groups during College vacation in the inter-semester break. The ITE institution supports the student in organising/selecting the school.

4. KEY CONTENT AND CONCEPTS STUDENT TEACHERS WILL DEVELOP OVER FOUR YEARS

Understanding and demonstrating the qualities of a good teacher as represented through the domains of the NTS, through:

1. **Planning for Teaching and Learning:** Planning to teach the basic school curriculum, teaching the curriculum, and demonstrating differentiated instruction strategies for diversity and inclusivity. Showing support for children's learning and progress. This will include preparation of TLM and appropriate educational materials.
2. **Assessment for pupils' progress:** Undertaking assessment for, of and as learning; addressing common issues of misunderstanding/misconceptions in assessment; understanding pupils' progress.
3. **Teaching for inclusion and equity** for all children whatever their background, age, aptitude, and ability, and supporting transitions to subsequent grades.
4. **Classroom Enquiry and Reflective Practice:** Engaging in critical reflection on practice as individuals and with colleagues; conducting structured observation, collecting data, analysing and producing reports; undertaking child studies.
5. **Action research:** Conducting action research into teaching and learning, as well as wider aspects of the school and its community, to support children's learning and develop their own teaching practice.
6. **Professional Portfolio building:** Building a professional teaching portfolio as evidence of student teachers' progress towards being a teacher as a starting point for continuous professional development (CPD), including their student reflective journal (SRJ) with evaluations of their teaching and target setting for personal and professional development.
7. **Professional values:** Demonstrating the professional values and conduct expected of a teacher at all times, adhering to the legal and ethical codes of conduct of the profession.
8. **Management and leadership qualities:** Developing leadership in the classroom and in the wider school community, including morning assemblies; school and cluster-based in-service training; staff, Parent-Teacher Association (PTA) and School Management Committee (SMC) meetings; and wider community activities (e.g. forums/durbars).
9. **Core and transferable skills:** Applying essential skills such as critical thinking, problem solving, creativity, innovation, collaboration and ICT/media to support learning.

4

5. OUTCOMES OF STS: PROGRESS FOR STUDENT TEACHERS THROUGH THE FOUR YEARS OF THE B.ED.

Each year of the curriculum builds on the outcomes of the previous year, progressively developing student teachers' skills, knowledge, and understanding of being an effective teacher. This progress is achieved through both college-based training and school-based experience and training; through coursework, practical work, work-based learning, and independent study.

Overall progress through the B.Ed. is as follows:

- **Year One:** Beginning teaching – Provides support for the transition from school to college and recognises that many student teachers will have come from school level education and from a wide range of backgrounds and experience. It introduces: the nature and core knowledge of subjects; supported teaching in school experiences; cross-cutting issues such as inclusion and equity in education; the school curriculum and approaches to teaching and learning, and the expectations for the learning and progress of learners in different subjects. Year One enables student teachers to be able to see their specialism within the wider curriculum.
- **Year Two:** Developing teaching – Student teachers select one of the three specialism programmes but key features from Year One continue to be developed as relevant to each specialism. The second year prepares student teachers to identify and assess weaknesses and barriers to learning for learners and carry out small-scale classroom enquiry under the guidance of mentors.
- **Year Three:** Embedding teaching – student teachers will continue to build skills, knowledge, and understanding in their chosen specialism. They will co-plan and co-teach groups of learners and whole classes, carry out small-scale classroom enquiries, and provide evidence of working towards meeting the NTS. Year Three includes preparation for Year Four, semester one: final supported teaching in school (internship), and for significant classroom-based enquiry and action research projects.
- **Year Four:** Extending Teaching - Following a supported teaching in school internship in semester one, during semester two students will return to school to complete some courses. By the end of the fourth year, student teachers will: plan, teach, and assess their learners independently and with increasing consistency; exhibit the ethical codes of conduct, values, and attitudes expected of a teacher; carry out extensive action research projects; and provide evidence of meeting the National Teachers' Standards in full.

STS has a central role in ensuring that student teachers are able to make the necessary progress. The outcomes for student teachers across the four years are as follows.

YEAR ONE **By the end of the beginning placement student teachers will be able to, under the close guidance of a mentor:**
1. Work collaboratively, with 2-4 student teachers per class, to plan for and work with a small group or individual pupils, beginning to acquire the ability to consider children's learning, backgrounds and experience. 2. Discuss features of the school curriculum, specifically focussing on English (literacy), mathematics, and science. 3. Undertake child studies focussed on children's learning and progress. 4. Begin to identify the traits of the profession and qualities of a good teacher.

5. Reflect on and record their experiences in their professional portfolios – through this, student teachers will begin working towards meeting the NTS.
6. May work towards 10-15% of class responsibility with a small group.

Duration 32 days: 12-day visit and 4-week placement, in vacation, across 2 semesters.

YEAR TWO

By the end of the developing placement, the student teacher will be able to, under the close guidance of a mentor:

1. Teach, motivate, support, and manage (working individually and in pairs) the learning of small groups of pupils in the core subjects of English (literacy), mathematics, and science, and other subjects as appropriate to their specialism.
2. Begin to identify, assess, and analyse the needs of children, taking into account any issues of background and experience.
3. Discuss key features of the school curriculum, including issues of continuity and progression both within their specialism and across all the subjects they will teach.
4. Undertake small scale classroom enquiry focussed on children's learning and progress, demonstrating an emerging ability to reflect on their developing understanding of teaching, learning, and assessment.
5. Demonstrate a high standard of professional conduct and positive professional values at all times and act as a good role model for pupils.
6. Those preparing for early grade or primary specialisms will have begun to develop knowledge of teaching the speaking, listening, reading, and writing of one Ghanaian language.
7. Demonstrate a growing understanding of the requirements of the NTS in terms of professional practice, knowledge, values and attitudes, in particular their professional role as a teacher, and be able to reflect on, record, and discuss evidence of their progress towards meeting the NTS.
8. May be working towards 30% of class responsibility with the small groups they are planning for and teaching.

Duration 60 days: including day visits and across 2 semesters and in vacation.

YEAR THREE

By the end of the embedding placement the student teacher will be able to, with mentor guidance and support:

1. Teach, motivate, manage, and extend the learning of classes with increasing consistency and independence, whatever their socio-cultural and linguistic background and regardless of age, aptitude, and ability. This will involve co-planning, co-teaching, and co-assessment with mentors and their ongoing presence in the classroom.
2. Plan for and teach sequences of lessons across all required subjects with regard for cross-cutting skills and issues of equity and inclusivity.
3. Undertake small-scale action research, evaluate, and reflect on their teaching and on pupils' learning to support students in improving their teaching and assessment.
4. Demonstrate emerging leadership qualities in the classroom and to contribute to wider school life, being guided by the legal and ethical codes of conduct required by a professional teacher.
5. Provide evidence and discuss how, with support from their mentor, they are able to meet the Teachers' Standards through much of their teaching and all of their professional conduct. They will be able to agree and act on targets to further improve their teaching.
6. May work towards 50-60% of class responsibility with agreed classes and periods in accordance with agreed placement requirements.

Duration 60 days: across 2 semesters.

YEAR FOUR
By the end of the extending placement the student teacher will be able to, with mentor guidance:

1. Consistently and independently plan for teaching, and motivate and extend the learning of all children whatever their socio-cultural and linguistic background and regardless of age, aptitude, and ability.
2. Provide evidence in their planning and teaching of a comprehensive understanding of the school curriculum and of the age-related expectations before, during, and after their specialism.
3. Undertake an action research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion; and through this develop their teaching, classroom management, and organisation strategies.
4. Demonstrate effective, growing leadership qualities in the classroom and in the wider school community and be guided by the legal and ethical codes of conduct required by a professional teacher.
5. Reflect on, discuss, and provide evidence of how they meet the NTS in full and identify targets for further development.
6. They will have the qualities and attributes expected of a good teacher and fully meet the NTS.
7. May work towards 80% of class teaching responsibility with agreed classes and periods in accordance with agreed placement requirements.

Duration 60 days: these can be either residential or non-residential.

5

6. STS IN YEAR ONE COURSE OUTLINE

The course outlines below set out what needs to be covered through STS in Year One Semesters One and Two.

Course	**STS: Beginning Teaching 1, Semester 1. Three Credits** Preparation for STS takes place in Pedagogic Studies and also through each area of subject and curriculum studies
Course Description	STS: Beginning Teaching (1) is the practical school-based component of the teacher education programme, designed to give Student Teachers the opportunity to observe, plan, and work collaboratively with peers and mentors in schools to understand the approaches to teaching and learning of children with diverse socio-cultural and linguistic backgrounds. The main aim of the course is to expose student teachers to school life and its environment and to enable them to develop skills in observation and track progress of children's learning. Additionally, it is to help them acquire skills in purposeful reflection and keep a reflective journal to improve their practice. They will also begin to identify positive teacher traits and professionalism in school. Other components of the course include student teachers' ability to develop and keep a personal professional portfolio and write a teaching philosophy statement. Furthermore, the course is to enable student teachers to analyse and understand key features of the basic education curriculum (NTS, 1f; 2b; and 3f). Assessment on the course will be by evaluation of the personal professional portfolio and its contents, and reports on the student teachers' professional conduct and practice. The course duration is: • Six weeks of visits in School 1 (one day per week in school to observe) across semesters one and two • Four weeks in school teaching small groups between semesters, during college vacation.

6

Course Learning Outcomes: CLO	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 1. Demonstrate knowledge and skills of observation and reporting on class teaching and wider school activities **(in School 1)** *(College & School induction by tutors, school heads, lead mentors and mentors)*	• Produce well-prepared induction schedule and procedures • Provide records of group work activities and/or cooperative learning for student teachers during observations • Make oral presentations of knowledge gained during induction and observation by student teachers in their groups. • Show records of specific observations from wider school environment and induction
	CLO 2. Demonstrate skills of working collaboratively to support the learning of small groups of children, under the guidance of mentors, regardless of children's socio-cultural and linguistic backgrounds/experiences (NTS, 1e)	• Show records of collaborative work with others, e.g. meet obligations and expectations of mentors, tutors, and peers • Show records of discussions on the learning of children they worked with identifying differences in their learning
	CLO 3. Demonstrate knowledge and understanding of the key features of the basic school curriculum (BSC); and specifically focussing on core subjects and their associated expected learning outcomes (NTS, 2a).	• Report on small group discussions with mentors and peers on the key features of the official basic school curriculum • List identified key features in the BSC
	CLO 4. Demonstrate knowledge and skills in critical reflection on class teaching and wider school observations and record in student reflective journal (SRJ) (NTS, 1a)	• Use appropriate ICT tools to record teacher-pupils' classroom interactions and wider school activities in SRJs
	CLO 5. Demonstrate skills in preparing and writing a personal teaching philosophy statement (NTS, 1f)	• Provide a write-up of the beginning teacher's self-awareness, beliefs, and values of teaching and learning (personal teaching philosophy)

Course Learning Outcomes: CLO	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 6. Demonstrate knowledge and skills in developing a professional portfolio with evidence from observations (NTS, 1a, e, & f)	• Use appropriate ICT tools (audio, braille, embossers) to compile artefacts and reports from observations and other achievements as contents in a professional portfolio and also showing creativity in design
	CLO 7. Demonstrate skills in identifying traits of professionalism in school (NTS, 1d, 1f, 1g, & 2a)	• Provide SRJ recordings of demonstrated professional values and attitudes during engagements with people including pupils, mentors, tutors, and peers

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	1	**Induction in School 1**	Orientation by College tutor on STS	• Use audio-visual (PowerPoint presentation etc.)/tactile analysis/ video observation of past school orientations and YouTube videos as part of induction activities to sensitise student teachers (NTS. 3j) • Observation of a class or simulation of a class with a checklist/taking field notes (braille and tactile; REF. SEN)
			Orientation to school culture, key education policies, etc. by head of school, lead mentor, and mentor	• Mentors and student-teachers discuss items listed on orientation/induction schedule • Use audio-visual/tactile analysis/video observation of archival materials such as videos of past speech days, other school activities, etc. followed by discussions as part of induction/ sensitisation

6

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	2	**Observation**	Class teaching and learning Wider school life	• Observe class teaching and learning; teacher-pupil/pupil-pupil interactions • Observe and record good practices in whole class and small group teaching and learning • Observe and record peers carrying out collaboratively planned activities with their group or an individual, and how feedback is given on the learning • Observe and record wider school life: staff meetings, assemblies and pupils' play/lunch time activities, teaching and non-teaching staff attitudes and behaviours in school (NTS. 1e) (Use checklist of items to be observed and recorded, or field notes recording strategies (ensure creativity in recordings))
	3	**Basic school curriculum (BSC)**	Key elements of the BSC	• Engage student teachers in group discussions with their mentors on the BSC • Identify and compile list of key features of the BSC (NTS. 2b)
	4	**Student Reflective Journal (SRJ)**	Template of a reflective journal with key items (pay attention to inclusion and diversity)	• Use small groups/individual discussions to analyse and evaluate sampled reflective journals which includes elements of inclusion and diversity. • Assist student teachers to acquire and develop reflective practice skills • Use ICT tools and given template to develop a personal reflective journal (NTS 1a)
	5	**Personal Teaching philosophy statement**	Items in a teaching philosophy	• Analyse and evaluate sampled teaching philosophy statements of teachers working in pairs • List key elements in a teaching philosophy statement • Write a draft report of a personal teaching philosophy statement reflecting your own awareness of your transition from SHS to College (NTS. 1f)

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	6	**Develop professional portfolio**	Template for a professional portfolio	• Analyse and evaluate contents in sampled professional portfolios using group work activities • Design an outline of a professional portfolio • Develop professional portfolio skills • Use ICT tools to collect and compile artefacts in personal professional portfolio (NTS. 2a)
	7	**Traits of professionalism in school**	Professionalism traits	• Discuss in groups, positive behaviours, attitudes, and values of both teaching and non-teaching staff in the school (NTS 1e, 1f)
	Note: All reports should consider braille and large font size prints (on request)			

Course	STS: Beginning Teaching 2, Semester 2, 3 Credits
Course Description	STS: Beginning Teaching (2) is the practical school-based component of the teacher education programme designed to give student teachers the opportunity to observe, plan, and work collaboratively with peers and mentors in schools to understand the approaches to teaching and learning of children with diverse socio-cultural and linguistic backgrounds. The main aim of the course is to enable student teachers to develop skills in conducting classroom enquiry, (e.g. child study), to track progress of children's learning outcomes, acquire skills in purposeful reflection to improve their practice, and also continue to identify positive teacher traits and professionalism in school. Other components of the course include student teachers' ability to develop and keep a personal professional portfolio, continue to keep a student reflective journal (SRJ), and write a teaching philosophy statement. In addition, the course is to enable student teachers to continue to analyse and understand key features of the basic education curriculum. Assessment of the course will be by evaluation of the personal professional portfolio and its contents, child study report (NTS, 1f; 2b; & 3f), and reports on the student teachers' professional conduct and practice. The course duration is: • Six weeks of visits in School 1 (one day per week in school to observe) across semesters one and two • Four weeks in school teaching small groups during between semesters, during college vacation.

6

Course Learning Outcomes:	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 1. Demonstrate knowledge and skills of observation and reporting on class teaching and wider school activities (in School 1)	• Show records of cooperative learning and/or group work activities among peers during observations • Make oral presentations of knowledge gained during observation by groups • Provide records and reflections on specific observations from wider school environment and class teaching
	CLO 2. Demonstrate skills of working collaboratively to support the learning of small groups of children, under the guidance of mentors, regardless of children's socio-cultural and linguistic backgrounds/experiences (NTS, 1e)	• Provide records of collaborative work with others, e.g. meet the obligations and expectations of others: mentors and peers • Show records of discussions on the learning of children they worked with identifying differences in their learning
	CLO 3. Demonstrate knowledge and understanding of the key features of the basic school curriculum (BSC); and specifically focusing on core subjects and their associated expected learning outcomes (NTS, 2a).	• Show report on small group discussions with mentors and peers on the key features of the official basic school curriculum • List identified key features in the BSC
	CLO 4. Demonstrate knowledge and skills in carrying out child studies focused on children's learning and progress as classroom enquiry (NTS, 3b)	• Draw an activity plan of work with four identified children based on gender balance (if applicable) and diversity, and tracking of learning and teaching approaches as well as progress in pupils' learning • Collect and analyse data on the identified children
	CLO 5. Demonstrate knowledge and skills in critical reflection on class teaching and wider school observations and record in student reflective journal (SRJ) (NTS, 1a)	• Provide records of teacher-pupil classroom interactions and wider school activities in SRJ using appropriate ICT tools

Course Learning Outcomes:	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 6. Demonstrate skills in preparing and writing a STS: Beginning Teaching philosophy statement (NTS, 1f)	• Provide a write up of the beginning teacher's self-awareness, beliefs, and values of teaching and learning
	CLO 7. Demonstrate knowledge and skills in developing a professional portfolio with evidence from observations and other achievements (NTS, 1a, e, f)	• Use appropriate ICT tools to compile artefacts and reports from observations and other achievements as contents in a professional portfolio, showing creativity in design
	CLO 8. Demonstrate skills in identifying traits of professionalism in school (NTS, 1d, 1f, 1g, & 2a)	• Provide SRJ recordings of demonstrated professional values and attitudes during engagements with people including pupils, mentors, tutors, and peers

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	1	**Observation**	Class teaching and learning	• Observation of a class with a checklist or taking field notes with particular attention to learners with difficulties • Observe class teaching and learning; teacher-pupil/pupil-pupil interactions • Observe and record good practices in whole class and small group teaching and learning
				• Observe and record peers carrying out collaboratively-planned activity with their group or an individual, and how feedback is given on the learning
			Wider school activities	• Observe and record wider school activities: staff meetings, assemblies and pupils' play/lunch time activities, attitudes and behaviours of teaching and non-teaching staff in school (Use checklist of items to be observed and recorded, or field notes recording strategies (ensure creativity in recordings)

6

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	2	**Mentor/Student teacher work collaboratively**	Work plan of mentor and student teacher	• Discuss work plan of mentor/student teacher indicating obligations and expectations • Discuss learning of children they worked with identifying differences in their learning • List findings from discussions
	3	**Basic school curriculum (BSC)**	Key elements of the BSC	• Engage student teachers in group discussions with their mentors on BSC • Identify and compile list of key features of BSC
	4	**Child Study (Classroom enquiry)**	Items to be observed during child studies	• Select one or two children to be studied (consider gender balance) • Identify children's behaviours and cultural, linguistic, socio-economic, and educational backgrounds • Consult appropriate resources to guide observations and to aid identification of learning and teaching approaches in children • Collect and manage data on one or two children's behaviour, learning style, progress of learning, and other characteristics. • Write report on the child studied
	5	**Student Reflective Journal (SRJ)**	Template of a reflective journal with key items (pay attention to inclusion and diversity)	• Use small groups/individual to analyse and evaluate sampled reflective journals that includes elements of inclusion and diversity • Assist student teacher to acquire and improve reflective practice skills • Use ICT tools and given template to develop SRJ

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	6	**Personal teaching philosophy statement**	List items in a teaching philosophy	• Analyse and evaluate sampled teaching philosophy statements of teachers using pair work • List key elements in a typical teaching philosophy statement • Write a draft report of a personal teaching philosophy statement reflecting your own awareness of your transition from SHS to College
	7	**Develop professional portfolio**	Template for a professional portfolio	• Analyse and evaluate contents in sampled professional portfolios using group work • Design an outline of a professional portfolio • Continue to develop skills in professional portfolio building • Use ICT tools to collect and compile artefacts in personal professional portfolio
	8	**Traits of professionalism in school**	Professionalism traits	• Discuss in groups: positive behaviours, attitudes, and values of both teaching and non-teaching staff in the school

6

7. DIRECTED SUPPORTED TASKS FOR STUDENTS

TOPIC 7.1 FAMILIARISATION WITH SCHOOL ENVIRONMENT AND DOCUMENT/RECORDS (BEGIN KEEPING RECORDS IN SRJ)

TOPIC 7.1 Familiarisation with school environment and document/records (Begin keeping records in SRJ)	**Purpose:** In this topic, you will be familiar with the way a school is organised.
Activity 7.1.1 Making a checklist of basic information about the school (NTS 1d: *Guided by legal and ethical teacher codes of conduct in their development as a professional teacher)*	
Activity 7.1.2 Observing at least three routines and how they are managed (NTS1e: *Engages positively with colleagues, students, parents, SMC, PTA, and wider public as part of a community of practice)*	
Activity 7.1.3 Finding out about classroom rules and other school rules (NTS 2a: *Demonstrate familiarity with the education system and the key policies guiding it)*	
Learning outcomes: When you have completed the following STS activities, you will:	**Indicators**
Demonstrate knowledge and skills of observation and reporting on class teaching and wider school activities.	1. Prepare a checklist of basic information available in the school 2. Write notes on at least three routines and how they are managed 3. Identify classroom rules

Activity 7.1.1 Making a checklist of basic information about the school.

PLAN TOGETHER

With your mentor and STS partner, discuss the kind of information you need to collect about the school and who you need to contact. Take note of inclusivity and equity issues.

DO

With your mentor and STS partner use the ideas that came out of the discussion at the planning stage to prepare a table as shown below. You could add to the observation guide below and record in your SRJ.

7

Observation guide for school information

	Items	Responses
1	Number of boys	
2	Number of girls	
3	Number of female teachers	
4	Number of male teachers	
5	Non-teaching staff if any (male)	
6	Non-teaching staff if any (female)	
7	Date of establishment	
8	Number of classrooms	
9	Awards won	
10	Management Unit.	
11	Reporting Time	
12	Closing Time	
13	Available facilities for inclusivity and equity	
14	Code of Conduct for Teachers	
15		
16		
17		

Let your mentor guide you to prepare a check list as indicated below. Tick (✓) to indicate **available** and cross (X) to indicate **not available**. Add as many items as possible.

Items	Available	Not available
Mentor's lesson plan		
Gender responsive score card		
Attendance register		
Sexual harassment policy		
School rules and regulations		
School timetable		

REFLECT TOGETHER

Did you get all the information you required from the mentor and lead mentor? Share your experiences with your STS partner

Record in your SRJ at least two key features of the school that make it different from other schools you know

Activity 7.1.2 Observing at least three routines and how they are managed.

PLAN TOGETHER

In college you and your tutor would have discussed some school routines. Discuss with your mentor and STS partner and identify routines in the school and the duration of each routine, for example:

- Cleaning the compound
- Cleaning the classrooms/office
- Conducting morning assembly
- Closing assembly
- Marking the register
- Classroom teaching
- Co-curricular
- Other social activities

With your mentor and STS partner identify and discuss leadership roles played by learners and teachers.

DO

Observe as many school routine activities as possible, record in your SRJ, and make notes on how they are organised. Write in your SRJ the leadership roles played by prefects and teachers. Compare your notes with your STS partners' notes.

REFLECT TOGETHER

Discuss with your mentor and STS partner any differences and similarities in the information you have recorded.

Record in your SRJ at least two similarities and two differences you share with your STS partner

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Activity 7.1.3 Finding out about classroom rules and other school rules.

PLAN TOGETHER

Request from the mentor and lead mentor information about classroom rules and other school rules. Discuss with your STS partner the rules you think are most important and how they support teaching and learning and other school rules. Find out how the rules are communicated to the learners.

DO

Observe learners and teachers throughout the day and record in your SRJ the rules you see used in the classroom or in the playground. Observe and record as in the table below how the rules are enforced and the consequences for learners if they break the rules

Classroom rule and other school rule	Why this rule is important	How this rule is enforced	Consequences if the rule is broken
1			
2			
3			
4			
5			

REFLECT TOGETHER

Reflect together with your mentor and STS partner checking which rules were effectively used in the classroom and the school as a whole.

Record in your SRJ the rules that were effectively used

TOPIC 7.2: DISCUSSION OF BASIC SCHOOL CURRICULUM MATERIALS WITH MENTORS DURING OBSERVATION

Topic 7.2 Discussion of Basic school curriculum materials with Mentors during Observation	**Purpose:** In this topic, you will be familiar with the basic school curriculum materials and identify their key features
Activity 7.2.1 Discussion of the basic school curriculum materials for Early Grade, Upper Primary, and Junior High School *(NTS 2d: At pre-primary and primary, the teacher knows the curriculum for years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction)*	
Activity 7.2.2 Identification of key features of the basic school curriculum *(NTS 2b: Has comprehensive knowledge of the official school curriculum, including learning outcomes) (NTS 2d: refer to Activity 7.2.1)*	
Activity 7.2.3 Interaction with mentors on how scheme of work is developed from the syllabus *(NTS 2b, 2d: refer to Activity 7.2.1 and 7.2.2)*	
Learning outcomes: When you have completed Topic 7.1 STS activities in your observation school you will:	**Indicators**
Demonstrate knowledge and understanding of the key features of the basic school curriculum, specially focusing on core subjects and their associated learning outcomes	1. Record discussions with lead mentors/ mentors and peers on the materials of basic school curriculum with emphasis on literacy, numeracy, and science 2. List key features of the basic school curriculum 3. Identify other supporting or relevant materials for teaching 4. Develop a prototype scheme of work from the syllabus

NB: Core subjects at the JHS level comprise English, Mathematics, and Science.

Activity 7.2.1 Discussion of the basic school curriculum materials for early grade, upper primary and junior high school

PLAN TOGETHER

In this activity, you, your STS Partner, and your mentor will look at the basic school curriculum with emphasis on literacy, numeracy, and science. The basic school curriculum materials should include:

- Syllabus
- Teachers' manual or guide
- Pupils' textbooks
- Pupils' workbooks

Your Tutor has shown you examples of basic school curriculum materials for early grade, upper primary and junior high school at college. Plan with your STS partner how you will compare the basic school curriculum materials your tutor discussed with you in college and those that your mentor will discuss with you in your partner school.

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DO

Your mentor will take you through some of the basic school curriculum materials, especially those on literacy, numeracy, and science. Use the table below to record the materials identified in your partner school.

Subject	Materials discussed in Partner School
Literacy	**Indicators**
Numeracy	
Science	

REFLECT TOGETHER

Ask your mentor to show you how they select curriculum materials when preparing their lessons in literacy, numeracy, and science. Let them show you how they incorporate literacy and numeracy in all their lessons.

Write down at least two basic school curriculum materials you found in the school and compare with those you discussed at college. Make notes in your SRJ.

Activity 7.2.2 Identification of key features of the basic school curriculum

PLAN TOGETHER

In this activity you and your STS partner will discuss with your mentor the key features of the basic school curriculum, including the relevance of standards, learning outcomes, indicators and assessment, as well as the emphasis it puts on literacy, numeracy, and science.

You will also identify and note the key elements in the curriculum, including inclusivity and equity issues.

DO

Choose any two of the early grade, upper primary, and junior high school syllabuses of the basic school curriculum. Study the relationships between the standards (2b and 2d) in the curriculum, the learning outcomes, indicators, and how the indicators are assessed. Discuss the relationships with your mentor and let your mentor show you how these features help them to plan their lessons.

REFLECT TOGETHER

Share with your STS partner your understanding of the relevance of the features discussed with your mentor. Did you have the same ideas about the key features as your STS partner?

Record in your SRJ at least two key similarities and differences between your ideas and your STS partner's ideas about the relevance of standards, learning outcomes and their indicators in the Basic school curriculum and how the indicators are assessed.

Activity 7.2.3 Interaction with mentors on how the scheme of work is developed from the subject syllabus

PLAN TOGETHER

Brainstorm with your STS partner and mentor on the kind of information you want to know about the scheme of work.

Look at the sample scheme of work you prepared with your tutor at college and compare the information in the sample with what you brainstormed.

DO

Your mentor will take you through how they develop their scheme of work from a subject-specific syllabus. Complete the table below using the ideas you got from your mentor to plan a prototype scheme of work in one of the following subjects: literacy, numeracy, or science.

Table 7.2.1: Sample Scheme of Work

Week	Topic/unit	Expected Learning outcome	Indicators	Teaching Learning Activities	Assessment
1					
2					
3					

REFLECT TOGETHER

Share with your STS partner your understanding of how a scheme of work is developed from a syllabus. Did you have the same ideas about the relationship between a scheme of work and a syllabus? Discuss any differences with your mentor for clarification.

Record in your SRJ at least two key similarities of your ideas about the relationship between a scheme of work and a syllabus and those of your STS partner.

7

TOPIC 7.3: OBSERVATION OF CLASSROOM LESSON PRESENTATION, MANAGEMENT, AND ASSESSMENT

Topic 7.3 Observation of classroom lesson presentation, management and assessment	**Purpose:** In this topic, you will become familiar with lesson presentation sequence, classroom management strategies and modes of assessing pupils.
Activity 7.3.1 Student teacher observation of lesson introduction (NTS 1a: Critically and collective reflects to improve teaching and learning)	
Activity 7.3.2 Student teacher observation of lesson development and classroom management (NTS 1a: see Activity 7.3.1)	
Activity 7.3.3 Student teacher observation of lesson closure and assessment (NTS 1a: see Activity 7.3.1)	
Learning outcomes: When you have completed Year 1 Topic 3 STS activities in your observation school you will:	**Indicators**
Demonstrate knowledge and skills in critical observation and reflection on class teaching and record in Student Reflective Journal (SRJ)	1. Checklist of observed lesson introduction, lesson development, assessment and closure 2. Recordings in SRJ of lesson introduction, development, interactions, assessment and closure 3. Recordings of class interactions using appropriate ICT tools e.g. photos, videos, audio materials

Activity 7.3.1 Student teacher observation of lesson Introduction

PLAN TOGETHER

During the pre-observation orientation, your tutor guided you to make a checklist of things to look for in the lesson introduction. Plan together with your mentor and STS partner on what to look out for during lesson introduction. These may include what the mentor does at the start of the lesson such as getting the pupils seated and their attention; reviewing what the pupils already know about the new topic; linking relevant previous knowledge (RPK) to the new task; or using songs, games, stories, question and answers to make lesson introduction captivating. Refer to Table 3.1 for a sample checklist.

Think about how you will keep a record of your observations in your Student Reflective Journal to describe what happens at the start of the lesson.

DO

Observe the introduction of the lesson using the checklist your tutor guided you and your STS partner to develop. Put a tick (✓) against any items on the checklist the mentor covers at the start of the lesson or a cross (X) if the mentor has not covered it. Record any activity that the mentor engages in which is not on your checklist in your SRJ.

Make a note of any critical incidents during the lesson introduction which you did not expect to happen.

REFLECT TOGETHER

Compare your ticked and crossed checklist with your STS partner's checklist. Try to look at the following:

- Are there any differences in the specific checklist?
- Did you and/or your STS partner observe and record any critical incidents at the start of the lesson?
- What new things have you learned about what the teacher should or shouldn't do during lesson introduction?

Discuss anything you did not capture in your college with your STS partner and add to the checklist you have developed for observing the start of the lesson. Refer to NTS (3a, c, d-g, 2e) for more ideas during your discussions.

Record in your SRJ at least two key things you have learned about the start of a lesson. Refer to this during your pedagogy lessons.

Activity 7.3.2 Student Teacher Observation of Lesson Development and Classroom Management

PLAN TOGETHER

In college, your tutor would have helped you to develop a checklist of things to look out for in a lesson development and classroom management strategies. Plan together with your mentor and STS partner on what to look out for during lesson development and classroom management. These may include the logical sequence of lesson stages; teaching-learning activities; how the mentor organises the class and supports the pupils; the movement of the mentor and position when teaching; how the mentor involves pupils, both boys and girls, including those with special needs; what the pupils do during the lesson; how the chalk board is used; seating arrangements; use of teaching-learning materials; how interactive the lesson is; how pupils' behaviour is managed; and the use of rewards and punishments. Your mentor will help you feel free in the observation class and also support you to position yourself well during the observation without distracting pupils' attention. Refer to Table 3.1 for sample checklist.

DO

Observe the lesson using the checklist you and your STS partner have developed. Put a tick (✓) against any of the items on the checklist the mentor covers during the development of the lesson and a cross (X) against those that have not been covered by mentor. Record any activity the mentor engages in which is not on the checklist you are using in your SRJ. You can ask the mentor for clarification on what you think is not on your checklist. Interact with at least two pupils (boy and girl) during the lesson and observe how they are participating in the lesson.

NOTE: It would be helpful to include a pupil with special needs if you have one in the class.

Make a particular note of these teacher activities and later record in your SRJ what you have observed about them. This will be useful to you in your pedagogy lessons.

- The mentor's position in the classroom when teaching
- The use of teaching-learning materials and questions
- The mentor's handling of pupils' responses
- How the mentor manages pupils' positive or negative behaviours
- How the mentor encourages girls and those with disability (if any) participation in the lesson
- How the mentor arranges seating in the classroom
- How the teacher disciplines pupils in class

REFLECT TOGETHER

Comparing your ticked and crossed checklist with your STS partner's checklist, reflect on the following:

- What management strategies did the teacher use?
- Why are classroom management strategies important?
- How did the mentor arrange the seating in the classroom?
- How did the mentor encourage the vulnerable, especially the girls and those with disability to participate in the lesson?
- How did the mentor respond to pupils' answers and questions?

Discuss any new things you did not capture in college with your STS partner and add to the checklist you developed for observing the lesson.

Activity 7.3.3 Student Teacher Observation of Lesson closure and Assessment

PLAN TOGETHER

Your tutor would have helped you to make a checklist of things to look for at the end of the lesson and how to assess pupils' learning. Plan together with your mentor and STS partner on what to look out for during lesson closure and modes of assessing pupils. Things to look for during lesson closure may include how the lesson is ended; how the mentor collects and marks pupils' exercises; how the mentor summarises the lesson; and how they tidy up the classroom and dismiss the pupils at the end of the lesson. Other things to look for include the modes of assessment such as how the mentor asks questions and listens to pupils' answers; how the mentor uses formative and summative methods to assess pupils' learning; how pupils' written work is marked; how feedback is given; and use of rewards. Refer to Table 3.1 for a sample checklist.

DO

Observe the mentor's lesson using the checklist you and your STS partner have developed. Put a tick (✓) against any item on the checklist that the mentor covers and a cross (X) against what has not been covered by the mentor. Record any relevant activity that the teacher engages in which is not on the checklist you are using. Make a note of any critical incidents at the end of the lesson you did not expect to happen.

Note and record in your SRJ two formative (oral and/or written questions used for diagnostic purposes, observations etc.) and two summative (written tests, short quizzes etc.) assessment modes you observed the teacher use to assess the learners' understanding of concepts. Make sure you observe one boy and one girl in the class. List one response (if any) from each of them that show their level of understanding of the relevant concepts.

PLAN TOGETHER

Compare your ticked and crossed checklist with your STS partner's ticked checklist.

- Are there any differences in the specific checklist ticked or crossed by either of you as covered or not by the mentor?
- Did you and/or your STS partner record any critical incidents at the end of the lesson?
- What new things you have learned regarding how pupils' understanding of concepts is assessed?

Discuss any new things you had not captured in college with your STS partner and add to the checklist you have developed for observing End of Lesson and Assessment.

Record in your SRJ at least two key points (one each from End of Lesson and one on Assessment) you have learned on Activity 3.3 and make use of it in your pedagogy lessons.

NOTE: PLEASE BE AWARE THAT CLASSROOM MANAGEMENT AND ASSESSMENT RUN THROUGH ALL THE STAGES OF THE LESSON DELIVERY (THAT IS LESSON INTRODUCTION, DEVELOPMENT AND PRESENTATION AND CLOSURE)

Table 7.2.1: Checklist for observing lesson sequence, classroom management strategies and assessment

Lesson introduction		
Item: the mentor...	**Observable evidence: Present (✓) or None (X)**	**Remarks**
Reviews pupils RPK		
Links RPK to new topic		
Shares learning objective with learners		
Asks pupils questions about the new topic		
Asks learners about previous lesson		
Makes introduction captivating		
…Mentee can add any other item that has not been covered in this list		
Lesson development		
Item – the mentor…	**Observable evidence: Present (✓) or None (X)**	**Remarks**
Ensures TLAs are sequential and logical		

Ensures TLAs are sequential and logical		
Uses varied methods or pedagogical skills, e.g. at least one of these: whole class dialogue, small group discussion, games		
Pays attention to learners (boys, girls, learners with special needs)		
Explains concepts clearly		
Produces and uses varied teaching and learning resources (TLRs), including ICT, in lesson		
• Mentee can add any other item that has not been covered in this list		
Classroom management		
Item: the mentor …	**Observable evidence: Present (✓) or None (X)**	**Remarks**
Establishes a good learning environment		
Manages the BB and other learning resources effectively		
Manages seating arrangements		
Considers individuality		
Deals with pupils' misbehaviour		
Use of rewards		
• Mentee can add any other item that has not been covered in this list		
Assessment		
Item: the mentor …	**Observable evidence: Present (✓) or None (X)**	**Remarks**
Uses variety of assessment modes		
Allows wait time for learners to respond to questions		
Gives constructive feedback to learners		
Distributes questions evenly in class		
Uses techniques of assessment that are both formative and summative		

• Mentee can add any other item that has not been covered in this list		
Lesson closure		
Item: the mentor …	**Observable evidence: Present (✓) or None (X)**	**Remarks**
Draws learners' attention to end of lesson		
Summarises key points of lesson along instructional outcomes		
Uses question and answer sessions		
Tidies up the lesson		
Collects learners' exercises		
Use of rewards		
• Mentee can add any other item that has not been covered in this list		

Note: Tick (✓) or cross (X) as appropriate

7

TOPIC 7.4: OBSERVATION OF TRAITS OF TEACHER PROFESSIONALISM

Topics 7.4 Observation of traits of teacher professionalism	**Purpose:** In this topic you will become familiar with traits of professionalism in teaching
Activity 7.4.1 Observation of staff members' behaviour and attitudes towards work *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher)*	
Activity 7.4.2 Observation of staff members' relationship with pupils, school authorities, colleagues and parents. *(NTS 1e: Engages positively with colleagues, learners, parents, SMCs, PTAs and wider public as part of a community of practice)*	
Activity 7.4.3 Observation of record keeping by the mentor *(NTS 1f: Develops a positive teacher identity and acts as a good role model for students)*	
Learning outcomes: When you have completed Topic 7.4 STS activities on the professional traits of the teacher, you will:	**Indicators**
Demonstrate skills in identifying traits of professionalism in school	1. Completed checklist of observed staff members' behaviour and attitudes towards work 2. Recorded in SRJ teachers' relationship with pupils, colleague teachers and other stakeholders in education 3. Recorded in SRJ mentor's record keeping

Activity 7.4.1 Observation of staff members' behaviour and attitudes towards work.

PLAN TOGETHER

In your college, your tutor might have guided you to plan what to look for when observing teacher behaviour. With the support of the mentor and your STS partner discuss the following traits of a professional role model of a teacher:

- Punctuality
- Dress code
- Tolerance
- Friendliness
- Passion for work

Prepare a checklist with the traits above.

You can also look for ways in which teachers demonstrate positive attitudes towards pupils with special educational needs, and ways in which they encourage girls and ensure their protection.

NOTE: Take care not to criticise the teacher you are observing. This activity is not intended to be an 'inspection' of the teacher you observe but a learning process.

DO
Use the checklist below to observe a teacher.

Table 7.4.1 Teacher behaviour

Behaviour / attitudes	A teacher who is a good role model:	A teacher who is a poor role model:
Punctuality	• always arrives on time.	• arrives late and is not well organised.
Appearance	• dresses decently and appropriately at all times.	• wears clothes that are indecent.
Tolerance	• accommodates views of others.	• impervious/resistant to others' views.
Enthusiasm	• shows passion for teaching.	• shows no passion for teaching.
Commitment	• shows dedication to pupils' success.	• shows no dedication to pupils' success.
Time and Time Management	• spends extra/quality time with pupils. • ensures that the school timetable guides their classroom and school activities.	• has little time for pupils. • fails to achieve tasks on time.

List and discuss any other professional traits you might have observed with your STS parner.

REFLECT TOGETHER
Your mentor will meet with you to reflect on the following questions:
- What ideas do you have in common regarding the role of positive teacher behaviour?
- How can the teacher be friendly with pupils and maintain discipline without being overly strict?

Compare your findings and discuss your differences and similarities.
Record them in your SRJ.

Activity 7.4.2 Observation of staff members' relationship with pupils, school authorities, colleagues, and parents

PLAN TOGETHER
Before embarking on your school visits, your tutor would have guided you to prepare a checklist on how staff members build relationships with pupils, school authorities, colleagues, and parents. Discuss your planned checklist with your mentor and record in your SRJ.

DO
Make a checklist in your SRJ as shown in the example below and use it during the school observation to determine relationships amongst staff and other stakeholders.
As in Activity 4.1 this is not an inspection of the schools or the class teacher but a way to help you think about how to establish good relationships.

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Example: Complete all sections of the checklist by ticking (✓) in the space provided.

Table 7.4.2 Teacher's relationships with others

Mentor's relationship with:	A teacher who has established good relationships:	A teacher who has poor relationships:
Pupils	• calls pupils by their names during classes and has some information about their family background. • gives pupils support and encouragement according to their individual needs. • encourages girls and boys in the classroom.	• shows little interest in the pupils and knows a few by name. • uses unkind words to pupils and uses sarcasm in addressing them.
Other teachers	• plans together with other teachers. • very supportive, collaborative, and is a team player.	• does not collaborate much with other teachers.
Head teacher	• cooperates, respects, accepts new roles and responsibility assigned them.	• does not respect the authority of the head teacher.
Parents		
Girls' Education Officer		
Circuit Supervisor		

REFLECT TOGETHER
Compare your findings with that of your STS partner. Discuss with your STS partner and agree on the importance of relationships you will need during your Year 2, Year 3 and Year 4 STS.

Record points discussed in your SRJ.

Activity 7.4.3 Record keeping

PLAN TOGETHER
In this activity you will need to ask your observed mentor and lead mentor for permission to look at their class records including the teacher's lesson plans, admission register, punishment book, staff record book, staff attendance book, staff meeting minutes book, log book, visitors' book, and record of pupils' achievement. In the pre-STS session at your college, your tutor would have told you about which documents you should request from your mentor and how to study the teachers' records. You will need to discuss with your STS partner what you will record in your SRJ.

DO

Make a list of the documents that your mentor and lead mentor shared with you. Record them in your SRJ as below. Tick (✓) for available records and (X) for non-available records and, for each one, write in your SRJ the main purpose of that document.

Table 7.4.3 School records

S/N	RECORD	AVAILABILITY	PURPOSE
1	Staff Attendance book		
2	Class Register		
3	Admission Register		
4	Permission book		
5	Staff Record book		
6	Staff Minutes book		
7	Lesson Notebook		
8	Class Exercise books		
9	Cumulative Records book		
10	Students' Report cards		
11	Farm Records book		
12	Pupils' Examination broad sheet		

Make notes of any record that the mentor keeps which you had not thought about with your mentor and STS partner during the pre-STS discussion.

REFLECT TOGETHER

Your mentor will meet with you to share your findings. You will discuss what you learnt from the record keeping. Discuss what items were not found in your checklists that your mentor kept.

Record points discussed in your SRJ.

7

TOPIC 7.5: UNDERTAKING CHILD STUDY FOCUSSING ON CHILDREN'S LEARNING AND PROGRESS

Topic 7.5. Undertaking Child Study focussing on Children's Learning and Progress	**Purpose:** In this topic, you will become familiar with both the way children learn in the classroom and the socio-economic, cultural, and linguistic backgrounds that have influences on their learning.
Activity 7.5.1 Observation of how socio-economic, cultural and linguistic backgrounds influence the way learners' (a boy and a girl) learn. *(NTS 2f: Takes account of respects learners' cultural, linguistic socio-economic and educational backgrounds in planning and teaching)*	
Activity 7.5.2 Observation of how the mentor plans lessons to support learning needs of learners (a boy and a girl). (NTS 2e: understands how children develop and learn in diverse contexts and applies this in their teaching)	
Activity 7.5.3 Observation of the performance and progress of learners (a boy and a girl) *(NTS 2e and 2f: refer to Activity 5.1 and 5.2)*	
Learning outcomes: When you have completed Year 1 Topic 7.5 STS activities in your observation school you will:	**Indicators**
1. Demonstrate skills of working collaboratively to support the learning of small groups of children, under the guidance of mentors, regardless of children's socio-cultural and linguistic backgrounds/experiences. 2. Demonstrate knowledge and skills in carrying out child studies focussed on children's learning and progress as classroom enquiry.	1.1 SRJ recordings of mentor-student discussions on learners' (a boy and a girl) socio-economic, cultural, and linguistic background differences and how they influence pupil' learning 1.2 Photos/videos/audio of working collaboratively 2.1 Action Plan on work with the two identified children 2.2 Report on the children studied

Activity 7.5.1 Observation of how socio-economic, cultural and linguistic backgrounds influence the way learners (a boy and a girl) learn.

PLAN TOGETHER

In your Child Study lectures at college, you learned how learners' socio-economic, cultural, and linguistic backgrounds influence learning in the classroom. Before you observe your mentor's lesson, let him help you to identify two learners (a boy and a girl) with different socio-economic, cultural, and linguistic backgrounds, based on the occupation of their parents, the language they speak, and where they live. With the help of your mentor, you and your STS partner will prepare a guide for gathering information on learners' background. Your mentor can help you to find out the specific needs of the two learners.

DO

With the help of your mentor and STS partner, gather information on learners' background focussing on the two learners. You will use the table below to gather the information. Add on to the following items as necessary.

Table 7.5.1 Background information of learners

Items	Names of Learners	
	Learner 1:	Learner 2:
Age		
Occupation of parents		
Language spoken		
Where pupil lives		
Learning style		
Strengths of the learner		
Interests		
Response to teaching approaches		
Learning challenges		

N.B: Consider any special needs

REFLECT TOGETHER

Share ideas with your STS partner and mentor on how the information gathered could affect learners' learning. Share also any new information you would consider when observing the learners in a lesson. You can also share how your own socio-economic, cultural and linguistic backgrounds have influenced the way you learned as well as any special experiences you may have

Record in your SRJ at least two key factors that in your opinion can affect the way learners learn in the classroom. This information will make you appreciate the diversities learners come to school with and the responsibility it places on the teacher to help all learners. Include what you learned in this activity in your report.

Activity 7.5.2 Observation of how the mentor plans lessons to support the diverse needs of boys and girls.

PLAN TOGETHER

In your Child Study course at college, you learned how the teacher uses various activities to address the diverse needs of learners in the classroom. With your STS partner and mentor, prepare a guide for gathering information on learners' backgrounds. This may include how the mentor involves the two learners in classroom activities, how the mentor attends to their learning needs (e.g. by giving them different task and further explanations), how the mentor manages their exercise books, and how the mentor stimulates and sustains their interest during the lesson.

7

DO

Observe the lesson using the guide you prepared with the support of your mentor. Put a tick against any item that the teacher covers during the lesson. Record any activity that the teacher gets the two learners to engage in that is not on your checklist. Below is the checklist:

• Involves pupils in lesson from the beginning to the end of lesson	
• Stimulates and sustains pupils' interest during the lesson	
• Evaluates pupils' progress at different stages of the lesson	
• Gives appropriate feedback to pupils' answers	
• Uses questions to lead pupils to appropriate answers	
• Marks pupils' exercises promptly and discusses pupils' answers with them	

REFLECT TOGETHER

Share with your STS partner what each of you observed the mentor do to support the two learners. Ask the mentor to explain specific activities they used that you did not understand. Ask the mentor to tell you other activities they could have used to support the learners to learn even better.

Record in your SRJ what you will do differently to help learners if you had the opportunity to teach them.

Activity 7.5.3 Observation of the performance and progress of boys and girls

PLAN TOGETHER

Discuss with your STS partner and your mentor some of the ways in which learners' progress can be monitored in a lesson. They may include: the use of questions at all stages of the lesson, letting children talk about what the lesson was about, summarising the lesson, writing exercises based on the lesson, and giving constructive feedback.

DO

Observe how the mentor monitors the progress of the two learners and answer the questions based on the mentors' activities in the lesson.

- Does the mentor involve them at the beginning of the lesson to link their previous knowledge to the new lesson?
- Does the mentor find out what the learners have learned at different stages of the lesson?
- What does the mentor do when they find out that the learners do not understand something?
- How does the mentor deal with learners' answers?

In addition to these questions, you should find out if the mentor marks the learners' exercises promptly and gives them feedback.

REFLECT TOGETHER

Answer the following questions with your STS partner and your mentor.

- Which two things did the mentor do in the lesson which in your view helped the two learners most?
- Which two things did your mentor do in the lesson which in your view helped the two learners least?
- Share your answers to the above questions with your STS partner and your mentor.

Record in your SRJ, at least, two key things you have learned.
Use the information gathered to write a report.

TOPIC 7.6: DISCUSSION OF TEACHING PHILOSOPHY AND BUILDING PORTFOLIO (BEGIN KEEPING PORTFOLIO EVIDENCE IN SRJ)

Topic 7.6 Discussion of Teaching Philosophy and Building Portfolio	**Purpose:** In this topic you will begin to write a teaching philosophy statement and learn how to build a personal professional portfolio with evidence from observations.
Activity 7.6.1 Discussion of individual's beliefs and values of teaching and learning *(NTS 1f: Develops a positive teacher identity and acts as a good role model for learners).*	
Activity 7.6.2 Collection of artefacts, including the use of ICT tools for building a professional portfolio *(NTS1f: Develops a positive teacher identity and acts as a good role model for learners).*	
Learning outcomes: When you have completed Topic 7.6 STS activities on the professional traits of the teacher, you will:	**Indicators**
1. Demonstrate skills in preparing and beginning to write a personal teaching philosophy statement 2. Demonstrate knowledge and skills in developing a professional portfolio with evidence from observations	1.1 A list of self-evaluation attributes 1.2 A write-up of their personal beliefs and values of teaching and learning 2.1 Collected artefacts to begin building a professional portfolio 2.2 The portfolio

Activity 7.6.1 Discussion of individual's beliefs and values of teaching and learning

PLAN TOGETHER

In your pedagogic studies in college, your tutors would have explained to you how to write a teaching philosophy statement. In this activity, your mentor will share with you and your STS partner the mentor's beliefs and values regarding teaching and learning.

7

DO

Discuss with your mentor and STS partner, the mentor's beliefs and values with respect to teaching and learning. Ask your mentor to explain how they developed the beliefs and values. Find out from your mentor if their beliefs and values have changed over time and ask the mentor for the reasons of the change. Share your own beliefs and values of teaching and learning with both your STS partner and your mentor.

REFLECT TOGETHER

Compare your listed beliefs and values in teaching and learning with those of your STS partner. Discuss any similarities and differences between your beliefs and values and those of your STS partner with your mentor and explore the reasons for the differences.

Write in your SRJ what you have learnt from the sharing of beliefs and values of teaching and learning.
Your mentor will assist you to use your beliefs and values to begin to write your teaching philosophy statement.

Activity 7.6.2 Collection of artefacts, including the use of ICT tools for building a professional portfolio.

PLAN TOGETHER

At your college, your tutors would have explained to you how to begin building a professional portfolio. In this activity, discuss with your STS partner and mentor some of the artefacts for building a professional portfolio.

DO

List with your STS partner the artefacts you learned about at your college. Discuss the list with your mentor and find out how these can be collected from the school. Start collecting the artefacts and begin to build your professional portfolio. Compare the portfolios you have built.

Note: You can use ICT tools (e.g. cameras, audio recorders, phones, computers etc.) to collect your artefacts for referencing, assessment, and safe keeping.

REFLECT TOGETHER

Are there any similarities and differences in the two portfolios? Discuss any differences and give reasons why you selected the artefacts.

Record in your SRJ the relevance of the artefacts collected from the school.

8. SUPPORTING TASKS FOR TUTORS

TOPIC 8.1: FAMILIARISATION WITH SCHOOL ENVIRONMENT AND DOCUMENT/RECORDS (BEGIN KEEPING RECORDS IN SRJ)

TOPIC 8.1 Familiarisation with school environment and document/records (Student teacher begins to keep records in SRJ)	**Purpose:** In this topic you are asked to support the student teacher to be familiar with the way a school is organised.
Activity 8.1.1 Making a checklist of basic information about the school *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher)*	
Activity 8.1.2 Observing at least three routines and how they are managed. *(NTS1e: Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice)*	
Activity 8.1.3 Finding out about classroom rules and other school rules. **(N**TS 2a: Demonstrate familiarity with the education system and the key policies guiding it)	
Learning outcomes: When student teachers have completed the following STS activities, they will:	**Indicators**
Demonstrate knowledge and skills of observation and reporting on class teaching and wider school activities	• Prepare checklist of basic information available in the school • Write notes on at least three routines and how they are managed • Identify classroom rules

Activity 8.1.1 Tutor support for student teacher to make a checklist of basic information about the school.

PLAN TOGETHER

Discuss with your student teachers the kind of information you want them to collect from their STS partner school and who they must contact.

DO

Guide the student teachers to use the ideas that were generated during the discussion at the planning stage to prepare a table as shown below.

Table 8.1.1: Observation guide for school information

Items	Responces	
1	Number of boys	
2	Number of girls	
3	Number of female teachers	
4	Number of male teachers	
5	Non-teaching staff if any (male)	
6	Non-teaching staff if any (female)	

7	Date of establishment	
8	Number of classrooms	
9	Awards won	
10	Management Unit.	
11	Reporting Time	
12	Closing Time	
13		
14		
15		

Support your student teachers to prepare a check list as indicated in Table 8.1.2 below. Tick (✓) to indicate available and cross (X) to indicate not available. Add as many items as possible.

Table 8.1.2 Proforma for school records

Items	Available	Not available
Gender responsive score card		
Attendance register		
Sexual harassment policy		
School rules and regulations		
School timetable		

REFLECT TOGETHER

Remind student teachers to share their experiences from the information gathered with their mentors and lead mentor and record in their SRJ.

Activity 8.1.2 Tutor support for student teachers to observe school routines and how they are managed.

PLAN TOGETHER

You would have discussed some school routines with student teachers. Remind them to discuss with their mentor and lead mentor the school routines and the duration of each of them, for example:

- Cleaning the compound
- Cleaning the classrooms/office
- Conducting morning assembly
- Closing assembly
- Marking the register

- Classroom teaching
- Co-curricular activities
- Other social activities

Guide them to identify and discuss leadership roles played by prefects and mentors.

DO

You would have discussed with student teachers during orientation in college school routines and how they are organised. Remind them to write in their SRJ as many school routine activities as possible and the leadership roles played by prefects and teachers.

REFLECT TOGETHER

Let student teachers tell you why it is important to involve learners in school administration. Let student teachers discuss why the need to be familiar with school routines.

Let them record in their SRJ the routines that were effectively managed.

Activity 8.1.3 Tutor support for student teachers to learn about classroom rules and other school rules.

PLAN TOGETHER

Support student teachers to find out from the mentor and lead mentor information about classroom rules and other school rules. Discuss with student teachers the rules you think are most important and how they support teaching and learning. Let them find out how the rules are communicated to the learners.

DO

Remind student teacher to observe learners and teachers throughout the day, ask school authorities about rules and regulations, and **record in their SRJ the rules being used in the classroom or on the playground.** Let them observe and record as in the table below how the rules are enforced and the consequences for learners if they break the rules.

Table 8.1.3 School rules

Classroom rule and other school rule	Why this rule is important	How this rule is enforced	Consequences if the rule is broken
1			
2			
3			
4			
5			

8

REFLECT TOGETHER
Support student teachers to reflect together with their mentor checking which rules were effectively used in the classroom and the school as a whole.

Let them record in their SRJ the rules that were effectively used.

TOPIC 8.2: DISCUSSION OF BASIC SCHOOL CURRICULUM MATERIALS WITH MENTORS DURING OBSERVATION

Topic 8.2 Discussion of basic school curriculum materials with Mentors during Observation	**Purpose:** In this topic you are asked to support the student teacher to be familiar with the key features of the basic school curriculum and materials associated with it.
Activity 8.2.1 Discussion of the basic school curriculum materials for Early Grade, Upper Primary and Junior High School *(NTS 2d: At pre-primary and primary, the teacher knows the curriculum for years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading, and writing of at least one Ghanaian language for instruction)*	
Activity 8.2.2 Identification of key features of the basic school curriculum *(NTS 2b: Has comprehensive knowledge of the official school curriculum, including learning outcomes) (NTS 2d: refer to Activity 8.2.1)*	
Activity 8.2.3 Interaction with mentors on how scheme of work is developed from the syllabus *(NTS 2b, 2d: refer to Activity 8.2.1 and 8.2.2)*	
Learning outcomes: When student teachers have completed Topic 8.2 STS activities in your observation school they will:	**Indicators**
Demonstrate knowledge and understanding of the key features of the basic school curriculum and specially focusing on core subjects and their associated learning outcomes.	• Record discussions with lead mentors/ mentors and peers on the materials of the basic school curriculum with emphasis on literacy, numeracy, and science • List key features of the basic school curriculum • Identify other supporting or relevant materials for teaching • Develop a prototype scheme of work from the syllabus

NB: Core subjects at the JHS level comprise English, Mathematics, and Science

Activity 8.2.1 Tutor Student teachers' discussion of the basic school curriculum materials for early grade, upper primary and junior high school

PLAN TOGETHER

Guide student teachers to look at the basic school curriculum with emphasis on core subjects. Instruct them to search for examples of materials such as:

- The syllabus
- Teachers' manual or guide
- Pupils' textbooks
- Pupils' workbooks

Show student teachers examples of basic school curriculum materials for early grade, upper primary and Junior High School at college.

DO

Take student teachers through some of the basic school curriculum materials especially that of Literacy, Numeracy and Science. Guide student teachers to use the table below to record the materials identified in the STS partner school.

Table 8.2.1 Material on core subjects

Subject	Materials discussed in Partner School
Literacy	
Numeracy	
Science	

REFLECT TOGETHER

Let student teachers share their experiences on the basic school curriculum materials especially those of literacy, numeracy and science on their return to college as recorded in their SRJ.

Activity 8.2.2 Tutor assists student teacher to identify key features of the basic school curriculum

PLAN TOGETHER

Guide student teachers in a discussion to help them identify and note the key features of the basic school curriculum. Help them to look for the relevance of standards, learning outcomes, indicators and assessment as well as the emphasis it puts on literacy, numeracy and science. Lead them to see the alignment in the syllabus. Guide them to identify and note the key elements in the curriculum.

DO

Let student teachers to choose any two of the early grade/upper primary/JHS syllabuses on one of these subjects (literacy, numeracy, and science). Assist them to identify the relationship between the standards in the curriculum, the learning outcome, indicators and how the indicators are assessed. Encourage student teachers while in practicing school to discuss the relationships with their mentors and enquire from the mentors how these features help them to plan their lessons.

8

REFLECT TOGETHER

When student teachers have come from their observation schools, ask them to identify two relationships between the standards in the curriculum, the learning outcomes and its indicators (for the grade and subject syllabus selected).

Ensure that student teachers record in their SRJ two key similarities and differences they identified between the syllabus and the scheme of work in their school of observation.

Activity 8.2.3 Tutor interacts with student teachers on how scheme of work is developed from the syllabus

PLAN TOGETHER

Discuss with student teachers the kind of information they need to know about preparation of scheme of work. Guide student teachers on how to prepare scheme of work from the syllabus.

DO

Let student teachers prepare a scheme of work from the overall syllabus using the sample scheme of work format below.

Table 8.2.3 Material on core subjects

Week	Topic/unit	Expected Learning outcome	Indicators	Teaching Learning Materials	Teaching Learning Activities	Assessment
1						
2						
3						

REFLECT TOGETHER

Let student teachers share with you their understanding of how the scheme of work is developed from a syllabus when they have returned from their STS partner schools.

- Do they have the same ideas about the relationship between a scheme of work and a syllabus?
- Discuss any differences the student teachers have in their ideas on scheme of work.

Remind student teachers to record in their SRJ at least two key similarities and differences in their ideas about the relationship between a scheme of work and a syllabus during STS observation.

TOPIC 8.3: STUDENT TEACHER OBSERVATION OF CLASSROOM LESSON PRESENTATION, MANAGEMENT AND ASSESSMENT

Topic 8.3 Student teacher observation of classroom lesson presentation, management and assessment	**Purpose:** In this topic, you are asked to help student teachers to become familiar with lesson presentation sequence, classroom management strategies and modes of assessing pupils.
Activity 8.3.1 Student teacher observation of lesson introduction *(NTS 1a: Critically and collective reflects to improve teaching and learning)*	
Activity 8.3.2 Student teacher observation of lesson development and classroom management *(NTS 1a: see Activity 7.3.1)*	
Activity 8.3.3 Student teacher observation of lesson closure and assessment *(NTS 1a: see Activity 7.3.1)*	
Learning outcomes: When student teachers have completed Topic 8.3 STS activities in their observation schools they will:	**Indicators**
Demonstrate knowledge and skills in critical observation and reflection on class teaching and record in Student Reflective Journal (SRJ)	• Checklist of observed lesson introduction, lesson development, assessment, and closure • Recordings in their SRJ of lesson introduction, development, interactions, assessment, and closure. • 3 Recordings of class interactions using appropriate ICT tools e.g. photos, videos, audio

Activity 8.3.1 Tutor support for student teachers' observation of lesson Introduction

PLAN TOGETHER

During the pre-observation orientation, you will guide student teachers to make a checklist of things to look for at the start of a lesson. Remind them to plan together with the mentor other things that might not have been covered in the checklist. Refer to Table 3.1 for the sample checklist. As their tutor, guide them on how to keep a record of their observations in the SRJ to describe what happens during lesson introduction.

DO

During the orientation session before student teachers go to their STS partner schools, guide them to develop a checklist (taking note of gender, equity, and inclusivity) which they will use to observe their mentor's lesson introduction. Discuss with student teachers how to position themselves in the classroom in order to capture the activities without distracting the pupils

8

Advise the student teachers to make a note of any critical/unexpected incidents that they might have encountered during the lesson introduction in their SRJ.

REFLECT TOGETHER

When student teachers return to college, let them describe any critical incident they recorded in their SRJs. Let them compare notes with their STS partners. They should consider the following questions:

- Are there any differences in the specific items of the checklist you and your STS partner recorded in your SRJ?
- What new things have you learned about what a teacher should or shouldn't do at the beginning of the lesson?

Remind the student teachers to record in their SRJ any two things they have learned about lesson introduction that they will use in future.

Activity 8.3.2 Tutor support for student teachers' observation of lesson development and classroom management

PLAN TOGETHER

Guide student teachers to make a checklist of things to look for in a lesson development and classroom management strategies. These include how the mentor organises the class and supports the pupils; the movement of the mentor and position when teaching; how the mentor involves learners, both boys and girls, including those with Special Education Needs and Disability (SEND); what the learners do during the lesson; how the chalk board is used; seating arrangement: use of teaching and learning materials (TLMs); how interactive the lesson is; how learners' behaviour is managed; and the use of rewards. Refer to Table 3.1 for sample checklists.

DO

Before student teachers go to their STS partner schools for observation, guide them to develop a checklist for observing (considering gender, equity and inclusivity) the lesson development and classroom management procedures. Remind them to tick (✓) against any of the items on the checklist the mentor will cover and a cross (X) on what the mentor does not during the development of the lesson. Refer to Table 3.1 for sample checklist. Remind them to record in their SRJ any activity the mentor engages in which is not on the checklist. They should interact with at least two learners (boy and girl) during the lesson and observe how they are participating in the lesson. They should observe mentor's management of learning environment using the checklist.

NOTE: Let them know how great it would be if they included a learner with special education needs and disability, if there is one in the class.

Remind student teachers to make a particular note of the teacher activities in the checklist and later record in their SRJ at least any two points that they have observed about their mentor using the list below as a guide:

- How the mentor positions themselves in the classroom when teaching
- How the mentor uses TLMs and questions
- How the mentor pays attention to pupils' responses
- How the teacher manages pupils' positive or negative behaviours
- How the teacher encourages learners with diverse needs especially girls and boys.
- How the teacher arranges seating in the classroom
- How the teacher disciplines pupils in class

REFLECT TOGETHER

Remind the student teachers that when they return to college after the observation, they will be required to compare their ticked and crossed checklist with their STS partner's checklist, and reflect on the following:

- How did the mentor link the previous/old lessons to the new lesson?
- What management strategies did the teacher use?
- Why classroom management strategies are important?
- How did the mentor teacher arrange the seating in the classroom?
- How the mentor practised inclusion (e.g. encouraging girls and those with disability to participate in the lesson)?
- How the mentor did react to learners' questions or answers?

Let student teachers discuss any new things they did not capture in college with their STS partner and add those new things to the checklist they developed for observing the lesson.

Activity 8.3.3 Tutor support for student teachers' observation of lesson closure and assessment

PLAN TOGETHER

During orientation, guide your student teachers to make a checklist of things to look for at the ending of lessons and the modes of assessing learners' work. What they should look for in lesson closure will include:

- How the lesson is ended
- How the mentor collects and marks learners' exercises
- How the mentor summarises the lesson
- How they tidy up the classroom and dismiss the learners at the end of the lesson. Things to look for in the assessment of learners' learning output are the modes of assessment which include:
    - How the mentor uses questions and answers to elicit information and judge understanding, the attention given to pupils' responses by the mentor
    - How the mentor uses formative and summative methods to assess learners' learning output
    - How learners' written work is marked
    - How feedback is given

DO

Remind the student teacher to observe the lesson using the checklist you will guide them and their STS partners to develop. They should put a tick (✓) against any item on the checklist that the mentor will cover. They should record any relevant activity that the teacher engages in which is not on the checklist they will be using. Let them refer to Table 8.3.1 for sample checklists.

8

Let student teachers note and record in their SRJ two formative assessment modes (oral questions, observations etc.) and two summative assessments modes (written questions, short quizzes etc.) they observed the mentor use to assess the learners' understanding of concepts after the observation. Remind them to observe one boy and one girl in the class and state one response from each of them that showed their level of understanding of the lesson/concepts.

REFLECT TOGETHER

During the post observation activities in the college, let student teachers compare their findings by discussing the following questions:

- Are there any differences in the specific checklist ticked by either of you as covered by the teacher?
- What critical incidents did you and your STS partner record at the closure of the lesson?
- What new things have you learned regarding how pupils' understanding of concepts is assessed?

Let them discuss any new things that were not captured in your checklist developed at college with their STS partner but were exhibited by their mentor, and write how useful it is to lesson closure and learners' assessment.

Remind student teachers to record in their SRJ any two points (one on End of Lesson and the other on Assessment) they have learned on Topic 8.3 Activity 8.3.3 for discussion in college during post observation activities

NOTE: Classroom management and assessment run through all the stages of lesson delivery (that is lesson introduction, development or presentation and closure). Remember to let the student teachers note this before they leave for the observation.

Table 8.3.1 Sample checklist for observing lesson sequence, classroom management strategies and learners' assessment

Lesson introduction			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Reviews learners' RPK	3a		
Links RPK to new topic	3a		
Shares learning objective with learners	3a		
Asks learners questions about the new topic	3a		
Makes introduction captivating	3a		
Mentee can add any other item that has not been covered in this list			

Lesson introduction			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Ensures TLAs are sequential and logical	3a		
Uses varied methods or pedagogical skills (e.g. at least one of these: whole class dialogue, small group discussion, games)	3e		
Pays attention to learners (boys, girls, learners with special needs)	2f and 3f		
Explains concepts clearly	3i		
Produces and uses varied TLMs including ICT in lesson	3j		
Mentee can add any other item that has not been covered in this list			
Classroom management			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Establishes a good learning environment	3c		
Manages the Black Board (BB) and other learning resources effectively	3j		
Manages seating arrangements	3f		
Considers individual learners' social and learning needs/abilities	2f		
Handles learners' behaviour appropriately	2d		
Uses rewards appropriately	2c		
Mentees can add any other item that has not been covered in this list			
Assessment			
Item: the teacher:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Uses a variety of assessment modes	3k		
Allows wait time for learners to respond to questions	3l		
Gives constructive feedback to learners	3l		

Distributes questions evenly and fairly in class	3k		
Uses techniques of assessment that are formative and summative	3k		
Mentee can add any other item that has not been covered in this list			
Lesson closure			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Draws learners' attention to end of lesson	3a		
Summarises key points of lesson along instructional outcomes	3a		
Uses question and answer strategies to end the lesson	3a		
Collects learners' exercises	3n		
Mentee can add any other item that has not been covered in this list			

Note: Tick (✓) or cross (X) as appropriate

TOPIC 8.4: OBSERVATION OF TRAITS OF TEACHER PROFESSIONALISM

Topics 8.4 Observation of traits of teacher professionalism	**Purpose:** In this topic you are asked to support student teachers to become familiar with traits of professionalism in teaching.
Activity 8.4.1 Observation of staff members' behaviour and attitudes towards work *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher)*	
Activity 8.4.2 Observation of staff members' relationship with pupils, school authorities, colleagues and parents. *(NTS 1e: Engages positively with colleagues, learners, parents, SMCs, PTAs and wider public as part of a community of practice)*	
Activity 8.4.3 Observation of record keeping by the mentor *(NTS 1f: Develops a positive teacher identity and acts as a good role model for students)*	
Learning outcomes: When students have completed Topic 8.4 STS activities on the professional traits of the teacher, they will:	**Indicators**
Demonstrate skills in identifying traits of professionalism in school.	1. Checklist of observed staff members' behaviour and attitudes towards work. 2. SRJ recordings of observed teachers' relationship with pupils, colleague teachers and other stakeholders in education. 3. SRJ recordings on observed mentor's records keeping.

8.4.1 Tutor support for student teachers' observation of teachers' behaviour and attitudes towards work.

PLAN TOGETHER

During the pre-observation orientation guide, student teachers plan what to look for when observing teacher behaviour. With the support of their mentor, they will discuss the following traits of a teacher:

- Punctuality
- Appearance
- Tolerance
- Friendliness
- Passion for work

They will be supported by their mentor to prepare a checklist with the traits above.

Assist student teachers to explore ways in which teachers demonstrate positive attitudes towards pupils with special educational needs and ways in which they encourage girls and ensure their protection.

NOTE: Advise student teachers to take care not to criticize the teacher they are observing. Let them be aware that this activity is not intended to be an assessment of the teacher, but rather, an observation for learning.

DO

During the orientation session before student teachers visit their STS partner schools, discuss with them various characteristics of teacher behaviour in the checklist below, and others they may discuss with their mentors. They will use the information to make notes during the observation.

Encourage student teachers to record their reflections in their SRJ

Table 8.4.1 Teacher behaviour

Behaviour / attitudes	A teacher who is a good role model:	A teacher who is a poor role model:
Punctuality	• always arrives on time	• arrives late and is not well organized
Appearance	• dresses decently and appropriately at all times.	• wears clothes that are indecent
Tolerance	• accommodates views of others	• impervious / resistant to others' views
Enthusiasm	• shows passion for teaching	• shows no passion for teaching
Commitment	• shows dedication to pupils' success	• shows no dedication to pupils' success
Time and time management	• spends extra/quality time with pupils. • ensures that the school time table guides his/her classroom and school activities	• has little time for pupils • fails to achieve tasks on time

8

Let student teachers mention and discuss any other professional traits besides those above they might observe.

REFLECT TOGETHER

During post-observation session, discuss with student teachers their reflections in the STS school on the following questions:

- what ideas do you have in common regarding the role of positive teacher behaviour?
- how can the teacher be friendly with learners and maintain discipline without being overly strict?

Activity 8.4.2 Tutor support for student teachers' observation of staff members' relationship with pupils, school authorities, colleagues and parents.

PLAN TOGETHER

Before embarking on their school visits, guide student teachers to prepare a checklist on teachers' relationships with pupils, school authorities, colleagues and parents. Lead them to brainstorm on ideas they will be discussing with their mentors on the planned checklist to record in their SRJs.

DO

Support student teachers to make a checklist in their SR Journals as shown in the example below. Make them aware they will be using the information during the school observation to determine relationships amongst staff and other stakeholders. Discuss with them the content of the checklist and guide them to be able to complete all sections of the checklist.

This activity is a way to help student teachers think about how to establish good relationships:

Relationship with….	A teacher who has established good relationships:	A teacher who has poor relationships:
Pupils	• calls pupils by their names during classes and has some information about their family background. • gives pupils support and encouragement according to their individual needs. • encourages girls and boys in the classroom.	• shows little interest in the pupils and knows a few by name. • uses unkind words to pupils and uses sarcasm in addressing them.
Other teachers	• plans together with other teachers. Very supportive, team player, collaborative	• does not collaborate much with other teachers
Head teacher	• cooperates, respects, accepts new roles and responsibilities assigned him.	• does not respect the authority of the head teacher
Parents	• welcomes warmly and pays due courtesy. Answers parents questions to lay off speculations inimical to learners progress.	• is snobbish and uncouth. Turns away visitors with behaviour.
Girls Education Officer	• collaborates earnestly to improve learning and girl issues	• does not have patience and is gender insensitive
Circuit Supervisor	• cooperates and accepts support to improve learning in general	• frowns on the presence of the CS in the school.

REFLECT TOGETHER
Back at college, let student teachers share their findings on relationships. Lead them to discuss and agree on types of relationships they found useful.

Activity 8.4.3 Tutor support for student teacher's observation of record keeping

PLAN TOGETHER
In this activity student teachers will need to ask their observed mentors and lead mentors for permission to look at their class records including the teacher's lesson plans, admission register, punishment book, staff record book, staff attendance book, staff meeting minutes book, log book, visitors' book and record of pupils' achievement. In the pre - STS session at college, discuss with them which documents they would request for from their mentors/lead mentors and how to study the records.
Remind them to discuss with their STS partners what they will record in their SR Journals.

DO
Guide student teachers to make a list of documents their mentors and lead mentors are expected to produce for observation. Let them record as in the table below. Enter a tick (✓) for available records and (X) for non-available records. For each one, discuss with them the main purpose.

Table 8.4.2 School records

S/N	RECORD	AVAILABILITY	PURPOSE
1	Staff Attendance book		
2	Class Register		
3	Admission Register		
4	Permission book		
5	Staff Record book		
6	Staff Minutes book		
7	Lesson Notebook		
8	Class Exercise books		
9	Cumulative Records book		
10	Students' Report cards		
11	Farm Records book		
12	Pupils' Examination broad sheet		

Inform student teachers that they will be expected to make notes of any records that the mentor keeps which they had not thought of with you during the pre-STS discussion at college.

REFLECT TOGETHER
Let student teachers share their findings. Ask them questions about what they expect to learn from the record keeping. Discuss with them, what records were not found on their checklists that their mentors kept and vice versa. Further reflect with them on if the records that were not found have any impact on learners

8

TOPIC 8.5: UNDERTAKING CHILD STUDY FOCUSSING ON CHILDREN'S LEARNING AND PROGRESS

Topic 8.5 Undertaking Child Study focussing on children's learning and progress	**Purpose:** In this topic, you are asked to support student teachers to become familiar with both the way children learn in the classroom and the socio-economic, cultural and linguistic backgrounds that have influences their learning.
Activity 8.5.1 Observation of how socio-economic, cultural and linguistic backgrounds influence the way learners' (boys and girls) learn. *(NTS 2f: Takes account and respects learners' cultural, linguistic socio-economic and educational backgrounds in planning and teaching)*	
Activity 8.5.2 Observation of how the mentor plans lessons to support learning needs of learners (a boy and a girl). *(NTS 2e: understands how children develop and learn in diverse contexts and applies this in their teaching)*	
Activity 8.5.3 Observation of the performance and progress of learners (a boy and a girl) *(NTS 2e and 2f: refer to Activity 8.5.1 and 8.5.2)*	
Learning outcomes: When student teachers have completed Topic 8.5 STS activities in their observation school they will:	**Indicators**
1. Demonstrate skills of working collaboratively to support the learning of small groups of children, under the guidance of mentors, whatever their socio-cultural and linguistic backgrounds and experiences. 2. Demonstrate knowledge and skills in carrying out child studies focussed on children's learning and progress as classroom enquiry.	1.1 Record in SRJ mentor-student discussions on learners' (boys and girls) socio-economic, cultural and linguistic background differences and how they influence learners' learning. 1.2 Provide photos/videos/audios of working collaboratively. 2.1 Prepare an action plan on work with the two identified children. 2.2 Write a report on the children studied.

Activity 8.5.1 Tutor support for student teachers to observe how socio-economic, cultural and linguistic backgrounds influence the way learners (boys and girls) learn.

PLAN TOGETHER

In your *Child Study* course, the student will have identified factors that influence children's learning in the classroom and how information could be gathered on learners' background using a table like the one below

Table 8.5.1 Background information of learners

Items	Names of Learners	
	Learner 1:	Learner 2:
Age		
Occupation of parents		
Language spoken		
Where pupil lives		
Learning style		
Strengths of the learner		
Interests		
Response to teaching approaches		
Learning challenges		

N.B: Consider any special needs

DO

Let the student teachers use the guide (Table 5.1) to gather information on learners' background, paying attention to the two learners (a girl and a boy), with the help of the mentor during observation.

REFLECT TOGETHER

Back at the college let student teachers write some of the factors that affect learners' learning output for discussion when they return to college. Let them add any other relevant factor(s) they learned from their mentors. In the post observation activities, let them share their experiences with the larger student teacher group by using the following questions:

- What are the major socio-economic and cultural background that influenced children's learning?
- How did these factors play a major role in the children's learning?

Guide student teachers to discuss what they recorded in their SRJ, on, at least, two factors that affect the way learners learn in the classroom.

Activity 8.5.2 Observation of how the mentor plans lessons to support the diverse needs of boys and girls.

PLAN TOGETHER

In their Child Study course at college, student teachers learned how the teachers use various activities to address the diverse needs of learners in the classroom. As a tutor, support them to prepare a guide for gathering information on the learners' background. This may include how the mentor involves the two learners in classroom activities, how the mentor attends to their learning needs (e.g. by giving them different task and further explanations), how the mentor manages their exercise books and how the mentor stimulates and sustains their interest during the lesson.

8

DO

Guide student teachers on how to observe the lesson using the guide they prepare with the support of their mentor. Let them record any activity the teacher gets the two learners to engage in using the checklist below.

• Involves pupils in lesson from the beginning to the end of lesson	
• Stimulates and sustains pupils' interest during the lesson	
• Evaluates pupils' progress at different stages of the lesson	
• Gives appropriate feedback to pupils' answers	
• Uses questions to lead pupils to appropriate answers	
• Marks pupils' exercises promptly and discusses pupils' answers with them	

REFLECT TOGETHER

Let the student teacher share with you what the mentor did to support the two learners.

Let them also share with you what they will do differently to help learners if they had the opportunity to teach them and why.

Activity 8.5.3 Tutor support for student teacher to monitor the performance and progress of learners.

PLAN TOGETHER

You would have discussed with student teachers how learners' progress is assessed in a lesson. You would have also taught student teachers that all lessons are delivered through different stages, so it is important to assess pupils as they are taken through different stages of the lesson. In your classroom discussion before they go out to observe, let them discuss among themselves some of the ways in which learners' progress can be monitored in a lesson. These may include: the use of questions at all stages of the lesson, letting learners talk about what the lesson was about, summarizing the lesson, and writing exercises based on the lesson.

Let student teachers think about at least two things they will record in their SRJ.

DO

Guide the student teachers to complete the table 1.3 below with a tick (✓), as appropriate, during observation

Table 8.5.2 Mentor's engagement in class to assess learners' progress

Mentor's engagement in class to assess learners' progress in learning	Observed	Not observed
Does the mentor find out what learners have learnt at different stages of the lesson?		
Does the mentor provide support when they find out that the learners do not understand the topic of the lesson?		
Does the mentor deal with learners' answers to questions appropriately?		
Does the mentor appreciate learners' efforts to answer or ask questions?		
Does the mentor mark learners' exercises promptly and discusses the answers with them?		

REFLECT TOGETHER

Let student teachers discuss the questions below with their STS partners.

- Does the mentor find out what learners have learnt at different stages of the lesson?
- What does the mentor do when they find out that the learners do not understand something?
- How do they deal with learners' answers?
- How does the mentor appreciate learners' efforts?

In addition to these questions, student teachers should also find out if the mentor;

- marks learners' exercises promptly and
- discusses the answers with them.

Let student teachers take note of anything the learner did that they had not thought of and record it in their SRJ. Remind them to record in their SRJ at least two factors on the importance of Child Study knowledge to the teacher.

8

TOPIC 8.6: DISCUSSION OF TEACHING PHILOSOPHY AND BUILDING PORTFOLIO (BEGIN KEEPING PORTFOLIO EVIDENCE IN SRJ)

Topic 8.6 Discussion of teaching philosophy and building portfolio	**Purpose:** In this topic you are asked to support the writing of a teaching philosophy statement and learn how to build a personal professional portfolio with evidence from observations.
Activity 8.6.1 Discussion of individual's beliefs and values of teaching and learning *(NTS 1f: Develops a positive teacher identity and acts as a good role model for learners.).*	
Activity 8.6.2 Collection of artefacts, including the use of ICT tools for building a professional portfolio *(NTS1f: Develops a positive teacher identity and acts as a good role model for learners).*	
Learning outcomes: When students have completed Topic 8.6 STS activities on the professional traits of the teacher, they will:	**Indicators**
1. Demonstrate skills in preparing and beginning to write a personal teaching philosophy statement 2. Demonstrate knowledge and skills in developing a professional portfolio with evidence from observations	1.1 Make a list of self-evaluation attributes 1.2 Complete a write-up of their personal beliefs and values of teaching and learning 2.1 Collect artefacts to begin building a professional portfolio 2.2 Collect artefacts for building a portfolio

Activity 8.6.1 Tutor and student teachers discussion of individual's beliefs and values of teaching and learning.

PLAN TOGETHER

In pedagogic studies and pre-observation orientation in college, you would have guided the student teachers to write a teaching philosophy statement beginning with beliefs and values of teaching and learning. In this activity, share with student teachers, your beliefs and values regarding teaching and learning. Therefore, in preparing student teachers, guide them to articulate their beliefs and values so that they can share with their mentors.

DO

Discuss with student teachers how beliefs and values in respect of teaching and learning influence learners' learning outcome. Also discuss with them how beliefs and values are developed. Share with them why there could be changes in the beliefs and values (including gender) over time and clarify the reasons for the change.

Share your own beliefs and values of teaching and learning with student teachers so they can do same with their mentors and STS partners. Let them draft and share their own teaching philosophy with you.

REFLECT TOGETHER

Let student teachers compare their beliefs and values in teaching and learning with yours and discuss any similarities and differences.

Activity 8.6.2 Tutor and student teachers' discussions on collection of artefacts, including the use of ICT tools for building a professional portfolio.

PLAN TOGETHER

At college, you would have explained to student teachers how to begin building a professional portfolio. In this activity, guide student teachers to build a professional portfolio from various artefacts.

DO

Guide student teachers to find out how the artefacts can be collected from their schools of practice. Discuss with them the types of artefacts they should collect from their schools and how their mentors can assist them. Encourage student teachers to compare their portfolios with their STS partners'.

Discuss with them how and where they can get some of the artefacts and use ICT to begin to build their professional portfolio. Let them build and compare their portfolios with STS partners'.

Note: Guide student teachers to use ICT tools (e.g. cameras, audio recorders, phones, computers etc.) to collect their artefacts for referencing, assessment and safe keeping.

REFLECT TOGETHER

Lead student teachers to discuss if there are similarities and differences in their portfolios. They should discuss any differences and give reasons why they selected those artefacts.

Check what has been recorded in their SRJ and the relevance of the artefacts collected for teaching and learning.

9. SUPPORTING TASKS FOR MENTORS

TOPIC 9.1: FAMILIARISATION WITH SCHOOL ENVIRONMENT AND DOCUMENT/RECORDS

TOPIC 9.1 Familiarisation with school environment and document/records (Student teacher begins to keep records in SRJ)	**Purpose:** In this topic you are asked to support the student teacher to be familiar with the way a school is organised.
Activity 9.1.1 Make a checklist of basic information about the school *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher*)	
Activity 9.1.2 Observe at least three routines and how they are managed. *(NTS1e: Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice)*	
Activity 9.1.3 *Find out about classroom rules and other school rules.* (NTS 2a: Demonstrate familiarity with the education system and the key policies guiding it)	
Learning outcomes: When student teachers have completed the following STS activities, they will:	**Indicators**
Demonstrate knowledge and skills of observation and reporting on class teaching and wider school activities.	1. Prepare a checklist of basic information available in the school. 2. Write notes on at least three routines and how they are managed. 3. Identify classroom rules.

Activity 9.1.1 Mentor support for student teachers to make a checklist of basic information about the school.

PLAN TOGETHER

During the pre-observation orientation at college, student teachers would have gathered the information they need about the school and who they need to contact. In this activity, you and student teachers will discuss the kind of information they need to collect and who they need to contact for such information.

DO

Guide and support student teachers with the ideas that came out of the discussion at the planning stage to prepare a table as shown below, Table 9.1.1

Let student teachers add to the observation guide below and record in their SRJ.

9

Table 9.1.1 Observation guide for school information

SN	Items	Responces
1	Number of boys	
2	Number of girls	
3	Number of female teachers	
4	Number of male teachers	
5	Non-teaching staff if any (male)	
6	Non-teaching staff if any (female)	
7	Date of establishment	
8	Number of classrooms	
9	Awards won	
10	Management Unit.	
11	Reporting Time	
12	Closing Time	
13		
14		
15		

Guide student teachers to prepare a check list as indicated below, Table 9.1.2. They should tick (✓) to indicate available and cross (X) to indicate not available. Let them add as many items as possible.

Table 9.1.2 Proforma for school records

Items	Available	Not available
Gender responsive score card		
Attendance register		
Sexual harassment policy		
School rules and regulations		
School timetable		

REFLECT TOGETHER

Review the checklist with the student teachers and ask them if they got the required information from the school. Encourage them to share their experiences.

Activity 9.1.2 Mentor support for student teachers to observe school routines and how they are managed.

PLAN TOGETHER

At the pedagogic studies in college and during pre-orientation, student teachers would have familiarized themselves with school routines and how they are managed. Let them share with you their ideas about the school routines. Discuss with them some notable school routines, how to identify those routines in the school and the duration of each routine. e.g.:

- Cleaning the compound,
- Cleaning the classrooms/office
- Conducting morning assembly,
- Closing assembly
- Marking the register,
- Classroom teaching,
- Co-curricular,
- Other social activities,

Assist them to identify and discuss some leadership roles played by prefects and teachers in the school.

DO

In the school as well as the classroom, remind them to observe as many school routine activities as possible. Let them record in their SRJ and make notes on how they are organised. Encourage them to write in their SRJ the leadership roles played by prefects and teachers as observed and compare their notes with STS partners' notes.

REFLECT TOGETHER

Discuss with them any differences and similarities in the information they have recorded, and experiences gained.

Activity 9.1.3 Mentor support for student teachers to find out about classroom rules and other school rules.

Provide student teachers with information about classroom rules and other school rules. Discuss with them the classroom rules and wider school rules you think are most important and how they support teaching and learning. Share with them how the rules are communicated to the learners.

DO

Encourage student teachers to observe learners and teachers throughout the day and record in their SRJ the rules effectively used in the classroom or on the playground. Remind them to be guided by the Table 9.1.3 below. Let them record how rules are enforced and the consequences for learners if they break the rules.

9

Table 9.1.3 School rules

Classroom rule and other school rule	Why this rule is important	How this rule is enforced	Consequences if the rule is broken
1			
2			
3			
4			
5			

REFLECT TOGETHER

Reflect together with student teachers, the effectiveness of classroom rules and let them share with you which rules were effectively used in the classroom and the school as a whole.

Remind them to record in their SRJ the rules that were effectively used

TOPIC 9.2: DISCUSSION OF BASIC SCHOOL CURRICULUM MATERIALS WITH MENTORS DURING OBSERVATION

Topic 9.2 Discussion of Basic School Curriculum materials with Mentors during Observation	**Purpose:** In this topic you are asked to support the student teacher to be familiar with the key features of the basic school curriculum and materials associated with it
Activity 9.2.1 Discussion of the basic school curriculum materials for Early Grade, Upper Primary and Junior High School *(NTS 2d: At pre-primary and primary, the teacher knows the curriculum for years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction)*	
Activity 9.2.2 Identification of key features of the basic school curriculum *(NTS 2b: Has comprehensive knowledge of the official school curriculum, including learning outcomes) (NTS 2d: refer to Activity 8.2.1)*	
Activity 9.2.3 Interaction with mentors on how scheme of work is developed from the syllabus *(NTS 2b, 2d: refer to Activity 9.2.1 and 9.2.2)*	
Learning outcomes: When student teachers have completed Topic 9.2 STS activities in your observation school they will:	**Indicators**
Demonstrate knowledge and understanding of the key features of the basic school curriculum and specially focusing on core subjects and their associated learning outcomes.	1. Record discussions with lead mentors/ mentors and peers on the materials of basic school curriculum with emphasis on literacy, numeracy and science 2. List key features of the basic school curriculum 3. Identify other supporting or relevant materials for teaching. 4. Develop a prototype scheme of work from the syllabus.

NB: Core subjects at the JHS level comprise English, Mathematics and Science

Activity 9.2.1 Mentor-Student teacher discussion of the Basic School Curriculum materials for early grade, upper primary and junior high school

PLAN TOGETHER

In this activity, you as a mentor will assist student teachers to look critically at the basic school curriculum materials with emphasis on literacy, numeracy and science. The basic school curriculum materials should include;

- The syllabus
- Teachers' manual or guide
- Pupil's textbooks
- Pupil's workbooks

Note that their tutors at college may have already shown them examples of basic school curriculum materials for early grade, upper primary and junior high school.

9

DO

Take the student teachers through some of the basic school curriculum materials especially that of literacy, numeracy and science. Encourage them to use the table below to record the materials identified in your school.

Table 9.2.1 Material on core subjects

Subject	Materials discussed in Partner School
Literacy	
Numeracy	
Science	

REFLECT TOGETHER

Share with student teachers how you incorporate literacy and numeracy in all your lessons. Remember to encourage the student teachers to ask any questions that still bother them.

Activity 9.2.2 Mentor assists student teacher to identify key features of the basic school curriculum

PLAN TOGETHER

As a mentor, you will lead student teachers in a discussion to help them identify and note the key features of the basic school curriculum. Help them to look for the relevance of standards, learning outcomes, indicators and assessment as well as the emphasis it puts on literacy, numeracy and science. Let them to see the alignment in the syllabus.

You will also help them to identify and note the key elements in the curriculum.

DO

As a mentor you will assist student teachers to choose any two of the early grade, upper primary and junior high school syllabuses of the basic school curriculum. Guide them to find the relationships between the standards (2b and 2d) in the curriculum, the learning outcomes, indicators and how the indicators are assessed. Discuss these relationships with your student teachers and show them how these features help you to plan your lessons.

REFLECT TOGETHER

Arrange for student teachers to share their findings on the relevance of the features of the basic school curriculum with you as their mentor. Do they have the same ideas about the key features?

Ensure that student teachers record in their SRJ two key similarities and differences they identified between the syllabus and the scheme of work in their school of observation.

Activity 9.2.3 Mentor interaction with student teachers on how scheme of work is developed from the syllabus

PLAN TOGETHER

Review with your student teachers the kind of information they need to know about the scheme of work based on your own scheme of work. Let student teachers look at the sample scheme of work they made with their tutors at college and compare with what you reviewed with them.

DO

Take student teachers through how the scheme of work is developed from a subject specific syllabus. Show student teachers samples of your own scheme of work. Guide student teachers to complete the table below using the ideas they obtained from you to plan a scheme of work in one of the following subjects - literacy, numeracy and science.

Table 9.2.2 Sample Scheme of Work

Week	Topic/unit	Expected Learning outcome	Indicators	Teaching Learning Materials	Teaching Learning Activities	Assessment
1						
2						
3						

REFLECT TOGETHER

Let student teachers share with you their understanding of how the scheme of work is developed from a syllabus. Do they have the same ideas about the relationship between a scheme of work and a syllabus? Discuss any differences the students have in their ideas on scheme of work for clarification. What have you learnt about the scheme of work?

Remind student teachers to record in their SRJ at least two key similarities and differences in their ideas about the relationship between a scheme of work and a syllabus.

9

TOPIC 9.3: STUDENT TEACHER OBSERVATION OF CLASSROOM LESSON PRESENTATION, MANAGEMENT AND ASSESSMENT

Topic 9.3 Student teacher observation of classroom lesson presentation, management and assessment	**Purpose:** In this topic, you are asked to help student teachers to become familiar with lesson presentation sequence, classroom management strategies and modes of assessing pupils.
Activity 9.3.1 Student teacher observation of lesson introduction *(NTS 1a: Critically and collective reflects to improve teaching and learning)*	
Activity 9.3.2 Student teacher observation of lesson development and classroom management *(NTS 1a: see Activity 9.3.1)*	
Activity 9.3.3 Student teacher observation of lesson closure and assessment *(NTS 1a: see Activity 9.3.1)*	
Learning outcomes: When student teachers have completed Topic 9.3 STS activities in their observation schools they will:	**Indicators**
Demonstrate knowledge and skills in critical observation and reflection on class teaching and record in SRJ.	1. Create checklist of observed lesson introduction, lesson development, assessment and closure. 2. Record in their SRJ of lesson introduction, development, interactions, assessment, and closure. 3. Recordings of class interactions 4. Using appropriate ICT tools, e.g. photos, videos, audios.

Activity 9.3.1 Mentor support for student teachers' observation of lesson Introduction

PLAN TOGETHER

The student teachers will observe you introduce a lesson, using a check list they developed in college. Discuss with them the lesson you are going to teach and the key things they should note in the lesson introduction which might not have been captured in their checklist. Let them position themselves well in the classroom so they do not distract the pupils.

As a mentor, discuss with them on how they will keep a record of their observations in their SRJ, to describe what happens during lesson introduction.

DO

Introduce the lesson for the student teachers to observe. Using the checklist they developed in college, they will look for a list of things you demonstrate during the lesson introduction. These may include how the pupils come into the classroom, what you do to introduce the lesson such as: getting the pupils seated and holding their attention; asking learners to sing a song to start the lesson; review of what the pupils already know about the new topic; linking RPK to the new task; using songs, games, stories, question and answers, etc to make lesson introduction captivating.

Encourage them to take notes and record in their SRJs for use in their pedagogy lessons.

REFLECT TOGETHER

After your lesson, you and the student teachers will discuss strategies you used to introduce the lesson. Guide them to compare notes and clarify any emerging issues.

Let them discuss anything new they did not capture in college with their STS partners and add to the checklist they have developed for observing the introduction of a lesson.

Guide them to record in their SRJs at least two key things they have learned about the introduction of a lesson. Make use of this in your pedagogy lessons.

Activity 9.3.2 Mentor support for student teachers' observation of lesson development and classroom management

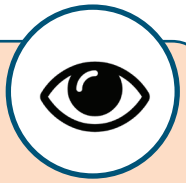
PLAN TOGETHER

In college, tutors would have helped the student teachers to make a checklist of things to look for in lesson development and classroom management strategies. Discuss with them the components of your lesson and its logical sequence. Prepare them to feel free to share in class and also to position themselves well in the class for observation without distracting pupil's attention.

DO

Deliver the lesson sequentially for the student teachers to observe ensuring that you demonstrate the right classroom management strategies. These may include how pupils are organised and supported in class, your movement and position when teaching, how the teacher involves pupils, both boys and girls, including those with special needs and disability (SEND) and what the pupils do during the lesson, how you use the chalk board, seating arrangement, use of TLMs, how interactive the lesson is, how pupils' behaviour is managed, use of rewards. Make sure they feel free and are well positioned to do the observation.

Encourage student teachers to observe both girls and boys including pupils with special education needs and disability (SEND) (if any) in your class.



REFLECT TOGETHER

Organize a meeting for you and the student teachers to reflect on the following questions.

- What management strategies did you observe in my lesson?
- Why do you think classroom management strategies are important?
- How did you see the seating arrangement in the classroom?
- How did I encourage girls and those with special needs (SEND) to participate in the lesson?
- How did the mentor respond to pupils' answers and questions?

Encourage the student teachers to mention any new thing you did that were not captured in college with their STS partner and add to their checklist from college.

9

Activity 9.3.3 Mentor support for student teachers' observation of lesson closure and assessment

PLAN TOGETHER

In Activities 9.3.1 & 9.3.2, the student teachers would have observed you introduce a lesson, develop the lesson and demonstrate some classroom management strategies. In this activity, they will observe you close the lesson and how you assess pupils learning.

Discuss with the student teachers what goes into the closure of a lesson and the strategies used to assess pupils understanding of concepts.

For things to look for at the end of a lesson and in modes of assessment refer to Refer to Table 9.3.1 for sample checklist.

DO

As in Activity 9.3.1 and 9.3.2, deliver the lesson demonstrating the standards you discussed with the student teachers during the planning stage. They will observe your lesson using a checklist they have developed. The student teachers will also make a note of any critical incident at the end of the lesson.

Advise them to record in their SRJs at least two formative (oral questions, observation, etc.) and two summative (written questions, short quizzes, etc.) ways of assessment you used to assess the learners' understanding of concepts. Encourage and guide them to select and observe one boy and one girl in the class, listing one response from each that shows their level of understanding of the concepts

REFLECT TOGETHER

Organize a meeting for you and the student teachers to reflect on the following areas of the lesson.

- What are some of the strategies of closing a lesson as observed today?
- What are the two main forms of assessment?
- What are some of the practical ways of assessing pupils' understanding of concepts?

Guide them to record in their SRJs at least two key points (one on the end of lesson and one on assessment) they have learned on 9.3.3.

NOTE: Classroom management and assessment run through all the stages of lesson delivery (that is lesson introduction, development or presentation and closure). Remember to let the student teachers note this before they leave for the observation.

Table 9.3.1 Sample checklist for observing lesson sequence, classroom management strategies and learners' assessment

Lesson introduction			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Reviews learners' RPK	**3a**		
Links RPK to new topic	**3a**		
Shares learning objective with learners	**3a**		
Asks learners questions about the new topic	**3a**		
Makes introduction captivating	**3a**		
Mentee can add any other item that has not been covered in this list	**3a**		
Lesson introduction			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Ensures TLAs are sequential and logical	3a		
Uses varied methods or pedagogical skills (e.g. at least one of these: whole class dialogue, small group discussion, games)	3e		
Pays attention to learners (boys, girls, learners with special needs)	2f and 3f		
Explains concepts clearly	3i		
Produces and uses varied TLMs including ICT in lesson	3j		
Mentee can add any other item that has not been covered in this list			
Classroom management			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Establishes a good learning environment	3c		
Manages the Black Board (BB) and other learning resources effectively	3j		
Manages seating arrangements	3f		

Considers individual learners' social and learning needs/abilities	2f		
Handles learners' behaviour appropriately	2d		
Uses rewards appropriately	2c		
Mentees can add any other item that has not been covered in this list			
Assessment			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Uses a variety of assessment modes	3k		
Allows wait time for learners to respond to questions	3l		
Gives constructive feedback to learners	3l		
Distributes questions evenly and fairly in class	3k		
Uses techniques of assessment that are formative and summative	3k		
Mentee can add any other item that has not been covered in this list			
Lesson closure			
Item: the mentor:	**NTS**	**Observable evidence: Observed (✓) Not observed (X)**	**Remarks**
Draws learners' attention to end of lesson	3a		
Summarises key points of lesson along instructional outcomes	3a		
Uses question and answer strategies to end the lesson	3a		
Collects learners' exercises	3n		
Mentee can add any other item that has not been covered in this list			

Note: Tick (✓) or cross (X) as appropriate

TOPIC 9.4: OBSERVATION OF TRAITS OF TEACHER PROFESSIONALISM

Topics 9.4 Observation of traits of teacher professionalism	**Purpose:** In this topic you are asked to support student teachers to become familiar with traits of professionalism in teaching
Activity 9.4.1 Observation of staff members' behaviour and attitudes towards work *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher)*	
Activity 9.4.2 Observation of staff members' relationship with pupils, school authorities, colleagues and parents. *(NTS 1e: Engages positively with colleagues, learners, parents, SMCs, PTAs and wider public as part of a community of practice)*	
Activity 9.4.3 Observation of record keeping by the mentor *(NTS 1f: Develops a positive teacher identity and acts as a good role model for students)*	
Learning outcomes: When student teachers have completed Topic 9.4 STS activities on the professional traits of the teacher, they will:	**Indicators**
Demonstrate skills in identifying traits of professionalism in school.	1. Checklist of observed staff members' behaviour and attitudes towards work. 2. SRJ recordings of observed teachers' relationship with pupils, colleague teachers and other stakeholders in education. 3. SRJ recordings on observed mentor's records keeping.

Activity 9.4.1 Mentor support for student teachers' observation of teachers' behaviour and attitudes towards work.

PLAN TOGETHER

In the College of Education, tutors would have guided student teachers to plan what to look for when observing teacher behaviour. As a mentor, you will support your student teachers to discuss the following traits of a teacher as a professional role model:

- Punctuality
- Openness
- Appearance
- Tolerance
- Friendliness
- Passion for work

Support student teachers to prepare a checklist with the traits above using the sample in Table 9.4.1.

Further support the student teachers to brainstorm ways in which teachers demonstrate positive attitudes towards pupils with special educational needs, including ways in which they encourage girls and ensure their protection.

NOTE: Advise student teachers not to criticize the teacher they are observing but use the activity as a learning process.

DO
Support student teachers to use the checklist below to observe teachers.

Table 9.4.1 Teacher behaviour

Behaviour / attitudes	A teacher who is a good role model:	A teacher who is a poor role model:
Punctuality	• always arrives on time	• arrives late and is not well organized
Appearance	• dresses decently and appropriately at all times.	• wears clothes that are indecent
Tolerance	• accommodates views of others	• impervious / resistant to others' views
Enthusiasm	• shows passion for teaching	• shows no passion for teaching
Commitment	• shows dedication to pupils' success	• shows no dedication to pupils' success
Time and time management	• spends extra/quality time with pupils. • ensures that the school time table guides his/her classroom and school activities	• has little time for pupils • fails to achieve tasks on time

Let student teachers list any other professional traits they would have observed for discussion.

REFLECT TOGETHER
Hold a meeting with student teachers to reflect on their completed checklists.
- What ideas do they have in common regarding the role of positive teacher behaviour?
- How can the teacher be friendly with pupils and maintain discipline without being overly strict?

Let them record their findings in their SRJ.

Activity 9.4.2 Mentor support for student teachers' observation of staff members' relationship with pupils, school authorities, colleagues and parents

PLAN TOGETHER
Discuss with student teachers the checklist they would have prepared with their tutors in college before embarking on their school visits. Ensure they contain common traits like; openness, punctuality, appearance, tolerance, friendliness and passion for work.

DO
Assist student teachers make a checklist in their SR Journal as shown in the example below and use it during observation to determine relationships amongst staff and other stake holders. Let them complete all sections of the checklist.

NOTE: Advise student teachers not to criticize the teacher they are observing but use the activity as a learning process.

Support student teachers to use the checklist below to observe teachers

Table 9.4.2 Teacher's relationship with others

Relationship with….	A teacher who has established good relationships:	A teacher who has poor relationships:
Pupils	• calls pupils by their names during classes and has some information about their family background. • gives pupils support and encouragement according to their individual needs. • encourages girls and boys in the classroom.	• shows little interest in the pupils and knows a few by name. • uses unkind words to pupils and uses sarcasm in addressing them.
Other teachers	• plans together with other teachers. Very supportive, team player, collaborative	• does not collaborate much with other teachers
Head teacher	• cooperates, respects, accepts new roles and responsibilities assigned him.	• does not respect the authority of the head teacher
Parents	• welcomes warmly and pays due courtesy. Answers parents questions to lay off speculations inimical to learners progress.	• is snobbish and uncouth. Turns away visitors with behaviour.
Girls Education Officer	• collaborates earnestly to improve learning and girl issues	• does not have patience and is gender insensitive
Circuit Supervisor	• cooperates and accepts support to improve learning in general	• frowns on the presence of the CS in the school.

REFLECT TOGETHER

Back at college, let student teachers share their findings on relationships. Lead them to discuss and agree on types of relationships they found useful.

Activity 9.4.3 Mentor support for student teachers' observation of record keeping

PLAN TOGETHER

In this activity student teachers will need to ask you and lead mentors for permission to look at your class records including the teacher's lesson plans, admission register, punishment book, staff record book, staff attendance book, staff meeting minutes book, log book, visitors' book and record of pupils' achievement. You are asked to discuss with them which documents they can request from you/lead mentors and how to study the records.

DO

Guide student teachers to make a list of documents you and lead mentors can make available to them for observation. Let them record as in the table below. Let them tick (✓) for available records and (X) for non-available records. For each one, discuss with them the main purpose.

9

Table 9.4.2 School records

S/N	RECORD	AVAILABILITY	PURPOSE
1	Staff Attendance book		
2	Class Register		
3	Admission Register		
4	Permission book		
5	Staff Record book		
6	Staff Minutes book		
7	Lesson Notebook		
8	Class Exercise books		
9	Cumulative Records book		
10	Students' Report cards		
11	Farm Records book		
12	Pupils' Examination broad sheet		

Inform student teachers that they will be expected to make notes of any records that you keep which they had not thought of with you during the pre-**STS** discussion at college.

REFLECT TOGETHER

Arrange a meeting with student teachers to discuss the relevance of the documents they have been given access to.

Let them record any points made in their SRJ.

TOPIC 9.5: UNDERTAKING CHILD STUDY FOCUSSING ON CHILDREN'S LEARNING AND PROGRESS

<table>
<tr><td>Topic 9.5 Undertaking Child Study focussing on children's learning and progress</td><td>Purpose: In this topic, you are asked to support student teachers to become familiar with both the way children learn in the classroom and the socio-economic, cultural and linguistic backgrounds that have influences on their learning.</td></tr>
<tr><td colspan="2">Activity 9.5.1 Observation of how socio-economic, cultural and linguistic backgrounds influence the way learners' (a boy and a girl) learn.
(NTS 2f: Takes account and respects learners' cultural, linguistic socio-economic and educational backgrounds in planning and teaching)</td></tr>
<tr><td colspan="2">Activity 9.5.2 Observation of how the mentor plans lessons to support learning needs of learners (a boy and a girl). (NTS 2e: understands how children develop and learn in diverse contexts and applies this in their teaching)</td></tr>
<tr><td colspan="2">Activity 9.5.3 Observation of the performance and progress of learners (a boy and a girl) (NTS 2e and 2f: refer to Activity 9.5.1 and 9.5.2)</td></tr>
<tr><td>Learning outcomes: When student teachers have completed Topic 9.5 STS activities in their observation school they will:</td><td>Indicators</td></tr>
<tr><td>1. Demonstrate skills of working collaboratively to support the learning of small groups of children, under the guidance of mentors, whatever their socio-cultural and linguistic background.
2. Demonstrate knowledge and skills in carrying out child studies focussed on children's learning and progress as classroom enquiry.</td><td>1.1 Record in SRJ mentor-student discussions on learners' (a boy and a girl) socio-economic, cultural and linguistic background differences and how they influence learners' learning.
1.2 Provide photos/videos/audios of working collaboratively.

2.1 Prepare an action plan on work with the two identified children.
2.2 Write a report on the children studied.</td></tr>
</table>

PLAN TOGETHER

You will help your student teachers to identify two learners (a boy and a girl) with different socio-economic, cultural and linguistic background based on the occupation of their parents, the language they speak and where they live. You will also help the student teacher to find out learning needs of the two learners.

DO

With your help, student teachers will gather information on the learners' using Table 9.5.1 below.

They can add any other information that is relevant

9

Table 9.5.1 Background information of learners

Items	Names of Learners	
	Learner 1:	Learner 2:
Age		
Occupation of parents		
Language spoken		
Where pupil lives		
Learning style		
Strengths of the learner		
Interests		
Response to teaching approaches		
Learning challenges		
Others		

N.B: Consider any special needs available

DO
Let the student teachers use the guide (Table 9.5.1) to gather information on learners' background, paying attention to the two learners (a girl and a boy), with the help of the mentor during observation.

REFLECT TOGETHER
Share ideas with your student teachers on how the information gathered could affect the way learners learn in the classroom. Share also any new information you would consider when observing the two learners in a lesson. Let the student teachers tell you how their own socio-economic, cultural and linguistic backgrounds have influenced the way they learn. Let the student teachers share with you any special experiences they may have.

Activity 9.5.2 Observation of how the mentor plans lessons to support the diverse needs of learners

PLAN TOGETHER
Let student teachers share with you what they learned in their Child Study course on how the teacher uses various activities to address the diverse needs of learners in the classroom. Together with your student teachers, prepare a checklist they will use to observe how you address learners' needs. This may include how you involve the two learners in classroom activities, how you attend to their specific learning needs (e.g. by giving them different tasks and further explanations), how you manage their exercise books and how you stimulate and sustain their interest during the lesson.

DO
Support the student teachers to use the checklist in Table 9.5.2 below to observe the lesson focussing on the two learners.

Let them put a tick against any item that you will cover during the lesson.

Table 9.5.2 Checklist for recording learner's participation in lessons

• Involves pupils in lesson from the beginning to the end of lesson	
• Stimulates and sustains pupils' interest during the lesson	
• Evaluates pupils' progress at different stages of the lesson	
• Gives appropriate feedback to pupils' answers	
• Uses questions to lead pupils to appropriate answers	
• Marks pupils' exercises promptly and discusses pupils' answers with them	

REFLECT TOGETHER

Let the student teachers share with you what each of them observed during the lesson. Find out from them any specific activities that focussed on the two learners that were not clear to them.

Remind student teachers to record in their SRJ at least three key things they have learned from the lesson.

Activity 9.5.3 Mentor support for student teacher to monitor the performance and progress of learners.

PLAN TOGETHER

Discuss with your student teachers some of the ways in which progress of the two learners can be monitored in a lesson. They may include: the use of questions at all stages of the lesson, letting children talk about what the lesson was about, summarizing the lesson, and writing exercises based on the lesson and giving constructive feedback.

DO

Support the student teachers to observe how you monitor the progress of the two learners by consciously involving them in the lesson to address their learning needs. For example,

- Involve them at the beginning of the lesson to link their previous knowledge to the new lesson
- Find out what the two learners have learned at different stages of the lesson
- Give appropriate feedback to the two learners' answers

In addition to the activities above, make sure you mark the learners' exercises promptly and give them feedback.

REFLECT TOGETHER

- Mention two things you did that in their opinion, helped the two learners most.
- Mention two things you did that in their opinion helped the two learners least.

Remind student teachers to record in their SRJ at least two things they have learned. Support them to use the information gathered to write their Child Study report.

9

TOPIC 9.6: DISCUSSION OF TEACHING PHILOSOPHY AND BUILDING PORTFOLIO (BEGIN KEEPING PORTFOLIO EVIDENCE IN SRJ)

Topic 9.6 Discussion of teaching philosophy and building portfolio	**Purpose:** In this topic you are asked to support begin to write a teaching philosophy statement and learn how to build a personal professional portfolio with evidence from observations.
Activity 9.6.1 Discussion of individual's beliefs and values of teaching and learning (NTS 1f: Develops a positive teacher identity and acts as a good role model for learners.).	
Activity 9.6.2 Collection of artefacts, including the use of ICT tools for building a professional portfolio (NTS1f: Develops a positive teacher identity and acts as a good role model for learners).	
Learning outcomes: When student teachers have completed Topic 9.6 STS activities on the professional traits of the teacher, they will:	**Indicators**
1. Demonstrate skills in preparing and beginning to write a personal teaching philosophy statement. 2. Demonstrate knowledge and skills in developing a professional portfolio with evidence from observations.	1.1 Make a list of self-evaluation attributes. 1.2 Create a write-up of their personal beliefs and values of teaching and learning. 2.1 Collect artefacts to begin building a professional portfolio.

Activity 9.6.1 Mentor and student teachers discussion of individual's beliefs and values of teaching and learning.

PLAN TOGETHER

In pedagogic studies in college, the student teachers would have been taught by tutors how to write a teaching philosophy statement. In this activity, you as a mentor will share with them your beliefs and values regarding teaching and learning.

DO

Discuss with the student teachers your beliefs and values in respect of teaching and learning. Explain to the student teachers how you developed your beliefs and values. Share with them if your beliefs and values have changed over time and clarify the reasons for the change.

Let them share with you their own beliefs and values of teaching and learning.

REFLECT TOGETHER

Guide the student teachers to compare their listed beliefs and values in teaching and learning. Discuss with them any similarities and differences between your beliefs and values and theirs. Together with them explore the reasons for the differences, if any.

Guide the student teachers to write in their SRJ what they have learnt from the sharing of beliefs and values of teaching and learning.
Assist the student teachers to use their beliefs and values to begin to write their teaching philosophy statement.

Activity 9.6.2 Mentor and student teachers' discussions on collection of artefacts, including the use of ICT tools for building a professional portfolio.

PLAN TOGETHER
At college, tutors would have explained to student teachers how to begin building a professional portfolio. In this activity, discuss with them some of the list of artefacts learnt at college for building a professional portfolio.

DO
Guide the student teachers to find out how the artefacts can be collected from your school. Assist them to begin collecting the artefacts to build their professional portfolio. Encourage them to compare their portfolios.

Note: Guide the student teachers to use ICT tools (e.g. cameras, audio recorders, phones, computers etc.) to collect their artefacts for referencing, assessment and safe keeping.

REFLECT TOGETHER
Are there any similarities and differences in their portfolios? Discuss with them any differences and let them give reasons why they selected those artefacts.

Remind the student teachers to record in their SRJ the relevance of the artefacts collected. Check what has been recorded in their SRJ and the relevance of the artefacts collected for teaching and learning.

10. STUDENT REFLECTIVE JOURNAL

STUDENTS' REFLECTIVE JOURNAL
YEAR ONE SCHOOL OBSERVATION

TOPIC 10.1:

Familiarization with STS school
Name of school _____
Day of visit _____
Date of visit _____
Name of lead mentor _____
Name of mentor _____
Number/names of other staff members _____
_____
_____
_____
_____
_____
_____
_____

Enrolment by class and gender:

Class	Boys	Girls	Total	Disabilities

SCHOOL PROFILE
SCHOOL FACILITIES (e.g. football field, toilet, office space, tennis court, buildings etc.)
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

10

BRIEF HISTORY OF THE SCHOOL

Stakeholders collaborating with the school

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

TOPIC 10.2:

Discussion of basic school curriculum and related materials

Day of visit _____
Date of visit _____

Activity 10.2.1

SRJ task: Discussion of the basic school curriculum and related materials:
List the curriculum materials you discussed at college with your tutor

_____
_____
_____
_____
_____
_____
_____

Write down the curriculum materials you found in the STS school.

_____
_____
_____
_____
_____
_____
_____

Activity 10.2.2 Identification of key features of the basic school curriculum

Record two key similarities and differences between your ideas and your STS partner's ideas about the relevance of standards, learning outcomes and their indicators in the basic school curriculum and how the indicators are assessed

_____
_____
_____
_____
_____
_____
_____

Activity 10.2.3

Record two key similarities in your ideas about the relationship between a scheme of work and a syllabus and those of your STS partner.

_____
_____
_____
_____
_____
_____

10

TOPIC 10.3:

Observation of classroom lesson presentation, management and assessment

Day of visit _____
Date of visit _____

Activity 10.3.1

SRJ task: Lesson introduction

After the use of the checklist to observe lesson introduction, record any activity that the mentor engaged in, which is not in your checklist

_____
_____
_____
_____
_____
_____
_____
_____

Record any 'critical' incident you might have observed during the lesson introduction

_____
_____
_____
_____
_____
_____
_____
_____

Activity 10.3.2

SRJ task: Lesson development and classroom management

Record your answers to the following questions

- What management strategies did the teacher use?
- Why are classroom management strategies important?
- How did the mentor arrange the seating in the classroom?
- How did the mentor encourage the vulnerable, especially the girls and those with disability to participate in the lesson?
- How did the mentor respond to pupils' answers and questions?

_____
_____
_____
_____
_____
_____
_____
_____
_____

Record any 'critical' incident you might have observed during the lesson presentation

Activity 10. 3.3 Lesson Closure and Assessment

Record two key points (one each from end of lesson and one on assessment) you have learned on activity 3.3 and make use of it in your pedagogy lessons.

Record any 'critical' incident you might have observed during lesson closure and assessment

10

TOPIC 10.4:

Observation of traits of teacher professionalism

Day of visit _____
Date of visit _____

Activity 10.4.1

SRJ task: Observation of teachers' behaviour and attitude towards work.
After the use of the checklist to observe teacher behaviour and attitude towards work, record the list of professional traits you might have observed that are not found in your checklist.

_____
_____
_____
_____
_____

Record the differences and similarities between you and your STS partner, new professional traits you have both listed

Traits	Similarities	Differences

Activity 10.4.2

SRJ task: Observation of teachers' relationship with learners, school authorities, other teachers and parents.

After the use of the checklist to observe relationships among teachers and other stakeholders, record the kind of relationships you might have observed that are not found in your checklist

_____
_____
_____
_____
_____

List and compare with your STS partner, new relationships you might have observed that are not found on your checklist

_____
_____
_____
_____
_____

What have you learned from your STS partner?

_____
_____
_____
_____
_____

Activity 10.4.3

SRJ task: Observation of record keeping by the mentor

After the use of the checklist to observe record keeping by the mentor, list the documents you might have observed that are not found in your checklist

_____
_____
_____
_____
_____

10

TOPIC 10.5:

Undertaking child study, focusing on children's learning and progress

Day of visit _____
Date of visit _____

Activity 10.5.1

SRJ Task: Observation of how socio-economic, cultural and linguistic backgrounds influence the way learners (a boy and a girl) learn.

Name the two children (a boy and a girl) you have identified indicating the following information clearly

Name of learner	Occupation of parents	Language spoken	Where parents live

Indicate any learning needs identified

_____
_____
_____
_____
_____

How do these learning needs affect the way they learn?

_____
_____
_____
_____
_____

Activity 10.5.2

SRJ Task: Observation of how the mentor delivers lessons to support the diverse needs of learners.

Record three strategies your mentor adopted to support diverse learners in class.

_____
_____
_____
_____
_____

Record what you will do differently to help diverse learners if you had the opportunity to teach them.

_____
_____
_____
_____
_____

Activity 10. 5.3

SRJ Task: Observation of the performance and progress of learners
State two things you observed your mentor do that helped the two learners most

_____
_____
_____
_____
_____
_____

If you were the mentor, what else would you have done to help the two identified learners participate fully in the learning activities?

_____
_____
_____
_____
_____
_____

** What would you do differently if given the chance to play the role of your mentor?*

_____
_____
_____
_____
_____
_____

10

TOPIC 10.6:

Discussion of teaching philosophy and building portfolio

Day of visit _____
Date of visit _____

Activity 10.6.1

SRJ Task: Discussion of individual's beliefs and values of teaching and learning.

Record what you have learnt from the sharing of beliefs and values of teaching and learning.

_____
_____
_____
_____
_____

Record your first philosophy statement taking a cue from the discussions you have had with your mentor and STS partner on beliefs and values in teaching and learning.

_____
_____
_____
_____
_____

Activity 10.6.2

SRJ Task: Collection of artefacts, including the use of ICT tools for building a professional portfolio.

Make a list of artefacts that can be used to build a teaching portfolio.

_____
_____
_____
_____
_____

Record the relevance of the artefacts collected from the STS school to teaching and learning.

_____
_____
_____
_____
_____

11. STS IN SEMESTER BREAK

	Activity	Responsible person
Week 1	**a. Familiarisation with school organization:** • Assist the student teacher to become familiar with the School organisation: For example – the timetable for the school day; map of the school; school routines that pupils do each day such as cleaning the compound and attending school assembly; classroom arrangements and school rules, dress code for teachers and pupils, school discipline, etc. • Encourage the student teacher to record relevant issues and activities in their SRJ **b. Classroom observation:** Assist student teacher to gain access to the following to enable them to consolidate their knowledge of relevant school documents: • Sample scheme of work • Sample lesson plan • Sample TLMs • Assessment tools • Teaching strategies (group work, roleplay, pair work, brainstorming etc) • Seating arrangement **c. Observe class teaching:** Provide opportunities for student teachers to observe the following in lessons: • Teaching strategies (group work, role play, pair work, brainstorming, gender responsive, inclusivity etc.) • Lesson introduction • Classroom management • Lesson development • Assessment • Use of TLM/ICT tools • Lesson closure **d. Observing Professional Traits:** Provide opportunities for student teacher to observe teacher professional traits (punctuality, regularity, punctuality, dress code, tolerance, friendliness, passion for work, etc.) **e. Working collaboratively:** With class teacher to support learners. Assist student teachers to identify learners they can support in class.	**Headteacher/Class teacher** **Class teacher and student teacher**

11

	Activity	Responsible person
Week 2	a. Co-planning/preparation for support teaching small groups of learners based on the class teacher's lesson plan b. Collecting artefacts for building portfolio c. Observing professional traits of teachers d. Collect data on the four learners progress	Class teacher and student teacher Student teacher Student teacher Student teacher Student teacher
Week 3	a. Co-planning/preparation for support teaching small groups of learners based on the class teacher's lesson plan b. Collecting artefacts for building portfolio c. Observing professional traits of teachers d. Collect data on the four learners progress	Class teacher and Student teacher Student teacher Student teacher Student teacher Student teacher
Week 4	a. Co-planning/preparation for support teaching small groups of learners based on the class teacher's lesson plan b. Collecting artefacts for building portfolio c. Observing professional traits of teachers d. Collect data on the four learners progress	Class teacher and student teacher Student teacher Student teacher Student teacher

12. GUIDELINES FOR CIRCUIT SUPERVISORS

PRELUDE

These guidelines for Circuit Supervisors (CS) will help you in your role of supporting student teachers during their Supported Teaching in School (STS). The guidelines align with the student teacher handbook, tutor handbook and mentor handbook which you should become familiar with.

Your role as a Circuit Supervisor requires you to work closely with other colleagues to share responsibilities and where necessary to support lead mentors, mentors and student teachers to improve STS (NTS 1c, 1e). As a professional educator you will also have certain key attributes which will help you in your roles and responsibilities (NTS 1f, 1g). These include the following exemplars:

- Empathy
- Showing respect for colleagues and learners (NTS 1f)
- Negotiating and developing team building skills-(NTS 3h)
- Listening to learners and subordinates and gives constructive feedback (NTS 3l)
- Able to understand the needs of student teachers in particular
- Affable
- Knowledgeable and understanding of adult learning (NTS 2c)
- Good communication skills and a role model (NTS1f)
- Very tolerant
- Facilitator and mediator of learning
- Able to make fair judgments
- Gender responsive and inclusive (NTS 3f)

12.1 PURPOSE OF THE GUIDELINES

The purpose of the guidelines is to clarify the circuit supervisor's roles and responsibilities in supporting student teachers before, during and after their STS, and helping them improve their STS at partner schools in line with NTS.

12.2 GENERAL ROLES/ACTIONS

Below are the general actions/roles to be undertaken by circuit supervisors with support from RDEs and DDEs (See Annexe 1).

Attend an orientation meeting organised by the College (TPCs/SPAs) on new approaches to STS.

The STS programme is a transformational one. There is, therefore, the need for all key stakeholders to go through orientation in order to be acquainted with the set goals that are to be achieved. As a circuit supervisor your orientation will include your responsibilities towards implementation of the programme.

Before School Visits: Prepare an itinerary for monitoring and supporting STS schools & seek DDE approval.

Ideally every official visit you make to partner Schools must be discussed with your DDE/MDE. Therefore, it will be necessary to prepare an itinerary, which you will discuss for approval and support before you implement your school support visits.

Visit each school at least twice during the STS.

The circuit supervisors' routine is visiting schools in a circuit and supporting Teaching/Learning. The STS approach is transformative and will link you better with the college of education tutors who work with mentors whom you will support through monitoring.

12

During School Visits

One of the key functions of a circuit supervisor is to help improve classroom teaching by encouraging learner-centred approaches in teaching, using a variety of teaching and learning strategies and appropriate technology. While in the school, show keen interest in what student teachers are doing and how the school is supporting them. For example, where appropriate observe lessons with the mentor, participate in post-lesson discussions and reflections, give feedback, and share your findings with the lead mentor. In order for the District Director to give feedback on your visit to the college of education, you are required to report your findings to them after every visit.

As a guide, some of the strategies the CS is required to look for in a lesson are provided below: (Refer to Table 12.1 and assessment grid in Section 15).

Arrange for the replacement of relevant resource materials such as syllabuses, textbooks or TLMs if possible, where there might be shortages

Sometimes relevant resource materials go scarce in certain schools. As a circuit supervisor, one of your responsibilities will be to ensure that learners are given the right content for learning. The district stores, invariably, keep some books as buffer stock. You as a circuit supervisor can recommend, through the District Director, to get replacements to learners wherever available.

Ensure cooperation among the Lead Mentor, Mentor and Student Teachers

In order for a student teacher's observation/ practice experience to be a positive one, it is necessary for those who support them to work in a collaborative and cooperative manner. As a circuit supervisor one of the key responsibilities will be to ensure that the collaboration and cooperation occur and have a positive impact on the observation/practice experience.

Ensure punctuality and regular attendance of mentors in STS partner schools

Absenteeism and lateness have been reported as one of the key issues for the ineffectiveness of the STS experience. As circuit supervisor, another responsibility will be to ensure that those who support student teachers understand their roles and responsibilities and that they attend regularly, are punctual and supportive.

TABLE 12.1: Sample checklist for observing lesson sequence, classroom management strategies and learners' assessment

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
	Lesson planning					
1	Learning outcomes	2b				
2	Pedagogical content knowledge	2c				
3	Teaching and Learning strategies	3e				
4	Resources including ICT	3j				
5	Assessment strategies in plan	2e, 3k, 3m,				
	Lesson planning					
6	Reviews learners' RPK	3a				

7	Links RPK to new topic	3a				
8	Shares learning objective with learners	3a				
9	Makes Introduction captivating	3a				
	Lesson planning					
10	Ensures TLAs are sequential and logical	3a				
11	Uses varied methods or pedagogical skills, e.g. at least one of these: whole class dialogue, small group discussion, games.	3e				
12	Pays attention to learners (boys, girls, learners with special needs)	2f, 3f				
13	Explains concepts clearly	3i				
14	Uses varied TLMs including ICT in lesson	3j				
	Classroom management					
15	Establishes a good learning environment	3c				
16	Manages seating arrangements	3f				
17	Considers individual learner's social and learning needs/abilities	2f				
18	Handles learners' behaviour appropriately	2d				
	Assessment					
19	Uses variety of assessment modes	3k				
20	Allows wait time for learners to respond to questions	3l				
21	Gives constructive feedback to learners	3l				
22	Distributes questions evenly and fairly in class	3k, 3p				
23	Uses techniques of assessment that are formative, summative	3k				

	Lesson planning					
24	Summarises key points of lesson along instructional outcomes	3a				
25	Uses question and answer strategies to end the lesson.	3a				

13. ASSESSMENT OF YEAR ONE STS

PRELUDE

All assessments in the B.Ed. are designed to provide evidence of a student teacher's progress against the NTS and to contribute to their development as a teacher. Essential to this is the production of a professional teaching portfolio, which is begun in Year One.

Guidance for assessing student teachers

- Student teachers must be assessed against the National Teachers' Standards in a way that has a positive impact on their progress towards being good teachers.
- Student teachers must be realistically and fairly assessed against the standards in accordance with what can be reasonably expected of teachers still learning to teach.
- Student teachers' skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach, for example, for very young children in pre-school, or for young people needing specialist knowledge at Senior High School.
- Those assessing student teachers must know the NTS and use them to exemplify what a 'good teacher' is.
- Those assessing student teachers, college principals, tutors, head teachers and mentors in schools, as well as student teachers and teachers themselves, must use the NTS as the key reference point in their assessment.
- Feedback from assessments must provide information to student teachers on how they can improve and identify targets for improvement.
- *All assessments must be informed by an awareness of equity and inclusivity of opportunity, both in relation to student teachers' own learning experience and to the experience of their learners.*

The assessment components in Year One, Semester One and Two are designed to enable the student teachers to achieve the outcomes associated with beginning teaching and to prepare them for Year Two and Developing Teaching through their specialisms.

Assessment Components Year One Semester One
Component 1: Professional learning portfolio (NTS, 1a, e, & f) **Summary of assessment method:** Well organised, structured, reflective, representative, selective, and creatively presented. Contents include: Personal teaching philosophy, photographs/other artefacts, SRJ, Reports from observations and induction, etc. This is assessment of learning, assessment as learning. **Weighting: 60%** **Assesses learning outcomes:** Develop a professional portfolio with evidence from student-teacher's observations and other achievements (CLO, 1, 2, 3).
Component 2: Mentors/Lead mentors and tutors evaluation of student-teacher behaviour (values & attitudes) in School (NTS, 1d, e, f, g) **Summary of assessment method:** Reports from mentors indicating student-teachers' punctuality, regularity, discipline, respect for authority, human relation skills (e.g. interaction with pupils & other teachers), participation in co-curricular activities, etc.; Tutors' feedback reports on student-teachers' presentations and any other assignments. This is assessment of learning, assessment for learning, and assessment as learning. **Weighting: 40 %** **Assesses learning outcomes:** Identify traits of professionalism in school, Observation, Other tasks (CLO, 1, 2, 3 & 5).

13

Assessment Components Year One Semester Two:
Component 1: Further development of the professional learning portfolio (NTS, 1a, e, & f) **Summary of assessment method:** Well organised, structured, reflective, representative, selective and creatively presented. Contents include: Personal teaching philosophy, students' reflections in SRJ, photographs/other artefacts, from observations and induction, post observation seminar presentations). This is assessment of learning and assessment as learning. **Weighting: 50 %** **Assesses learning outcomes:** Develop a professional portfolio with evidence from student-teacher's observations and other achievements (CLO, 1, 2, 3).
Component 2: Mentors/Lead mentors and tutors further evaluation of student-teacher behaviour (values & attitudes) in school (NTS, 1d, e, f, & g) **Summary of assessment method:** Reports from mentors indicating student-teachers' punctuality, regularity, discipline, respect for authority, human relation skills (e.g. interaction with pupils & other teachers), participation in co-curricular activities, etc.; Tutors' feedback reports on student-teacher. This is assessment of, for and as learning . **Weighting: 30 %** **Assesses learning outcomes:** Identify traits of professionalism in school (CLO, 1, 2, 3 & 5).
C**omponent 3: Child Study Report (NTS, 3b)** **Summary of assessment method:** Rubrics for assessment [Child profile, behaviour, strengths & areas for improvement, learning style, child's response to teaching approaches and recommendations and add-ons (Minimum of 3,000 words)]. This is assessment of learning and assessment as learning. **Weighting: 20 %** **Assesses learning outcome:** Undertake child studies focused on children's learning and progress as classroom enquiry (CLO, 4).

14. USING THE NATIONAL TEACHERS' STANDARDS-BASED ASSESSMENT GRID - AN EXAMPLE

Student teachers' level of achievement against nts: professional practice domain

STANDARD	LEVEL OF Achievement			
	Expectation exceeded Much of the quality of student teachers' teaching over time is very good and never less than consistently good.	**Expectation met** Much of the quality of student teachers' teaching over time is good; some is very good.	**Below expectation** The quality of student teachers' teaching over time requires improvement as it is not yet good.	**Inadequate** Student teachers fail to meet the Minimum level of practice.
Pays attention to all learners, especially girls and learners with Special Educational Needs, ensuring their progress	Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (included Gifted and Talented).	Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented)	Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; and is not able to use and evaluate distinctive teaching approaches to engage and support them.	Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; and is not able to use and evaluate distinctive teaching approaches to engage and support them.
Develops a positive teacher identity and acts as a good role model for learners	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Integrates a variety of assessment modes into teaching to support learning	Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.	Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time	Is able to make use of formative and summative assessment to secure pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress
At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction.	Student teacher can teach primary mathematics and reading confidently and competently so that pupils make good or better than expected progress.	Student teacher can teach primary mathematics and reading with increasing confidence and competence so that pupils make at least the expected progress.	Is able to, if teaching early mathematics and reading, demonstrate a clear understanding of appropriate teaching strategies.	Is unable to, if teaching primary Mathematics and reading, demonstrate a clear understanding of appropriate teaching strategies.

15. ASSESSMENT GRID

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
Scheme of work						
1	Appropriate scheme of work	2b, 2d	Scheme of work is linked to syllabus, up-to-date and appropriate for the class, clearly sets out the criteria to be covered and achieved in each lesson and provides inclusive learning opportunities for all learners	Scheme of work is linked to syllabus, appropriate for the class and clearly sets out the criteria to be covered and achieved in each lesson but no explicit provision made for inclusive learning	Scheme of work is appropriate for the class but does not set out clearly the criteria to be covered and achieved in each lesson	Scheme of work is not appropriate for the class
2	Lesson linked to scheme of work	2b, 2d	Lesson plan is up-to-date, linked to scheme of work and states specific, relevant, measurable, achievable and time bound learning outcomes	Lesson is linked to the scheme of work and is based on appropriate topic in the scheme of work	Lesson is linked to the scheme of work but it is not the right topic to be taught at that present time	Lesson is not linked to the scheme of work or based on any appropriate relevant previous lesson(s) in the scheme of work
Lesson Planning						
3	Learning outcomes	2b	States specific, relevant, measurable, achievable and time bound for significant learning outcomes	States specific, relevant, measurable and achievable learning outcomes	States specific, relevant and measurable but not achievable learning outcomes .	Does not state specific or relevant or measurable learning outcomes
4	Pedagogical content knowledge	2c	Demonstrates excellent subject knowledge that is integated with excellent pedagogical knowledge in a seamless, logical manner and linked to learning outcomes	Demonstrates good integrated subject knowledge and pedagogical knowledge linked to learning outcomes	Demonstrates good subject knowledge and pedagogical knowledge but fails to integrate these in a logical manner	Does not demonstrate good subject knowledge or good pedagogical knowledge

15

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
5	Resources including ICT	3j	States appropriate and varied TLMs and indicates when and how they will be used in the lesson	States appropriate TLMs and indicate when and how they will be used in the lesson	States appropriate TLMs but fails to indicate when or how they will be used in the lesson	Does not state any appropriate TLMs in the lesson plan
6	Assessment strategies in plan	3k, 3m, 2e	Plans for the use of a variety of appropriate and timely assessment techniques to determine misconceptions as well as understanding of concepts/contents	Plans for the use of a variety of assessment techniques to determine misconceptions as well as check understanding of concepts/ contents	Plans for the use of only one assessment method or tool to check understanding of concepts/ contents	Does not plan for the use of any assess-ment method or tool to check under-standing of concepts/con-tents
Lesson Introduction						
7	Reviews learners' relevant previous knowledge (RPK) And links it to new topic	3a	Reviews learners' RPK, stimulates learners' interest, and links these to the new lesson	Reviews learners' RPK and links these to the new lesson	Reviews learners' RPK but does not link this to the new lesson	Does not review learners' RPK
8	Shares learning outcomes with learners	3a	Writes topic for learners to see, explains topic and explicitly shares learning outcomes with learners	Writes topic for learners to see, explains topic and implicitly share lesson outcomes with learners.	Writes topic for learners to see but does not share lesson outcomes with learners	Does not write lesson topic and its outcomes for learners to see
9	Makes introduction captivating	3a	Uses story, game or song in a novel way to stimulate learners' interest	Uses appropriate strategies to stimulate learners' interest	Introduces lesson without any strategies to stimulate interest	Begins lesson without introduction
Lesson development						
10	Ensures varied teaching/ learning activities embeds subject knowledge and pedagogy logically	3e	Organises appropriate, varied teaching and learning activities logically, integrating subject knowledge and pedagogy seamlessly	Organises varied teaching and learning activities logically, integrating subject and pedagogical knowledge reasonably coherently	Organises teaching and learning activities logically but fails to integrate subject and pedagogical knowledge coherently	Teaching and learning activities are organized but not sequential and no integration of subject and pedagogical knowledge done

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
11	Explains concepts clearly	3i, 3e	Uses diverse strategies - e.g. drawing, diagrams, demonstration, appropriate resources and examples reflecting learners' background to explain concepts	Uses diverse strategies - e.g. drawing, diagrams, demonstration and appropriate and resources to explain concepts	Uses a strategy that does not reflect learner's previous knowledge to explain concepts	Does not use any appropriate strategy or resources to explain concepts
12	Makes connections between different areas of the curriculum that are relevant to the topic	2b, 2c, 3a	Makes challenging connections between different subject areas of the curriculum that are related to the topic and encourages learners to justify or challenge the connections	Makes connections between different areas of the subject that are related to the topic and encourages learners to justify or challenge the connections	Makes connections between different areas of the subject that are related to the topic but does not encourage learners to justify or challenge the connections	Does not make any connections between different areas of the subject or different areas of the curriculum that are related to the topic
13	Uses varied teaching/ learning materials (TLMs) including information and communications technology (ICT) in lesson	3j	Integrates the use of appropriate and varied TLMs including ICT tools in lesson	Uses appropriate and varied TLMs including ICT tools in the lesson	Uses appropriate TLMs but does not use ICT effectively in the lesson	Does not use TLMs or any ICT tool in the lesson
14	Applies concepts in real life situations	2e, 3i	Moves between theory and practice throughout the lesson and encourages learners to provide and evaluate real life examples of concepts	Moves between theory and practice occasionally and encourages learners to provide real life examples of concepts	Provides examples of real-life situations related to the topic but does not encourage learners to provide real life examples of concepts	Does not link theory to practice in the lesson and does not encourage learners to provided examples of real-life situations related to the topic

15

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
Classroom management						
15	Establishes a good learning environment	3c	Teacher is warm, friendly and firm. Uses strategies to engage and motivate both boys and girls in the lesson. Creates conducive environment for learners to ask questions	Teacher is warm, friendly and firm. Uses strategies to motivate and engage both boys and girls in the lesson consistently	Teacher is warm and friendly but not firm. Does not use strategies to engage both boys and girls in the lesson consistently	Teacher is not warm or friendly or firm and but fails to use any appropriate strategies to engage both boys and girls in the lesson consistently
16	Handles learner contribu-tions in a professional manner	3m	Accepts and exposes learner's misconceptions and mistakes in a non-offending manner; provides opportunities for learners to address their own mistakes and misconceptions; acknowledges learner contributions; and encourages learners to volunteer contributions/ refers learner with difficulties to specialist for further support	Accepts and exposes learner's misconceptions and mistakes in a non-offending manner; provides opportunities for learners to address their own mistakes and misconceptions; acknowledges learner contributions; does not refer learner with difficulties for further support	Exposes learner misconceptions and mistakes in a nonoffending manner but does not provide opportunities for learners to address their own mistakes and misconceptions; acknowledges learner contributions, does not refer learner with difficulties for further support from a specialist	Exposes learner mis-conceptions and mistakes in an offend-ing manner and does not provide opportunities for learners to address their own mistakes and miscon-ceptions; acknowl-edges learner contribu-tions/does not refer learner with difficulties for further support from a specialist
17	Encourages learner-learner interaction	3e, 3h	Lets learners work in pairs and groups as appropriate on purposeful tasks, share work with other pairs or groups appropriately and receive feedback from other groups	Lets learners work in pairs and groups as appropriate on purposeful tasks and share work with other pairs or groups appropriately	Letx learners work in pairs and groups as appropriate on purposeful tasks but do not share work with other pairs or groups appropriately	Lets learners work inde-pendently all the time.

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
18	Manages seating arrange-ments	3f	Arranges classroom seating to cater for learner's diverse needs, mixes girls and boys throughout the lesson and alters seating to cater for varied learning activities	Arranges classroom seating to cater for learner's diverse needs and alters seating to cater for varied learning activities	Arranges classroom seating to cater for learner's diverse needs but does not alter seating to cater for learning activities	Arranges classroom without taking into consideration learners' diverse needs.
19	Considers individual learner's social and learning needs	2f, 3f	Shows evidence of understanding learner's background, identifies gaps in their RPK and guides learners to address these gaps	Shows evidence of understanding learner's background, identifies and addresses gaps in their RPK	Shows evidence of understanding learner's background but does not identify or addresses gaps in their RPK	Does not show evi-dence of un-derstanding learner's back-ground, does not identify or addresses gaps in their RPK
20	Handles learners' behaviour appropri-ately	2d, 3d	Establishes clear parameters for learners' conduct, encourages good behaviour, develops appropriate strategies for preventing problems and deals with learners' misbehaviour promptly in a fair and firm manner.	Establishes clear parameters for learners' conduct, develops appropriate strategies for preventing problems and deals with learners' misbehaviour promptly.	Establishes clear parameters for learners' conduct, develops appropriate strategies for preventing problems but does not deals with learners' misbehaviour promptly.	Does not establish clear parameters for learners' conduct, does not develop appropriate strategies for preventing problems, does not deal with misbehaviour promptly.
Assessment						
21	Uses vari-ety of as-sessment modes and gives appropri-ate feed-back	3k	Uses questions to check learners' understanding and provide feedback; uses self-assessment and peer-assessment techniques as well as assignments/ home work to assess learners' understanding of lesson; and encourages learners to pose and answer relevant questions.	Uses questions to check learners' understanding and provide feedback; uses self-assessment and peer-assessment techniques as well as assignments/ home work to assess learners' understanding	Uses questions to check learners' understanding and provide feedback but does not use self-assessment or peer-assessment techniques or assignments/ home work to assess learners' understanding	Does not use questions to check learn-ers' under-standing nor uses self-assessment or peer-assessment techniques or assignments/ home work to assess learn-ers' under-standing

15

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
22	Allows wait time for learn-ers to respond to ques-tions	3l	Directs questions to all learners in the class, gives them time equitably to organize their thoughts before responding to questions	Directs questions to all learners in the class, gives them roughly the same amount of time to organize their thoughts before responding to questions	Directs questions to all learners in the class but does not give them enough time to organize their thoughts before responding to questions	Directs questions to individual learners, calling out their names before the question is asked and gives them no wait time to organise their thoughts before responding to questions
23	Demon-strates aware-ness of national and school levels of attain-ment by learners	3o	Compares learners' performance with appropriate local and national assessment outcomes (e,g, Early Grade Mathematics/ Reading tests, Basic Education Certificate Examination)	Compares learners' performance with appropriate local assessment outcomes (previous performance of learners in same class or performance of other local cohorts) and not national expected outcomes	Compares learners' performance with inappropriate/ other assessment outcomes and not local or national expected learning outcomes	Does not com-pare learners' performance with any local or national assess-ment outcomes
24	Demon-strates aware-ness of national and school levels of attain-ment by learners	3o	Compares learners' performance with appropriate local and national assessment outcomes (e,g, Early Grade Mathematics/ Reading tests, Basic Education Certificate Examination)	Compares learners' performance with appropriate local assessment outcomes (previous performance of learners in same class or performance of other local cohorts) and not national expected outcomes	Compares learners' performance with inappropriate/ other assessment outcomes and not local or national expected learning outcomes	Does not com-pare learners' performance with any local or national assess-ment outcomes

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
Lesson closure						
25	Summa-rises key points and evaluate lesson	3a	Clarifies core points of lessons focusing on learning outcomes; guides learners to summarise and evaluate the lesson.	Clarifies core points of lessons focusing on learning outcomes; summarises and evaluates the lesson.	Clarifies core points of lessons focusing on learning outcomes; summarises but does not evaluate the lesson	Does not clarify core points, does not summarise or evaluate les-son

SUPPORTED TEACHING ASSESSMENT GRID

16. INSTRUCTIONAL RESOURCES, READINGS AND MATERIALS FOR STS

Instructional Resources	• Videos/audio visual/tactile analysis of mentoring and coaching • Videos/audio visual/tactile of classroom teaching & learning • Samples of classroom observation checklists (braille and written) • Samples of professional teaching portfolios • Samples of reflective log • Teaching Practice Handbooks from Universities and Colleges of Education • T-TEL materials from www.t-tel.org • TESSA materials from www.tessafrica.org • Teaching practice handbook
Core texts	Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). *A Guide to Teaching Practice* (5th ed.). New York: Routledge. Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). *Pedagogy, curriculum, teaching practices and teacher education in developing countries. Education rigorous literature review.* Department for International Development.
Additional Reading List	Vavrus, F., & Bartlett, L. (2013). 'Testing and teaching.' In F. Vavrus & L. Bartlett (Eds.), *Teaching in tension: International pedagogies, policies, and teachers' practices in Tanzania* (93-114). Rotterdam: Sense. Cook, M. Tankersley, & T. J. Landrum (Ed.) Classroom Behavior, Contexts, and Interventions. *Advances in Learning and Behavioral Disabilities,* 25. pp. 95-129. Conn, K. (2014). *Identifying Effective Education Interventions in Sub-Saharan Africa: A meta-analysis of rigorous impact* evaluations (Unpublished doctoral dissertation, Columbia) Ormrod, J.E. (2014). *Educational psychology – Developing learners.Pearson: Boston.University).*

16

17. ANNEXES

ANNEXE 1: ROLES OF OTHER STAKEHOLDERS

Regional Director of Education (RDE)

RDEs ensure the efficient delivery of educational services to meet the needs within their regions in accordance with Ghana's education policy.

The RDE shall:

1. Prepare District Directors of Education (DDEs), District Officers (DO) and Circuit Supervisors (CS) to undertake their roles regarding monitoring and evaluating the work of mentors and student teachers.
2. Collaborate with DDEs to ensure that schools have the relevant human and material resources necessary for supported teaching.
3. Collaborate with teacher education institutions (TEIs) to train CS to support student teachers to improve their practice.
4. Collaborate with MMDEs to monitor, evaluate and review the work of CS, mentors, tutors and link tutors (LT) and identify training needs.

Metropolitan, Municipal and District Directors of Education (MMDEs)

MMDEs ensure the efficient delivery of educational services to meet the needs within their area of authority in accordance with Ghana's education policy.

The MMDEs shall:

1. Ensure that CS are familiar with the NTS and the National School Partnerships policy,
2. Ensure regular collaboration amongst all stakeholders with respect to supported teaching in schools,
3. Ensure the provision of infrastructure for the Partner Schools (PS),
4. Ensure that the CS reports to the DDE on developments in the STS programme to enable the DDE provide feedback to the TEI.
5. Support the CS with required logistics to facilitate the supervision of the partnership program.
6. Ensure dissemination of information amongst all stakeholders through the organisation of durbars/town hall meetings, review meetings either quarterly or yearly.
7. Organize yearly school partnership summits.
8. Provide relevant curriculum material to the Partner School (PS).
9. Assist in providing accommodation for student teachers.
10. Ensure good relationship between the community and the PS.

17

ANNEXE 2: ABBREVIATIONS

CoE	Colleges of Education
CPD	Continuous Professional Development
CS	Circuit Supervisor
DD	District Director
DDE	District Director of Education
DEO	District Education Office
DO	District Office
GEO	Girls Education Officer
GES	Ghana Education Service
ICT	Information and Communications Technology
ITE:	Initial Teacher Education
JHS	Junior High School
KG	Kindergarten
EG	Early Grade
LT	Link Tutor
MDE	Metropolitan/Municipal Director of Education
MMDA	Metropolitan, Municipal and District Assembly
MMDEO	Metropolitan, Municipal and District Education Office
MOE	Ministry of Education
NSP	National School Partnerships
NTECF	National Teacher Education Curriculum Framework
NTS	National Teachers' Standards
PS	Partner Schools
PCK	Pedagogical Content Knowledge
PDR	Plan-Do-Reflect
PDS	Professional Development Session
PTA	Parent Teacher Association
RDE	Regional Director of Education
RPK	Relevant Previous Knowledge
SEND	Special Education Needs and Disability
SMC	School Management Committee
SP	School Partnership
SPA	School Partnership Adviser
SRJ	Student Reflective Journal
STS	Supported Teaching in School
STC	Supported Teaching Coordinator
TLM	Teaching Learning Materials
TP	Teaching Practice
TPC	Teaching Practice Coordinator
T-TEL	Transforming Teacher Education and Learning

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