

Teaching Practice Handbook



School of Education

EDN3206W School Experience SP & FET /
EDN3249W School Experience IP

2014

This Handbook is intended for students, schools and supervisors.

A. Procedures for Teaching Practice

Teaching Practice constitutes 70% part of the courses *EDN3206W / EDN3249W School Experience*. The remaining 30% is made up from the School Experience Portfolio. This portfolio entails providing a) suitable artefacts from TP (i.e., items of 'evidence'), and b) a reflective commentary on these items describing how you have experienced professional growth in three of the following five areas: classroom management, lesson planning, student engagement, development of resource / curriculum material, and assessment of student's work. The reflective commentary should be no longer than about 1200 words.

Requirements

The formal requirements which have to be fulfilled by students during teaching practice are:

- "When placed in schools students are expected to comply fully with instructions from both the School of Education and the school Principal. They are regarded as unpaid full-time members of the staff of the school and are required to be free of all other commitments during the school day. A learning contract must be signed with a responsible teacher. The award of a DP is dependent upon the satisfactory fulfilment of these requirements and the completion of a teaching practice journal."
- "In teaching practice, students are expected to satisfy the teaching practice supervisors appointed by the School of Education, the schools in which they teach and the external examiner, who will visit schools during teaching practice."

Placement of students in schools

Schools are contacted early in the school year to confirm whether they are prepared to receive students for teaching practice and to specify how many students and in which grades/learning areas/subjects.

The information received from the schools is made available to students and they are asked to submit a placement preferences form. The form allows five choices for each teaching practice, but no undertaking is given that students will be allocated one of their preferences (in practice, a very high percentage of students are). Students are expected to attend differently resourced schools on first and second teaching practice. The reason for this is to ensure that they are exposed to a variety of schools and to experience diversity in classrooms. Placements are made on the following basis: the offers made by schools; more than one student at a school; ideally no overlap of subjects between students (secondary); subject method requirements.

Evaluation

There are four elements in the evaluation of the teaching by students. (See E. for Assessment details.)

1. *Supervision by a School of Education supervisor* (who may be a full-time academic staff member or a qualified teacher appointed on a part-time basis for teaching practice supervision). Students normally do three periods of teaching practice, usually

in three different schools.* The first is an unsupervised period of observation before registration, for two weeks in January/February. The second period is for four or five weeks at the beginning of the second school term (TP1), and the third is for six weeks in the third school term (TP2). After TP1 and TP2, once students have handed in their teaching practice journals, supervisors write a Supervisor's report for each student.

2. *School's report.* Mentor teachers are requested to complete a report for each student at the end of TP. The report is written for the School of Education. It is *confidential* and not shown to students.
3. *External examiner's report.* An external examiner visits a number of schools (rather than individual students) during TP2 to gain an overview of supervision and the standard of teaching of the students in general. The external examiner reports to the Teaching Practice committee and is present as a moderator when the marks for teaching practice are decided.
4. *Student's report.* Students may submit a report containing any comments on and background to their teaching practice experiences. They are encouraged to do so particularly when they want to record their version of teaching practice.

Each of the reports is consulted in determining the final evaluation of a student.

B. Students

Formal requirement

When placed in schools students are expected to comply fully with instructions from both the School of Education and the school principal. Students are regarded as unpaid full-time members of the staff of the school and are required to be free of all other commitments during the school day (usually 08:00 – 15:30), and are expected to make themselves available for a limited amount of extra-curricular responsibility when requested to do so.

First contact with schools

Students must make contact with the schools and their mentor teachers before teaching practice if requested to do so. They are required to prepare a CV (which must contain their contact details) to present to the school when they arrive on the first day, to serve as an introduction and a record.

Learning contract

Students sign a learning contract with a mentor teacher during the first week of TP, which specifies what is expected by the school and what they should expect of the school. The *Learning Contract* lists the following requirements in the form of undertakings by the student teacher:

1. I agree to being allowed to observe and teach under the conditions that apply to all teachers employed in the school and will abide by any rules in this regard of which I have been notified.

* An exception is made in the case of students who have a learnership agreement with a school and who, consequently, do all their teaching practice at that school. These schools are encouraged to allow the student at least two weeks in TP2 to spend at another school.

2. I shall provide the school with my full contact details and a copy of my CV, which the school may keep if it wishes.
3. I shall be punctual and shall inform the school as soon as possible of any reason for absence.
4. I shall not leave the school during school hours without permission.
5. I shall respect as confidential any information about the school which I have obtained in confidence, and will always endeavour to act in an honest and professional manner towards the staff, learners and parents of the school.
6. I shall respect the property of the school and the possessions of its staff and learners.
7. I shall inform the relevant teacher if I am unable, for any reason, to fulfil a responsibility to which I have previously agreed (including teaching a lesson, class supervision and training/coaching).
8. I shall address any complaints I have about the school and its staff to the liaison teacher in the first place, and thereafter to the principal and UCT supervisor, if need be.

Teaching time

It is expected that students teach for an average of approximately two hours a day in the first session, after the first week. In TP2 teaching time should be a minimum of two hours per day, where possible. Primary students are required to take sole charge of a class for three days during the second teaching practice, and secondary students should have sole control of at least one class in one subject for two successive weeks. There should be few, if any, free periods. Students are expected to observe lessons when not teaching.

Teaching practice journal (see example in I.)

Students keep a confidential teaching practice journal, which is made available only to their supervisors. The purposes of the journal are to track students' professional growth during the two teaching practice sessions and to encourage them to reflect on school experience, possibly as a record of evidence that can be used at the end in the school experience portfolio. For supervisors the journals offer a valuable perspective on progress, and a record of time spent in the schools. Submission of the journal is a DP requirement. No assessment will be made if the journal has not been completed.

Instructions to students: You are encouraged to word process your journal (for ease of use later), but may find it easier to handwrite it,

1. The journal should be written in such a manner that the supervisor, when reading it during visits to the school and in full at the end of the TP, will be able to gain an impression of your strengths and weaknesses at that stage, and the extent to which you are assessing your own individual growth and development.
2. Space should be allocated in the journal for **keeping a list of all lessons taught**, which should be up-dated daily, giving the following information: Date; Lesson taught: (subject & topic); Observed by: (peers/supervisor/teacher/no-one). It is extremely important that this is kept accurately, as it is your record of the teaching you have done. The teacher for whom you are teaching should initial your lesson list.
3. Work on writing roughly an average of a page a day (somewhat less when typing), though there is no length stipulation. Although you may not need to record all

developments daily, you must have a comprehensive update at the end of every week so that there are distinct weekly entries. The entries take the form of honest reflections on lessons you have taught during the week. Supervisors are interested to know how you approached lessons, and will naturally be suspicious of students who claim that all lessons were successful. Journals can be instructive and full of insight for both student teacher and supervisor when student teachers are prepared to analyse properly the lessons that failed and to examine carefully the lessons that were successful. Looking at your own failures can be a painful exercise, but it is the only way to learn and to grow professionally. Supervisors will respect you for your honesty and will give you credit for your ability for self-reflection.

4. Supervisors look for the following qualities in your entries, to provide evidence of your having achieved the teaching practice outcomes:
 - your ability to plan and organise your teaching activities;
 - your ability to evaluate personal learning and teaching effectiveness;
 - your understanding of what is happening in classes for which you are responsible – observations and analysis of what happens when you teach, and when you observe lessons.
 - your ability to identify aspects of your professional development which are of some concern to you, and those aspects in which you feel you are being successful;
 - your ability to think and write with sensitivity about teaching in general.
5. At the end of TP, the journal must be concluded with a comprehensive summary/evaluation/retrospection of approximately 5 pages. This is over and above your weekly entries. It should be an honest self-evaluation. Supervisors would like to know in which areas you experienced growth and what aspects of your teaching you regard as unsatisfactory. This final statement should summarise and reflect your experiences during TP. Please do not gloss over your weaknesses, nor your good points. (See Outcome 4 in E. Assessment.)
6. Hand in the School Information Sheet (for the benefit of future students) with your journal. (You have not met the DP requirements for TP until it and the journal are handed in.)
7. Your journal will be handed back to you together with the Supervisor's report, which cannot be completed without reference to it.
8. The journal is meant to be read and commented on by the two supervisors. The contents will be regarded as strictly confidential. Only in the case of students doing exceptionally well (i.e. candidates for distinction) or exceptionally poorly (i.e. students who are in danger of failing their teaching practice) may the Teaching Practice committee request to refer to a student's journal. You may safely regard the readership of your journal as limited and discreet.

Extra-curricular involvement

In the same way that most schools require their teachers to perform extra-curricular responsibilities, so student teachers are expected to be involved in some extra-curricular activity(-ies), and teachers comment on this in the School's report. Such work should not impact adversely on classroom teaching, however.

Lesson file

Students are encouraged to keep a lesson file of their teaching practice. The file can contain lesson plans, copies of material used, notes handed out and assessments set, results of the assessments, photographs/videos of themselves and learners. Such a file constitutes valuable evidence of what has been done on teaching practice, and would be useful to answer any questions that may arise regarding a student's evaluation. It does not need to be handed in and is separate from the journal. However, it provides a most useful resource for completing the School Experience Portfolio task (see page 2).

Relationships with peer student teachers

The UCT model is that teaching practice depends crucially on peer interaction and support. It is expected that student teachers will share with each other and work together, in order to learn as much as they can from each other. Co-teaching is encouraged, as long as it does not replace individual teaching completely. Students should sit in on each other's lessons regularly, and must observe all supervised lessons. They should be prepared to 'crit' each other, for mutual growth.

Supervision arrangements

Students must keep in regular contact with their supervisors, either directly, or via a liaison student. Any problems should be discussed with the supervisor when they arise (don't leave them to fester), and, failing that, or if they are not resolved, with their teaching practice course co-ordinator.

Students at each school should appoint a liaison student, whose responsibility it is to co-ordinate arrangements for the supervisor's visits and to make the programme for them. The supervisor will contact the liaison student when he or she needs to communicate with all the students at the school. The liaison student hands a letter of introduction, a copy of this *Handbook* and School's report forms to the liaison teacher on the first day.

All students must be free of other responsibilities on the days that the supervisor is present at the school, and they are all expected to sit in on the lessons of other students while they are being supervised.

Students must give their supervisors a copy of the lesson plan and their (up-to-date) teaching practice journal at the start of each supervised lesson.

External examiner

The external examiner will visit a number of schools during TP2. The choice of schools is entirely at the discretion of the examiner. The examiner will want to see all (or most) of the students at the school teach a lesson, on a date which he/she specifies. It is a DP requirement that students teach whenever asked to do so by the external examiner. The examiner is not a supervisor and will not discuss lessons with students. Liaison students are responsible for facilitating the external examiners visits. N.B. The examiner will expect to be provided with a functional lesson plan and copies of any handouts, and will be looking for "best practice".

Student's report

Students will be given a report form to complete for both TPs, which is to be handed in after TP2. The purpose of the report is to provide their own record of teaching practice to be placed alongside the supervisors' and schools' reports. Submission is voluntary.

C. Mentor teachers

Relationship with the student and to the university

Although there is no formal agreement regarding teaching practice between the university and mentor teachers there is, (a) a very long tradition of mentorship for student teachers in most schools, and (b) a widespread acceptance by the teaching profession generally and by universities that teaching practice is at the heart of the training of new teachers. Mentor teachers, therefore, have the privilege and opportunity to assist in the development of young teachers. The relationship with student teachers will be characterised by a combination of clear instructions, collegial advice, honest evaluation, reliance and trust.

The Learning Contract

Student teachers are required to enter into a learning contract which formalises their relationship with the teacher(s) with whom they are placed. The contract contains summary statements of what they can reasonably expect that a mentor teacher and school will provide for them. The mentor teacher needs to sign agreement to the following - or to modify them in consultation with the School of Education.

1. I agree to provide adequate and suitable opportunity for the student teacher to observe and practice teaching (and its related facets, including administration and assessment) during the teaching practice period, on the principle of teaching an average of two lessons per day, after the first week. Such teaching opportunity shall include some times when the student teacher is alone with a class and some times when I (or another teacher) am present, and not an excess of either.
2. I shall negotiate with the student teacher any request [of mine] to teach more than the average of two lessons a day for longer than three days, and appreciate that it is not a teaching practice requirement for the student teacher to have to undertake such a commitment.
3. I shall endeavour to provide a model of honesty and professional behaviour for the student teacher, and will be reasonable in any demands I make, according to my best judgement of the student's ability both to cope and to thrive as a teacher.
4. I shall address any complaints I have about the behaviour and practice of the student teacher to the student teacher in the first place, and thereafter to the principal and UCT supervisor, if need be.
5. I shall acquaint the student teacher with the rules and conventions of the school and my own that are necessary to know, or arrange for someone else to do so (including the school rules, staff rules, policies on language, religion and discipline, for example).
6. I shall provide feedback (written/oral) and guidance regularly to the student teacher.
7. I shall facilitate all reasonable requests by the student teacher concerning supervision requirements of UCT (including the need to be free from other teaching commitments on the days when the supervisor is present), and related to any coursework assignments that have to be undertaken.

These points form a checklist of the basic responsibilities expected of a mentor teacher.

First contact with a student teacher

The teacher should find an opportunity (either before teaching practice if that can be arranged or during the first day) to interview the student and to look over his or her CV. As part of this process issues such as the following will be discussed:

- policies about classroom and school management and discipline
- the student teacher's timetable and the subject matter to be taught
- textbooks, resource materials and teaching methods used in the classroom
- basic information about the school rules and procedures
- seating arrangements / seating charts so the student teacher can learn to associate names and faces
- personal space for the student teacher
- normal routines and discipline methods
- expectations of what the student teacher is to do while in your classroom, i.e. what time to arrive at school, appropriate dress, activities that he or she should begin to assume
- what to do when problems and situations arise that are unfamiliar to the student teacher, and how to handle these situations.
- suggestions and tips for preparing learning activities and materials

Mentoring

The following are important aspects of the mentoring process, though it must be stressed that every mentoring relationship is unique and will have unique needs and opportunities.

- Assistance in setting broad goals for the student teacher to try to achieve during the teaching practice. This will begin with the joint preparation of the first lesson, and should continue with regular observation of the student teacher.
- Seeking opportunities for the student teacher to watch skilled, experienced teachers teach and a chance to observe how students respond, and feedback to the student teacher as a result of watching him or her teach and interact with students.
- Having meeting times with the student teacher, which should include opportunities to talk about what the student teacher is doing, why the student teacher is doing it, and how things are going. These informal meetings should occur frequently. It is also a good idea to have a more formal meeting from time to time, when this can be arranged, to help the student teacher evaluate his or her own progress and to help build self-confidence and self-reliance in the student teacher.
- Helping to develop the student's teaching skills, such as questioning, leading discussions, locating information, and helping children learn.
- Allowing the student teacher to assume full responsibility for the classroom. This is a gradual process. As the student teacher's responsibilities are increased, the mentor teacher should leave the student teacher in charge of the classroom for short and then increasingly longer periods of time. The mentor may wish to try some team teaching with the student teacher or perhaps, take turns teaching alternate days or class periods, so the student teacher can practice what he or she has observed. When the mentor teacher determines that the student teacher is ready to assume all responsibilities of teaching, the student teacher will assume the planning, implementation, and evaluation of all aspects of the lesson and classroom. It is important for the mentor to leave his or her classroom and learners during this time, as it is critical to the final development of the student teacher. During this time the teacher assumes a monitoring role.

List of lessons taught

Each student teacher is required to keep a list of lessons taught. Please initial confirmation that these lessons have been taught.

Completing the School's Report form (see example, H)

The form (supplied by the supervisor) should be completed by a mentor teacher who has been in close contact with the student and has seen him or her teach. More than one form is welcomed when the student has worked under more than one teacher. Note that the form is a comprehensive statement about all aspects of the teaching practice experience of the student, not only classroom teaching. Please **submit as soon as possible** after TP. Comments about the professional conduct of the student and about extra-curricular involvement should be included.

D. Supervisors

First meeting with students

What supervision normally involves

A supervisor supervises the teaching practice experience as a whole and should try to ensure that students have as comprehensive a teaching programme as possible (including observation, teaching, discussing teaching with other students, making lesson plans and keeping a journal). The expectation is that the supervisor will be available to students at any time during a teaching practice period, to provide encouragement, advice, support, and mediation when requested. In practice, the main times when a supervisor will interact with his or her students will be when visiting the school: (1) during the first week on an informal visit to make acquaintance with the school (and introduce him or herself to the principal and liaison teacher) and to see that the students have been assigned mentor teachers and a timetable, and (2) during a minimum of two supervision visits. Where it is thought that a student will benefit from third supervised lesson, it should be arranged.

A supervision visit

The supervisor liaises with the liaison student to arrange the times when students will the teach lessons be observed by the supervisor. It is important that he or she arrives in good time to get to the classroom before the first lesson commences. The supervisor observes the lessons together with the other student teachers. Supervisors are expected to observe the entire lesson and to not to interrupt and or interfere with the teaching unless it is crucially necessary. It is not expected that they should remain seated throughout, however, as it is often necessary to accompany the teacher to hear instruction to individuals and small groups, and to interact with learners when necessary to establish their learning. During the course of the lesson and in any other free time, the supervisor should browse the student's teaching practice journal, to acquaint him or herself with the student's progress. (It may also be e-mailed the day before.) The journal should be returned to the student before leaving the school.

At the end of the time at the school or if there is a suitable time between lessons, the supervisor leads a discussion with all the student teachers on the lessons that have been observed, attempting to encourage and to identify areas of strength and weakness. Such discussions ought to take at least 30 minutes per student observed. Supervisors should ensure that they cover the bullet points listed under 4. in the section on the teaching practice journal, in B. above. As these discussions are at the centre of the teaching practice experience, they should not be unnecessarily curtailed.

At the end of the visit or alternatively within a day or two of it, the supervisor gives the student teachers a written lesson evaluation (see F.) (E-mail is often useful for this purpose.)

Relationship to teachers and schools

The supervisor represents the School of Education in the schools at which he or she supervises, and as such is sometimes called upon to deal with issues that might arise concerning student teachers involving the school in general, the liaison teacher and mentor teachers. Any problems that cannot be solved on the spot should be referred without delay to the teaching practice co-ordinator, or, if need be, the Director of the School of Education. The supervisor provides a letter of introduction stating proposed supervision dates for students to take with them on their first day, and makes sure mentor teachers receive the Schools Report forms.

Completing the Supervisor's Report form (see example, G)

The form is a comprehensive statement written to the School of Education about all aspects of the teaching practice experience of the student, not classroom teaching alone. It should be completed only after the student's journal has been read, signed and briefly commented upon. Included in the report should be a comment about the reflection contained in the journal. A copy of the Supervisor's report is given to the student after it has been received by the School of Education. It should be submitted not later than 10 days after the journals have been received.

E. Assessment

Outcomes

Teaching practice is assessed in an outcomes-based way. There are four outcomes against which students are assessed by supervisors and mentor teachers. They are:

Outcome 1: *Plan and organize systematically and imaginatively*

- Identify and interpret student interests, varying learning styles and developmental needs, and use this understanding in all planning
- Plan lessons and tasks which
 - reflect knowledge and understanding by the student
 - show imagination, insight, and an ability to plan beyond the expected
- Use available resources to teach with conviction
- Plan a lesson that is balanced, appropriate for the student group, and meaningful
- Promote a positive learning atmosphere
- Create whole, group, and individual activities to allow for successful learning

Outcome 2: *Relate to and communicate with students sensitively and appropriately*

- Be sensitive to students by gaining an understanding of the societal and classroom influences that affect their learning
- Motivate students to want to learn
- Relate and talk to students in a mature, respectful way, without condescension
- Respond to the needs of individual students as well as the needs of the class as a whole
- Use methods and styles of teaching that are most suitable for students and their context.

Outcome 3: Conduct lessons confidently on the basis of knowledge

- Understand and apply knowledge of theories and models of learning to teaching
- Appropriately and correctly teach subject content knowledge
- Conduct, where possible, assessment of student learning in appropriate ways that reflect theories and models of learning

Outcome 4: Assess own individual growth as teachers

- Evaluate personal learning and the development of your teaching
- Make informed judgements and decisions about your own practice as teachers
- Be able to reflect critically on your teaching, and to accept informed criticism of your work
- Provide evidence of personal growth through keeping a journal.

Outcome 3 involves much informal assessment of learners during lessons when teaching is taking place (e.g., assessing individual understanding, the correct pace of a lesson and the ability to answer questions), in addition to setting formal assessments and marking. Note that although it is less easy to observe the progress students make in Outcome 4, it is nevertheless possible for the outcome to be assessed by schools. Outcome 4 may often be judged in conversation with students after a lesson and in preparation for further lessons, and during meetings to talk about their progress. Supervisors will largely depend on the student journal when assessing Outcome 4.

In Teaching Practice 1, as it is an initial experience of teaching, the only result that will be provided will be: *Meeting the requirements / Not yet meeting the requirements.*

Assessing against the outcomes in TP2 in the Supervisor’s and School’s reports

Performance description	Grade	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Shows outstanding ability [the top 5% of students]	80% +				
Excellent—almost outstanding	75% - 80%				
Very good in most aspects	70%-74%				
Good, consistent, misses the mark here and there	63% - 69%				
Signs of good promise, but lacking insight	55% - 62%				
Manages to get by, but only just	50% - 54%				
Little sign of thoughtful teaching	45% - 49%				
Does not convince as a teacher at all	0% - 44%				

The cells in the outcomes matrix represent the full range of possibilities. Your supervisor will award you a mark for each outcome in one of the indicated ranges. It is expected that beginning student teachers will seldom be able to demonstrate ‘excellent’ and ‘outstanding’ abilities, though there are always exceptions. Likewise, a student who is an uncertain (45% - 49%) or clearly failing (below 45%) prospect on TP1 may demonstrate satisfactory achievement by the end of TP2. Mentor teachers and Supervisors are requested to use the full range of the grades consistently and with due professional judgement. Personal likes and dislikes of a student should not cloud assessment.

Teaching practice results

The Teaching Practice Committee meets with the external examiner to evaluate teaching practice at the end of the second semester. Results for teaching practice are made available to students after the School Experience Portfolio has been submitted. The committee considers the reports for each student (2 supervisors, 2 schools, 1 student, 1 external examiner where appropriate) and notes the assessments of the outcomes. With the external examiner's guidance, the standard is set for all students and a mark is determined from the TP2 reports. Moderation takes place to minimise any anomalies between the assessments of supervisors and mentor teachers.

F. Example of Lesson feedback sheet

LESSON EVALUATION SHEET	
NAME: Jaime Escalante	DATE: 5 August 2013
SCHOOL: Garfield Primary	CLASS: Grade 6
SUBJECT: Mathematics	LESSON TOPIC: Mass
SUPERVISOR'S COMMENTS: I'm sorry that you haven't had as much time and freedom to teach as Jean Brodie has. You must be quite envious of her, and I hope this can be rectified. But, you do seem to have fitted in very well with Grade 6, and they certainly responded very well to you. There is a very pleasant atmosphere in the class, and a good balance between formality and informality. There were some moments when I thought you could have been slightly better organised; balancing this, however, was the fact that you always managed to get yourself out of difficulty well, and maintained the respect of the class throughout. Strengths of the lesson (most of these are points that we've discussed): 1) The Post-It poster was an excellent way of making the basic point of units of measurement for mass, and it set up the rest of the lesson well. Likewise, I thought the concluding exercise was also excellent – simple and short, but with exactly the right level of challenge and originality. Good planning - well done! 2) The idea of building estimation into the measurements was very good, though I don't think you took it far enough – it needed a discussion about how we estimate, why we can estimate some things well, e.g. body mass, and not others, also how the successful people estimated – was it just chance or was there a skill that we could all learn about doing it? Remember that the weighing was relatively easy and you need something to make it a Grade 6 level activity. 3) I liked the bar graph and thought it was an essential part of the lesson. You did well to get them to do it quickly (despite my comment that you needed to be more formal in the way that you drew it). 4) The obvious point about the lesson is perhaps the greatest praise for it – that you had enough scales for all the groups to work properly and for everyone to have a chance. Suggestions: 1) We spoke about getting more practice at board work. Related to that at the start of the lesson were the definitions of weight and mass – they weren't clear enough to explain why we should speak of someone's mass rather than weight, but never do. 2) You needed to give an explanation of how grams, kilograms and tonnes are related to each other – what's the connection between them? 3) As I commented, the class is small enough for you to be individual in your attention. Make sure by the end of it that you are satisfied with the work that each individual has done – and what you are going to do if you are not. I'm looking forward to your language lesson. SUPERVISOR: <i>A. Dumbledore</i> SCHOOL OF EDUCATION	

PLEASE NOTE: You should not regard this evaluation as the only report on which your final teaching practice result will be based. School reports and the input by your method lecturers at the end of the year will complement the supervisor's reports.

G. Example of a Supervisor's report

University of Cape Town School of Education		Teaching Practice Supervisor's Report	
<i>A comprehensive report to the School of Education on all aspects of the teaching practice experience.</i>			
Name: Erin Gruwell		School: Woodrow Wilson Primary	
		TP1X	
		TP2	
<p>I appreciated the opportunity to share Erin's enthusiasm and commitment towards the learners at the school. It was the kind of environment that she wished to be in and she appeared to flourish in it. She has a clear and direct manner of teaching, and good ideas for trying to assist the students to learn more easily through her lessons. She displayed confidence in her approaches and the classes responded well to her. She is able to organise students well.</p> <p>It is difficult however to make any comment on her ability to keep discipline, as there was no evidence of any threat to this – possibly a mark of the regard of the students for her. Her interests went beyond simply teaching her subjects and she identified strongly with the mission of the school and its project of raising both the students' academic standards and their independence.</p> <p>An excellent journal, with a very fine final reflection – makes clear the learning she has done and her insights into her students' learning.</p>			
<p><i>Evaluation:</i> The first period of teaching practice is assessed formatively only. (The assessment does not form part of the mark for teaching practice.) The following provides comment on the progress that the student has made thus far. 'Meeting the requirements' indicates that with a similar achievement in TP2 the student will pass the teaching practice component of EDN3206W/EDN3249W. 'Not meeting the requirements' indicates that it is not yet certain that the student has achieved the required standard and that further progress is required in TP2.</p>			
<i>OUTCOME 1</i>	x	Meeting the requirements	Not yet meeting the requirements
<i>OUTCOME 2</i>	x	Meeting the requirements	Not yet meeting the requirements
<i>OUTCOME 3</i>	x	Meeting the requirements	Not yet meeting the requirements
<i>OUTCOME 4</i>	x	Meeting the requirements	Not yet meeting the requirements
SUPERVISOR: <i>Arthur Chipping</i>		DATE: 25 May 2013	

H. Example of a School's confidential report

University of Cape Town School of Education		Teaching Practice School's Report			
<i>A comprehensive report to the School of Education on all aspects of the teaching practice experience.</i>					
Name: Douglas Hector		School: Cutlers' Grammar		TP1	
				TP2 X	
<p>Mr Hector has an ability to relate to the pupils exceptionally well, being empathetic, yet firm. He drew out the reluctant members of the class and contained the exuberant. His assessment of their work was positive and encouraging and I was impressed by his efficiency in assessing quickly and returning work the following day. This is quite rare in students I have found.</p> <p>His planning was good – he had to work within the themes we had already started – but he had a creative approach to the topics. His drama lesson was particularly well handled – his directions were clear and concise and he ensured that every child engaged with the task and contributed to the group.</p> <p>He volunteered to assist with hockey coaching, where his contribution was greatly appreciated.</p> <p>His own integrity together with his understanding of the learners and their needs will lead him to grow into a very fine teacher and an asset to any school.</p>					
Performance description	Grade	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Shows outstanding ability [the top 5% of students]	80% +				
Excellent—almost outstanding	75% - 80%				
Very good in most aspects	70% - 74%				
Good, consistent, misses the mark here and there	63% - 69%	x	x		
Signs of good promise, but lacking insight	55% - 62%			x	x
Manages to get by, but only just	50% - 54%				
Little sign of thoughtful teaching	45% - 49%				
Does not convince as a teacher at all	0% - 44%				
SUPERVISOR: <i>Felix Armstrong</i>		DATE: 27 September 2013			

I. Example of Teaching Practice Journal Entries (confidential to the student and the supervisor)

Daily entry

“Day Six: Tuesday 23 April 2013

Grade 11 History wading through the content and the activities. I am worried that I am not teaching well as I can't seem to find a technique for teaching one on one. However this week I should finish the content required on this section and next week I will concentrate on essay writing and set an essay for Nicole to write once we have had a lesson on tips and techniques for essay writing. I am very lucky that on my last teaching prac the teachers had extensive notes and fantastic tips and techniques for the students. I am going to make up my own notes that I will be able to use for the grade 11 and grade 10 students on writing and studying for essays. This is an essential part of History and also seems to be the one area that the students really struggle with. I always tell the students that this is a life skill they are learning which they can apply in various disciplines, as it requires certain generic skills such as analysis, and formulating arguments based on information.

The Grade 8 L.O. lesson is dealing with teen sex and decision-making. The students in this class are so young and I have struggled with where to pitch this lesson. I started with a worksheet that they had to fill in on reasons that boys and girls give for having sex. The class is a little embarrassed with this material and you need to work through this embarrassment with them. I felt that the class was a little out of control as we kept on getting side tracked onto other topics. Mark Thackery sat in on this class and I asked his opinion afterwards. He said that he felt that it is great that the class is so participative and keen on engaging with the work and that even though we got side tracked off the one topic onto another topic we were still dealing with stuff that is relevant to them and they are obviously interested in it so I should go with the flow. This made me feel better about the lesson. I suppose that there are times when you are teaching that you have a set idea of the information you want to cover and you can become inflexible and not take the extended learning opportunities that present themselves.

The Grade 9 History lesson is the start of the content I am going to teach on Apartheid. I was still struggling to find a place to begin and in the end it required that I make a judgement call. I decided that I would start with a section that made it clear to the students that there was formalised racial segregation before 1948. I worked with content and had general discussions with the class on these policies and then set them a task on data handling and comparison of information for homework. There is an additional student in the class who was absent last week and he added a new dynamic to the class, as he is very boisterous. The other teachers often send him out of the class for causing a disturbance but I do not agree with this policy. So I will need to come up with an alternative to keep him under control and not disturbing the whole class. This class engages really well with the content and some of them ask very perceptive and thought provoking questions. I am trying to work on the monument project and have been reading the requirements for projects.”

“Weekly Reflection: Week 5

I had a crit lesson this week and I received my report back from Mr Chipping. I am very happy with his report and he was very complimentary. I am glad that he only came this late in the teaching practicals I am comfortable with the school and the students. This means that I am a lot more confident in my teaching than in the first two weeks. The headmaster has spoken to me again about the L.O. job for next year and they are keen to employ me if I am interested. This is a great opportunity for me as I would draw up the entire L.O. programme for the school.

Self realisations for this week:

- I find it so much easier to teach content that I am familiar with than content I have to teach myself before I teach the students. I suppose that with the content I have to teach myself I feel insecure that I might not be teaching the relevant stuff.
- With regard to the Grade 10 and 11 History I feel that these two students have not had the best of my abilities focused on them as I am teaching so many different grades with different subjects. I would like to have been bettered organised and more resourced than I have been for them.
- I will definitely investigate digital lessons more and learn how to use a data projector for this. Visual aids are fantastic for certain topics.

I am going into my last week at the school and as much as I have loved it I find that I am running out of steam. I am also beginning to stress about the work that I need to do for when I get back to varsity. I have found it very difficult to concentrate and focus on anything else besides the lessons and other tasks I have been setting while I have been on Teaching Practical. Mark says that he is also starting to get nervous and he still has to do lesson prep for the classes he will carry on teaching. We have discussed where the grade 10 and 11 history will go and I have managed to do CASS work for him so he should have some marks for these students. We have also discussed the school experience portfolio and he seems to be more focused than I am.”

Edited extracts from the journal of a previous PGCE student, used with permission.

Contact details

School of Education, Humanities Building, University Avenue South,
UCT Upper Campus, Rondebosch

Teaching Practice administrator:

Chris Kleinsmith

Chris.Kleinsmith@uct.ac.za

Phone: 021 650 2769

Fax: 021 650 3489

TP co-ordinator:

A/Prof. Rudi Laugksch

Rudiger.Laugksch@uct.ac.za

Phone: 021 650 2777