

Teaching Practice Seminar

By
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Dr. George Dawkins & Team

Welcome and Prayer

- Welcome: Mrs. James-Brown
- Prayer: Miss. Beverley White

Ice Breaker

- **View and read: Seven Wonders of the World**
- [..\..\Desktop\7WondersWorld.ppt](#)

Reflection

- **Processing:** What does this story tell us about teaching?
- **Strategy:** Think-Square-Share
- **Reporting:** Round Robin

Dr. Gow-Morrison's Presentation

Seminar Objectives

1. To remind lecturers of their roles, function, and responsibilities as supervisors
2. To share best practices used by lecturers from department
3. To discuss the revised JBTE assessment instruments
4. To discuss supervision, coaching, and feedback procedures

Preliminary Remarks

- Rationale for T.P.
 - Three phases of T.P. and purpose of each
 - Relationship of T.P.. with other courses (connections)
 - Methodology courses in each specialization
 - Unit and lesson plan format
 - ..\Pedagogy year 3\Final copy of planning for instruction-august 06.doc

The Teaching Practice

- To improve the quality of student teachers' practice and ultimately the quality of education
- To make the field experience for student teachers 'a site for learning about teaching, students, and the curriculum' Evans (2000)
- To encourage a reflective practice

Underpinning Principles cont'd

The practicum is intended to be a period of exploration and self-evaluation. It is also anticipated that, through the guidance received during that period, teacher trainees would have gained better understandings of students, [and] the processes of learning...

Teaching Practice Experience:

Departments

- Share five best practices used by your departments
 - Planning for the practice
 - Assessment of students
 - Supervision, coaching and feedback
 - Visits to schools
 - Communication with school departments <..\Pedagogy year 3\coaching questions for tp.doc>
 - Others <..\Pedagogy year 3\Final copy of planning for instruction-august 06.doc>

Department Presentations

- Group 1:
- Meet with team for establishing common understanding
 - Instrument,
- Students share concerns, pre-workshops,
- Peer (pair) assessment

Department Presentations

- Feedback: given a copy of instruments, comparison
- Support from teachers (part-time supervisors) at school
- Consultation—give contact numbers
- Feedback given oral and written, individually and group

Department Presentations

- Group 2:
- Workshops
- Lesson demonstration & critique
- Supervision schedule
- Collaboration with Host Teachers
- Student and teacher assessment of selected lesson (s)
- Coaching

Department Presentations

- Micro teaching with students from Practicing School (semester 1)
- Demonstration
- Problem posing/scenarios
- Invite external persons to come in/benefits
- Feedback: immediate, workshops + TP ones
- Assessment by other teachers
- Contacts given

Department Presentations

- Planning from semester 1-micro teaching, etc.
- Critique, self-evaluation, coaching
- External Examiner
- Resource person(s)
- Feedback/coaching/scenarios
- Contacts, e.g. email,
- Self appraisal
- Visits: Meet with prin., HOD, class teacher/role
- Assessment: two supervisors, internal team

Dimensions to be assessed

- Lesson Plan Portfolio
- Projects
- Teaching

Assessment Structure

Proposed Assessment Structure			
Component	Weighting	Carried out by	
Lesson Plan Portfolio	30%	College	
Project(s)	20%	College	
Teaching	50%	20%	College observation of 2 teaching episodes using the assessment instrument. Each observation will be worth 10%.
		30%	<p>Final assessment carried out through the observation of 1 teaching episode. 50% of the assessment will be carried out by college team, 50% by team comprised of 2 external examiners and college supervisor.</p> <p>Note:</p> <ul style="list-style-type: none"> • This effectively compresses the internal standardization session and the external assessment into one activity. Students will therefore be seen only once, either by the college team or the external team. • This should minimize the examination stress factor usually imposed on students by the exercise.

Assessment

- **Formative** – done by the internal team comprised of college lecturers
- **Final (Summative)** – conducted by either of 2 teams.
- **Team 1:** comprised of 3 college lecturers.
Team 2: comprised of 2 external examiners and 1 college lecturer (the supervisor of the student being assessed)

Assessment cont'd

- 50% of the students to be finally assessed by the college team (Team 1)
- and 50% by 2 external examiners and the college supervisor (Team 2)

Dimensions of the Lesson

- **Dimension 1** – Evidence of Planning
- **Dimension 2** – Evidence of Instructional Competence
- **Dimension 3** – Evidence of Classroom Management
- **Dimension 4** – Evidence of Reflection