

Practicum Guidelines for Secondary Teacher Education Program

The Secondary Teacher Education Program in Dadaab – jointly offered through Moi University with The University of British Columbia is made up of both coursework and two practicum experiences.

Goals of Practicum

- 1) For incentive teachers, practicum offers individuals an opportunity to systematically plan and reflect on their teaching while receiving formal feedback.
- 2) For those without prior teaching experience, practicum offers individuals an opportunity to practice teaching, to systematically plan and reflect on their teaching, and to receive regular feedback on their teaching.

Where:

Practicum sites are in secondary classrooms where Student Teachers have the opportunity to teach in their two subject specializations. Some placements will be within schools in the host community, whereas others will take place within the refugee camp schools. The Practicum Coordinator in Dadaab arranges all placements.

When:

Practicum Duration and Supervision

First Practicum: May – July (EDUC 179) (pass/fail)

This practicum takes place following successful completion of the first half of required coursework. Minimum for all students: 8 periods per week of experience in a classroom where their subject specialization is taught. This time entails both observation and teaching practice under supervision and independent.

- 1) Incentive teachers practicum: Emphasis will be placed on incentive teachers meeting regularly to share their classroom experiences of planning and teaching. A practicum coordinator will facilitate these meetings.
- 2) Students without prior teaching experience: Emphasis is placed on observation as well as assisting the host teacher. One or two meetings will be planned for these student teachers to share their experiences.

Second practicum: May – July (EDUC 279) (graded)

This practicum takes place following successful completion of the second half of required coursework. Minimum for all students: 8 periods per week of experience in a classroom where they teach both of their subject specializations.

All students will be visited and assessed at least twice, once in each of their two teaching subjects. A minimum of monthly meetings will be organized in camp or school: thus allowing student teachers to share their classroom experiences of planning and teaching.

Eligibility: In order to be eligible to proceed to practicum, students must have attended and completed all of the preceding coursework for their specializations and core courses. Failure to successfully complete **any** course will result in a student not being eligible to proceed to the practicum.

Expectations while on Practicum

For both years, all students on practicum are required to do the following:

- a) Maintain class register.
- b) Up-to-date scheme of work/unit plans and lesson plans.
- c) Undertake all responsibilities of a classroom teacher during the time of instruction.
- d) Teach a minimum of 8 periods per week over the practicum schedule.
- e) Student teachers must be present for all of their teaching days. Only in exceptional circumstances may the student teacher seek prior permission from the Program Coordinator to be absent for a day.
- f) Participate in regular meetings with other student teachers—facilitated by the program coordinator—to share teaching experiences and feedback.

Practicum expectation – Students will adhere to the above expectations, and assessment of their performance will be generally formative in year 1; and generally summative in year 2.

Practicum Guidelines

The following guidelines are recommended for Dadaab Student Teachers while on practicum. (This guide is adapted and modified from UBC Teacher Education Office Policies and Guidelines and Practicum checklist).

Observe

- Observe students inside and outside of the classroom.
- Focus on students as they learn and teachers as they teach.
- Ask questions of other teachers in the school, the administration, and the practicum coordinator. Ask questions of your peers.

Be collegial

- Become acquainted with the school advisor and establish a working relationship
- If you are new to the school, learn about the philosophy and culture of the school.
- Become familiar with any of the resources that the school has.
- Consult with the practicum advisor and administrator at the school regarding schedule, routines, and general expectations for teachers,
- Speak positively about colleagues and advisors in social situations.

Plan, Teach, Reflect

- Plan to be at the school at the appropriate time in order to plan and prepare for class and discussions with students and advisors/ administration.
- Prepare to teach lessons. When planning keep in mind: what are your goals? How will you ensure learning takes place for all students? How will you assess for learning? How your assessment of learning take place? How will your students reflect on their learning?
- Begin to set goals for professional development.
- Speak to the practicum coordinator if there are concerns about *any* aspect of the practicum.

Demonstrate professional behaviour

- Show enthusiasm, initiative, adaptability, and curiosity.

- Treat students, teachers, and members of staff with respect.
- Assume the role of the teacher.
- Behave in accordance with professional ethical standards. Become familiar with the code of conduct for your region- See TSC the current Code of Conduct as published by the Teacher Service Commission for Kenya. Also become familiar with KNUT - <http://www.knut.or.ke> - Kenya National Union of Teachers.
- Respect boundaries between teachers and student in all interactions, including social media.
- Be dependable and punctual.
- Be prepared to teach: plan for every lesson/ sequence/ scheme of work and share plans with school advisors/ (practicum coordinator) in advance of any observed lesson.
- If going to be absent, notify school and practicum coordinator directly. Prior to absence, leave lesson plans for class teacher.

Cooperate, collaborate, and contribute

- Be receptive to suggestions and feedback on improvements to teaching and act on them accordingly.
- Reflect on your emerging practice as a teacher and be willing to share your reflections on teaching with your peer teaching support group and the practicum coordinator.
- When possible, observe other teachers and student teachers.
- Contribute to the life of the school outside of the classroom.

Reflect

- Reflect on your own emerging practice.
 - Keep a notebook to record your teaching reflections, strategies, recourses, and suggestions along with other ideas for professional development.
 - Be familiar with the expectations as outlined in the Performance Checklist for Practicum EDUC 179 (first practicum). Reflect on these expectations, and integrate them into your teaching practice.
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Supplemental Practicum

For those students who fail either practicum they may be given an opportunity to repeat their practicum the **following** May – July, ideally in a different school.

Students will *only* be given **one** opportunity to repeat an EDUC 179 practicum and **one** opportunity to repeat an EDUC 279 practicum.

*note Year 1 EDUC 179 Performance Checklist following this document for your reference.

Upon the completion of Practicum 1, Student Teachers are required to meet expectations for virtually all items on this checklist. They are expected to have demonstrated the ability to plan, implement and evaluate teaching at a standard expected of a **beginning teacher**. *The Faculty reserves the right to require candidates to withdraw from the Faculty and/or to withhold its recommendation for certification if they are considered to be unsuited to proceed with the study or practice of teaching.*

Section 1: Professional Qualities

1. Demonstrates enthusiasm and positive attitude for teaching/learning
2. Assumes the role of the teacher
3. Communicates effectively with students' families
4. Demonstrates a commitment to high professional and ethical standards
5. Is dependable, punctual, and responsible
6. Is respectful and cooperative with advisors and other professionals
7. Contributes to the classroom and school community

Comments

Section 2: Inquiry & Reflective Practice

1. Acts on advice to improve practice
2. Uses effective cycle of questioning, reflection and action
3. Links educational research to classroom practice

Section 3: Curriculum, Pedagogy & Assessment

1. Selects appropriate goals/objectives (*in accordance with regional curriculum*)
2. Prepares detailed scheme of work in advance
3. Designs logically organized scheme of work that support identified goals/objectives
4. Designs scheme of work that engage students in meaningful learning
5. Maintains appropriate records (assessment/attendance)
6. Implements suitable introductions and conclusions
7. Uses diverse and pedagogically sound teaching strategies to engage all learners
8. Uses appropriate resources that enhance/improve teaching
9. Uses subject appropriate assessment, evaluation and reporting strategies
10. Uses assessment to set learning goals, motivate student learning and guide teaching
11. Provides timely and effective feedback to students
12. Demonstrates understanding of subject content

Section 4: Individual Differences and Social Justice

1. Shows an understanding of and seeks to address educational inequalities
2. Demonstrates positive regard for students and families of all ability, culture, religion, gender.
3. Understands and builds on the resources that multilingual students bring to their learning
4. Demonstrates sensitivity to individual differences

Section 5: Language, Literacies & Cultures

1. Communicates curriculum content clearly and accessibly
2. Adjusts register of language (e.g. tone/formality/vocabulary) according to audience and/or context
3. Demonstrates understanding and skill in using a variety of modes to communicate (e.g., linguistic, audio-visual, gestural)
4. Emphasizes language development in all curriculum areas

Section 6: Classroom Climate

1. Organizes the physical environment for learning
2. Develops rapport with students
3. Establishes appropriate/safe classroom procedures
4. Reinforces classroom expectations
5. Maintains an engaged and participatory environment
6. Uses suitable gestures, proximity, wait-time.

-----The above page is a sample of performance checklist – for student teacher reference-----