



# WESLEY COLLEGE OF EDUCATION-KUMASI

## TEACHING PRACTICE POLICY

POLICY #: WCPD/TP/05

### 1. Purpose/Objectives

#### PURPOSE

The policy seeks to create a framework that will assist / improve quality teaching of student- teachers (Mentees) on Teaching Practice.

The idea of the college conceptual framework for teacher education deals with teaching skills, professional skills and pedagogical theory to facilitate student-teacher's learning and practice. It has been observed that there is a gap between the practicum on campus and actual performance after graduation. The conditions for developing quality teaching can be made very effective by creating a real partnership between the College and the Partner Schools.

#### Objective

In order to be effective, the student-teacher should be able to:

- 🎨 Demonstrate proficiency in the content of the various subjects taught in the schools.
- 🎨 Demonstrate the use of appropriate learning theory and methodology necessary to the successful implementation of classroom plans and procedures.

- 🎨 Demonstrate ability and skills which enable them to offer appropriate educational opportunities to pupils, representing a variety of cultural and economic backgrounds.
- 🎨 Demonstrate abilities and skills that will enable them to identify the special needs of pupils wherever they are located.
- 🎨 Demonstrate the development of the highest qualities of character, commitment and profession.
- 🎨 Create learning experiences that make central concepts, tools of inquiry, and structures of discipline, the key to success.
- 🎨 Plan instruction based upon knowledge of the subject matter, pupils, the community, and curriculum goals.
- 🎨 Provide learning opportunities that support the intellectual, social and personal development of all pupils.
- 🎨 Use variety of instructional strategies and materials to encourage pupils' development of critical thinking, problem solving, and performance skills.

## **2. Scope and Application**

This policy applies to all students, staff members, departments, units and centres in the college.

## **3. Policy Statement**

This policy is to provide information for supervising tutors, mentees, mentors and other partners concerning policies related to Wesley College of Education Teaching Practice Programme. Wesley College of Education strives for a high quality teacher preparation

program based upon the premise of clearly defined purposes and knowledge of the roles of all persons concerned. This is hoped to be achieved through the following:

- 🚩 To foster a better understanding of the operation of student-teaching program
- 🚩 To clarify the duties and responsibilities of those who participate in the program
- 🚩 To serve as a guide for providing the best possible experiences during student teaching and
- 🚩 To encourage a closer partnership between link tutors, mentors, mentees of the partner schools and other stakeholders.

The college strongly believes that to become a teacher requires strong preparation in subject matter knowledge, pedagogical skills development and the ability to make good judgement during teaching practice. Fulfilment of this policy will be achieved if there is co-operation among stakeholders.

#### **4. Supporting Procedures**

##### **a. Code of Ethics**

- 🚩 All females who, in the course of their practice become pregnant should be given the option of continuing or deferring their course. However, those who opt to continue must observe all rules and regulations governing the teaching practice programme.
- 🚩 Teacher trainees must use gender sensitive-language.
- 🚩 Teacher trainees should have a positive and encouraging attitude towards all girls and boys in their class.
- 🚩 Drinking and smoking especially by men is prohibited since it will affect quality of delivery. Culprits will be given sanctions based on the rules

stated in the students' handbook since they are deemed as continuing students.

- ✚ Sexual harassment in any form by both males and females is highly prohibited and offenders will be made to face the punishment in full course.

#### **b. Performance Management Process**

- ✚ Implement a process to ensure performance standards are equitable and transparent.
- ✚ Conduct analyses of the performance ratings based on score from teaching practice score sheets issued.
- ✚ To ensure progress of work, each link tutor should supervise each mentee twice to be able to ascertain whether targets set have been achieved.
- ✚ Link tutors should submit their scores to the committee immediately after supervision.
- ✚ Scores submitted to the teaching practice committee must be tallied early in order to ensure smooth selection for panel supervision.

#### **c. Training and Development**

- ✚ The Teaching Practice Coordinator/Committee should organise periodic workshop for stakeholders of the teaching practice.

### **RESPONSIBILITY FOR IMPLEMENTATION**

Those who are responsible for implementing this policy are

- ✚ Principal
- ✚ Vice Principal

- 👤 Teaching Practice Coordinator
- 👤 Teaching Practice Committee

## **RESPONSIBILITY FOR MONITORING, IMPLEMENTATION AND COMPLIANCE**

- 👤 Vice Principal
- 👤 Teaching Practice Coordinator
- 👤 Teaching Practice Committee

## **STATUS**

- 👤 Directives from Governing Council

## **KEY STAKEHOLDERS**

- 👤 Mentors
- 👤 Partnership schools heads
- 👤 Mentees
- 👤 College supervisors
- 👤 District and regional education directorate
- 👤 Traditional authority
- 👤 Metropolitan/Municipal/District Assembly

## **APPROVAL BODY**

- 👤 College Governing council

## **INITIATIVE BODY**

 Teaching practice Committee

## **DEFINITION OF TERMS**

**Stakeholders:** refers to partners involved in the smooth implementation of the policy.

**Mentee:** they are students that are involved in the teaching practicum (teaching practice).

**Mentor:** refers to permanent/subject teachers in the classroom who supervise students' practicum on daily basis and work closely alongside the student teacher throughout the full period of their off-campus teaching practice.

**Lead Mentor:** they are head teachers of basic schools who provide the student teacher with an introduction and orientation to the practicum process and procedure in the field.

**Teaching Practice Coordinator:** He/she is the head of the teaching practice committee responsible for selection of schools for the teaching practice placement, arrangements of accommodation, monitoring and evaluation and assessing student teacher performance in Teaching Practice.

**Partnership schools:** they are schools where students undertake their teaching practice programme.

## **RELATED POLICY AND OTHER DOCUMENTS**

Teaching practice policy guide

Manuals for teacher trainees on school attachment

## **EFFECTIVE DATE**

2017/2018 Academic Year

## **REVIEW DATE**

2022/2023 Academic Year

**OWNER/SPONSOR**

Wesley College of Education

**AUTHOR**

Wesley College of Education

**FURTHER INFORMATION**

Chairman of Governing Council

Principal

Vice Principal

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