

**WESLEY COLLEGE OF EDUCATION, KUMASI**



**A POLICY GUIDE ON TEACHING PRACTICE**

## **CHAPTER 1**

### **INTRODUCTION**

#### **PURPOSE**

The policy seeks to create a framework that will assist / improve quality teaching for student's teachers (Mentees) on teaching practice. This guide is to provide information for supervising Tutors, mentees, mentors and other partners concerning policies related to Wesley College of Education student teaching program. 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 guide strives to further this knowledge, 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 them and the College partner schools and mentors. 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. A clearer understanding of the policies will assist in these cooperative efforts.

The idea of the college conceptual framework for teacher education which deals with teaching skills, professional skills and pedagogical theory to facilitate student teacher learning and practice. It is argued that there is a gap between theory that is taught in the college and the teaching practice that is link in the classroom. Graham and Thornley (2000) opine that this normally result in students teachers failing to make the link between the two domains.

The conditions for developing quality teaching can be met most effectively by creating a real partnership between the college and the partner schools is indeed the importance of the theory – practice link through school-college partnership is underscored by research. Graham and Thornley (2000) are of the view that the link to make between theory and practice ‘a mutual respect’ ought to develop between professionals in the two sites so that knowledge in the two areas is presented in an accessible and integrated manner.

### **The College Teaching Philosophy**

Student teaching is the most important experience in teacher education. The Student Teaching Program at Wesley College of Education provides an opportunity to develop and evaluate the students' competence in an actual school setting. Student teaching is intended to bridge theory and practice. The relationship among link tutors, mentors, and student teachers influence the quality of the student teaching experience. The student teachers need competent, concerned and effective supervisors to help them assume the full range of duties of a teacher.

### **Meaning of Student Teaching Practice**

According to Salawu and Adeoye (2002), Student Teaching Practice is a practical teaching activity by which the student -teachers are given an opportunity in actual school situation to demonstrate and improve training in pedagogical skill over a period of time. Student Teaching Practice is a pre-service professional preparation for interested persons, aspiring to become teachers with a credible vision for sustainable human development (Oyekan, 2000).

## **Objective**

In order to be effective, students-teacher should be able to

1. Demonstrate proficiency in the content of the various subjects taught in the schools.
2. Demonstrate the use of appropriate learning theory and methodology necessary to the successful implementation classrooms plans and procedures.
3. Demonstrate ability and skills which enable them to offer appropriate educational opportunities to pupils representing a variety of cultural and economic backgrounds
4. Demonstrate abilities and skills that will enable them to identify the special needs of pupils wherever they are located.
5. Demonstrate the development of the highest qualities of character, commitment and professional development.
6. Create leaning experiences that make central concepts, tools of inquiry, and structures of discipline.
7. Plan instruction based upon knowledge of the subject matter, pupils, the community, and curriculum goals.
8. Provide learning opportunities that support the intellectual, social and personal development of all pupils.
9. Use variety of instructional strategies and materials to encourage pupil's development of critical thinking, problem solving, and performance skills.

## **Proposed Component of Teaching Practice**

For effective implementation of the teaching practice of the college and in line T-TEL guidelines, we proposed the following to be included in the programme.

**Teaching philosophy:** during teaching practice mentees are expected to write their teaching philosophy statement. Teaching philosophy is a self-reflective statement of one's beliefs about teaching and learning. It should also discuss how the individual put their beliefs into practice by including concrete examples of what he/she do or anticipate doing in the classroom.

A philosophy of teaching statement is a narrative that includes:

- Ones conception of teaching and learning
- a description of how he/she teaches
- justification for why you teach that way
- The statement can:
  1. demonstrate that the individual have been reflective and purposeful about he/she teaching
  2. communicate your goals as an instructor and your corresponding actions in the classroom
  3. provide an opportunity to point to and tie together the other sections of his/her portfolio

## **Reflective Practice:**

Mentees are expected to write a reflection on their teaching. Reflective practice is a process by which you: stop and think about your practice, consciously analyse your decision making and

draw on theory and relate it to what you do in practice. In reflective practice, practitioners engage in a continuous cycle of self-observation and self evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners (Brookfield, 1995; Thiel, 1999). The goal is not necessarily to address a specific problem or question defined at the outset, as in practitioner research, but to observe and refine practice in general on an ongoing basis (Cunningham, 2001). Critical analysis and evaluation refocuses your thinking on your existing knowledge and helps generate new knowledge and ideas.

For effective reflective practice the following guidelines should be followed:

- Describe in detail the event you are reflecting on (What happened?).
- Try to recall and explore those things that were going on inside your head (what were you thinking and feeling?). Include:
- Try to evaluate or make a judgment about what has happened. Consider what was good about the experience and what was bad about the experience or what did or did not go so (well what was good or bad about the experience?)
- Break the event down into its component parts so they can be explored separately. You may need to ask more detailed questions about the answers to the last stage.
- During this stage you should think yourself forward into encountering the event again and to plan what you would do – would you act differently or would you be likely to do the same?
- Here the cycle is tentatively completed and suggests that should the event occur again it will be the focus of another reflective cycle.

Reflective must be done after each lesson and a copy one them to be presented.

## **On Campus Teaching Practice**

This is a preparatory activity students teachers are expected to go through prior to the off-campus teaching practice. During this period, students will be able to familiarise themselves with the competencies and skills of classroom activities

- This is the time that students put into practice all the skills they have been taught intentionally and consciously.
- Students are guided and monitored by college tutors
- The following are the objectives of the OCTP:
  - Identify all the competences that student teaches should possess
  - Identify the principle that should be known
  - Identify the principles that should be known by any professional teacher and which should guide them to tech good and bad teaching practices
  - Tell the skills area that would be assessed and emphasised during teaching
  - Demonstrate the required professional conduct expected of a teacher

### Organisation of OCTP

- Brief orientation for all second year (level 200) students
- Demonstration lessons by Heads of Department and tutors in English Language, mathematics, science and the Elective subjects.
- Peer teaching covering lower primary, upper primary and Junior High School topics
- Individual teaching giving lower primary, upper primary and Junior High School Topics
- Tutors are assign to supervise the lessons in the various classroom.

## **Off campus teaching practice**

- This is normally organised during the final year (3<sup>rd</sup> year)
- Students (mentees) are assigned to schools to be motivated by the regular classroom teacher
- At Wesley college schools in five districts namely Kumasi Metropolitan Assembly, Kwabre East, Ejisu Juaben, Atwima Nwabiaggya and Sekyere East Districts are used in teaching practice.
- Mentees are expected to observe the lesson delivery of their mentors
- Mentors are expected to supervise and discuss the performance of mentees after their lesson delivery.
- Lead mentors (head teachers) are expected to vet the lesson notes of mentees and supervise their work in the school.
- Mentees are expected to be involved in co-curricular activities
- Link tutors (college tutors) are the to visit mentees and supervise them regularly

Full meaning the following acronyms used

OCTP            On Campus Teaching Practice

TPC             Teaching Practice Coordinator

## **CHAPTER 2**

### **STAKEHOLDERS AND THEIR ROLES**

1. Mentors
2. Partnership schools heads
3. Mentees
4. College supervisors
5. District and regional education directorate
6. Traditional authority
7. Metropolitan/Municipal/District Assembly

### **MENTEES**

A mentee is a student teacher who wants to learn from someone who knows and seeks their valuable advice in order to grow personally and/or professionally. The following are some of the rules and responsibilities of mentees:

1. Mentees must make it a point to attend all school functions to identify with the school ethos and aspirations of the school.
2. They must be cautious with their utterances, the way they behave and more importantly what they say. They must avoid making remarks in relation to school facilities, certain school practices, the food and administration which is likely to stir up unrest in the school.

3. The mentee must give unqualified recognition to the authority of the head of the school where he/she is practicing and must not do anything that may undermine the authority.
4. Mentee relationship with other teachers; the following must be considered:
  - They must keep a low profile while at the same time refraining from being too aloof to be dubbed a snub.
  - They must not appear to be all-knowing. He must refrain from discussions and arguments that may drag him to local (school) politics, which may eventually lead him into taking sides.
  - They must not hesitate to consult the other teachers for advice and guidance.
  - They must make the teacher get the feeling that he is regarded as a senior in the art of teaching.
  - They should try to get along with all members of staff. After all, it should not be difficult to do this within the (short) period of practice.
5. The mentee must try and give a good impression about himself/herself. Here are some suggestions to guide the student:
  - They must do well to stamp his authority over the pupils through his teaching.
  - They must be friendly with the pupils but 'romp' with them.
  - They must not, in any way, give the pupils the impression that he can condone connive at their breaking of school rules.
6. Decent dressing in school of attachment
  - Mentees should be guided by the code of dressing as pertained in Wesley College. They must go to the school in prescribed uniforms and foot wears.

- Females' students must avoid wearing expensive and attractive things such as bracelets, long earrings, necklaces etc. Wearing of 'rasta' or any form of artificial hair attachment should be avoided.
  - Males should tuck in their shirts and dress decently. Mentees should be decently dressed to all functions in the community/ females should avoid wearing short or tight dresses and skirts that will expose their bodies.
7. He/she must not hesitate to consult the mentor whose class has been taken over for advice and guidance.
8. Becoming familiar with and adhering to the regulations and philosophy of your school or education service district;
- Following the school calendar and the schedule of the school;
  - Being prompt, courteous and dependable as well as demonstrating a commitment to the entire student teaching experience;
  - Reporting any reason for absence to the school and the TPC;
  - Assessing pupil performance and reporting that performance to others when appropriate;
  - Analyzing the pupil assessment data to make professional decisions about instruction;
  - Assuming full responsibility for teaching the period of time required by the program;
  - Participating in seminars arranged by the college;
  - Assuming the responsibility for completion of program proficiencies; and
  - Completing evaluation surveys at the end of the term.

- Keep a regular and systematic record of teaching practice journal (TJP )

9. Mentees must not engage in the following

- Collect unauthorised monies from the pupils or their parents.
- Releases official correspondence to unauthorised persons
- Drink alcohol or smoke during and after class hours.
- Examination malpractice
- Sexual offences
- Fight with colleagues or teachers on school premises or with people in the community
- Receives bribes or request from parents/pupils

## CHAPTER 3

### MENTORS

A mentor is a person who is willing to spend his/her time and expertise to guide a less experienced person by building trust and modelling positive behaviours to develop another person. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee. He/she must have taught for more than a year and has been trained to be a mentor. The following are some of the roles and responsibilities of mentors:

1. Be cognizant of the purpose of the internship experience and desired goals and objectives
2. Be regular and punctual at school
3. Introduce the mentee to your class in such a way that status is given with delegation of authority and responsibility.
4. Orient the mentee to the school and community and assist mentees to plan and organise their lessons.
5. Orient the mentee about the essential routines and policies of the school.
6. Arrange for mentees to observe your teaching during the first week. The following arrangements help make the observation a better learning.
  - A pre-observation discussion with the mentee to clarify the focus of the lesson, the learning objectives, and teaching strategies to be used.
  - A post-observation discussion to evaluate collaboratively the learning outcomes.
7. Observe mentees teaching as frequently as possible, and initiate discussion with them both before and after observation. You may consider holding the pre-observation discussions a

day in advance so that mentees can make adjustments to their plans where appropriate. The post-observation discussion is most beneficial if held very soon after the observation lesson.

8. Involve the mentee in both team planning and team teaching activities.
9. Let mentees assume classroom responsibilities gradually, increasing responsibilities as comfort, familiarity, and leadership abilities increase. Plans should therefore, be made for the mentees to have increased independence as confidence and competent.
10. Be a good role model demonstrating appropriate classroom management, teaching techniques and exhibiting behaviour that manifest enthusiasm, responsibility, preparedness, and professional attitude.
11. Provide constructive feedback and suggestions with regards to mentee's lesson plan. Feedback should be given in private not in front of pupils and encourage the mentee to experiment teaching idea and style.
12. Enrich the school experiences of the intern by involving the intern in activities other than classroom teaching. Intern should therefore be provided a schedule of relevant professional activities, school meetings and functions.
13. Formally supervise each intern in a minimum four (4) times during the internship, from the formal frequent observation of teaching.
14. Write termly report on mentees to be submitted to the college.
15. Encourage the intern to review and evaluate his/her teaching performance through reflection after each day's teaching.
16. Keep the head of the school informed about developments in the mentoring of programme.

17. Ensure that mentees round off their internship properly and hand over all school materials before leaving their schools.
18. Inspect the mentees teaching practice journal (TPJ) once a while.

## CHAPTER 4

### LEAD MENTORS

The following are some of the roles and responsibilities of lead mentors:

1. Appoint appropriate mentors for mentees in their schools.
2. Make early arrangement for experienced and competent teachers to be mentors so that they can plan ahead how they can assist mentees.
3. Organise induction course for mentees to familiarise them with the environment and daily operation of the school.
4. Introduce interns to the staff and pupils.
5. Make the following available to the mentees:
  - Teachers guide
  - Teaching syllabus
  - Text books for various classes
  - Mission and philosophy of the school
  - Disciplinary guide
  - Time table
  - Calendar for school activities
6. Ensure that mentees do not take over completely the classes taught by their mentors. This provides the ideal situation that facilitates the mentorship relationship and process.

7. Involve mentees in various school activities such as general duties that may be expected of any staff members. This includes performing duties of class teacher, helping in extracurricular activities.
8. Provide a conducive classroom environment that provides observation and participation experience for the mentees.
9. The head or his/her representative should coordinate the activities of mentors
10. Assist the intern to become a participating member of the school
11. Pay occasional visits to the mentees class

## **CHAPTER 5**

### **LINK TUTORS**

The following are some of the roles and responsibilities of link tutors in the college:

1. Make at least one observation/supervision visitation to a partnership school.
2. The Link Tutors should meet Mentee and mentor during each observational/supervisory visit. The purpose of these conferences is to exchange of information, provide support services and confirm progress while reflecting on the internship experience.
3. Each observation will be preceded and followed by a conference to evaluate progress, make constructive suggestions and provide help as requested, complete student evaluation form (pre conference and post conference).
4. Upon arrival at the school, report to the head of the institution and mentor before meeting the mentees.
5. Assist the mentor in dealing with any problems the mentee might be facing including those relating to their project work.
6. Plan and conduct parallel supervision with the mentor as possible.
7. Maintain open communication and a good relationship with the mentees, mentor and lead mentors.
8. Serve as a resource person to the intern, intern, mentor and host institution.
9. Assist mentees with their action research projects.
10. Inform the school when leaving.
11. Provide mentee with subject matter content support
12. Help mentees with appropriate skill and competencies for teaching each subject.

## **CHAPTER 6**

### **THE DISTRICT EDUCATION OFFICE**

The following are some of the responsibility of the district directorates:

1. Regular interval supervision of student teachers by the circuit supervisors.
2. Provision of teaching and learning materials, serving as resource persons and helping in getting resource persons.
3. They should help in settling dispute among mentees anytime there is conflict.
4. The district shows support through school visits by district based officials in the education office responsible for supervision.
5. The officials also give pedagogical evaluation of the student teachers' work as well as advice.
6. The role of district offices as centres pursuing instructional reform and improved student achievement. District offices serve as support centres that assist schools in selecting and implementing instructional programmes that help to improve learner achievement (Foley, 2001).
7. The district education should provide professional support to teacher trainees.
8. Implement and monitor gender policies
9. Assist mentees in solving any challenges they may be facing in their teaching practice.

## **CHAPTER 6**

### **DISTRICT ASSEMBLY AND TRADITIONAL AUTHORITIES**

**The District Assembly are expected to play the following roles:**

1. The assembly should assist in the provision of accommodation for mentees
2. Supply of teaching learning resources to support them in their teaching.
3. Ensure the availability of utility of services like water, electricity.

#### **Traditional Authority**

The following are some of the responsibility of the traditional authorities:

1. The traditional leaders should welcome mentees upon arrival and educate them on the norms of the community.
2. Should provide accommodation for mentees if possible or assist the mentees in acquiring some.
3. Showing them places of importance in the community such place of convenient, market, hospitals/clinic/chip compound, refuse dump site etc
4. Organise an orientation for mentees

## **CHAPTER 7**

### **RESPONSIBILITIES OF THE TEACHING PRACTICE COMMITTEE/**

#### **COORDINATOR**

The following are some of the responsibility of the teaching practice committee/ coordinator

1. Selection of schools for the teaching practice placement
2. Coordinate the student teaching program in the designated schools and the community.
3. Serve as a liaison between the local schools and the college.
4. Serve as a liaison between the college and the District Education Office
5. Provide professional leadership within the college community and specifically within the teaching staff to develop high quality student teaching experiences.
6. Assume responsibility for the orientation of student teachers and new link tutors teachers.
7. Ensure that materials required (forma A and B) by the link tutors are processed in a timely manner.
8. Advise and assist principals and Link Tutors in their responsibilities for guiding the professional growth of student teachers.
9. Participate with the district offices of schools and the college in evaluating the effectiveness of the student teaching program.
10. Monitor and evaluate the teaching practice activities
11. Assign link tutors to schools for supervision

## References

- Brookfield, S. (1995). "Becoming a critically reflective teacher". San Francisco: Jossey-Ba
- Cunningham F (2001). Reflective teaching practice in adult ESL setting. Digest, EDO-Le-01-01.<http://www.cal.org/caele/digests/>.
- Graham, S. & Thornley, C. (2000). Connecting Classrooms in Pre-service Education: Conversations for learning. *Asia-Pacific Journal of Teacher Education*, 28(3), 235- 245. <http://dx.doi.org/10.1080/713650697>
- Onyekan, (2000). What is Student Teaching Practice? In National Open University of Nigeria: Edu 635 Teaching Practice Manual. Retrieved: Retrieved: 18th December, 2016 from <http://www.nou.edu.nq/noun/NOUNOCL/pdf/pdf2/EDU%20635.pdf>
- Salawu, I. D & Adeoye, F.A (2002). What is Student Teaching Practice? In National Open University of Nigeria: Edu 635 Teaching Practice manual. Retrieved: 18th May, 2016 from [http://www.nou.edu.nq/noun/NOUNOCL/pdf/pdf2/EDU%20635.p df](http://www.nou.edu.nq/noun/NOUNOCL/pdf/pdf2/EDU%20635.pdf)
- Thiel, T. (1999). Reflections on critical incidents. "Prospect, 14"(1), 44-52