

## Guidelines for Teaching Practice Coordinators (TPC) to support the Implementation of Teaching Practice

The Transforming Teacher Education and Learning Programme in Ghana (T-TEL, 2014-2018) aims at transforming the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning in all Colleges of Education.

Teaching Practice is of vital importance to improve the quality of Student Teachers who graduate from the Colleges of Education to teach in Kindergarten, Primary and Junior High Schools in Ghana. As part of the improvement of pre-service delivery, T-TEL has a Schools Partnership (SP) component which aims at providing systematic and uniform support to strengthen Teaching Practice and the Mentoring of Student Teachers. Through the SP component of T-TEL links will be strengthened between Colleges of Education, TP schools and District Directorates of Education (DDE).

The SP component is implemented by a national team of School Partnerships Advisers (SPAs) with an international key SPA to support the team. As one of their responsibilities, the School Partnership Advisers (SPAs) have developed a set of Teaching Practice Handbooks and Guidelines for different key stakeholders. These Guidelines, for Teaching Practice Coordinators (TPCs), will help you to implement arrangements for your Student Teachers before, during and after their three Teaching Practice (TP) periods: Year 1 School Observation TP, Year 2 On-Campus TP and Year 3 Off-Campus TP (refer to abbreviated format as Y1 TP, Y2 TP and Y3 TP).

### Guidelines for TPC

These TPC Guidelines align with the Student Teacher Handbook, Tutor Handbook and Mentor Handbook developed and published by T-TEL. You should therefore use the Guidelines in parallel with the Handbooks, to help your Student Teachers develop quality Teaching Practice skills, knowledge and competencies. As a TPC, you will be required to prepare your Student Teachers to undertake:

- Year 1 School Observation
- Year 2 On-Campus and
- Year 3 Off-Campus Teaching Practice.

The TP Handbooks and Guidelines will support you in preparing your Student Teachers in their Teaching Practice year by year. The TP Handbooks introduce and emphasise 'Reflective Practice' which will help your Student Teachers to improve their learning and teaching.

The TPC is also required to ensure that Student Teachers are assessed at the end of every Teaching Practice period. Included in the Student Teacher and Tutor Handbook are annexes summarising the teacher competencies and skills to be demonstrated by Student Teachers in the Y1, Y2 and Y3 TP and a summary of the Assessment Procedures for the award of a professional Teacher's Certificate.

The TPC Guidelines explain the roles and responsibilities of the Teaching Practice Coordinator so that they can support the Student Teachers, College Principals, Link Tutors and Lead Mentors through the Y1 TP, Y2 TP and Y3 TP.

## **PROFESSIONAL RESPONSIBILITIES OF THE TPC**

### **TPC support to Student Teachers**

- Raise awareness of the nature and importance of TP with Student Teachers.
- Guide the Student Teachers in preparation for Teaching Practice.
- Organise pre-TP orientation for Student Teachers.
- Provide guidance and counselling for all Student Teachers.
- Assess Student Teachers' performance in Y1, Y2 and Y3 TP in collaboration with CoE Link Tutors.
- Organise post-TP sessions to develop the skills of Student Teachers to reflect on their TP experiences.

### **TPC advice to College Principals**

- Raise awareness of the nature and importance of TP with College Principals.
- Advise and support Principals, in their roles and responsibilities to support Student Teachers in TP.

### **TPC professional collaboration with Link Tutors**

- Raise awareness of the nature and importance of TP with Link Tutors.
- Inform Link Tutors of their roles and responsibilities and ethical issues relating to professional conduct. Link Tutors are role models to the Student Teachers and therefore must behave as such.
- Organise with your College principal the induction for all Link Tutors.
- Train Link Tutors to assess and supervise the Student Teachers.
- Train Link Tutors based on the skills and knowledge acquired from SPAs workshops.
- Train Link Tutors in curriculum change in TP.
- Encourage Link Tutors to self-reflect and assess on their roles and responsibilities in TP.
- Plan and set the visits expected of each Link Tutor for each Student Teacher (inspection schedules).
- Monitor supervision of Student Teachers by Link Tutors during On-Campus and Off-Campus TP.
- Inform Link Tutors of standardised assessment procedures required to assess each Student Teacher using the Y1 TP, Y2 TP and Y3 TP assessment criteria.

### **TPC professional collaboration with Lead Mentors**

- Raise awareness of the nature and importance of TP with Lead Mentors.
- Inform Lead Mentors of their roles and responsibilities and ethical issues relating to professional conduct. Lead Mentors are role models to the Student Teachers.
- Train Lead Mentors to supervise the Student Teachers.
- Train Lead Mentors to identify Mentors for Student Teachers.
- Train Lead Mentors to provide Mentor orientation and training workshops for the Mentors.
- Train Lead Mentors to give constructive feedback and support to Student Teachers.
- Serve as a resource person for the Lead Mentors.

### **TPC professional collaboration with Gender Education Officers (GEO) and the Community**

- Collaborate with the GEO to monitor the protection strategies to ensure the welfare of Student Teachers, especially females (see Tutor Handbook, Annex 5).
- Be able to work together with all stakeholders and communities involved in the TP in a collaborative and cooperative manner.
- Coordinate with the GEO and community on the Student Teachers activities in the TP schools.

## ADMINISTRATIVE RESPONSIBILITIES OF THE TPC

- Oversee the administrative arrangements for Y1, Y2 and Y3 TP.
- Be accountable to the College Principal.
- Allocate Student Teachers to TP schools.
- Write introductory letters to the DDE and the TP schools at the appropriate time (see Annex 2 sample letter).
- Liaise with SMC/PTAs to look for suitable accommodation for Student Teachers, especially females.
- Build positive relationships to ensure a cordial working relationship is experienced by Student Teachers themselves, the college, community and other players throughout each TP.
- Observe legal requirements that ensure the rights and welfare of all Student Teachers and players involved in TP. You as TPC and your Link Tutors, Lead Mentors and Mentors must endeavour not to be influenced by gifts from Student Teachers whatsoever.
- Be aware of the GES Gender Policy, Sexual Harassment Framework and Guidelines for Protection Strategies for Student Teachers on Teaching Practice (see Tutor Handbook, Annex 5).
- Keep records of all assessment of Student Teachers measured and evaluated by Link Tutors on Year 1, 2 and 3 (Observation, On-Campus and Off-Campus) TP for correlation, grading and reference purposes. Reports written by all Lead Mentors should also be well kept.
- Organise TP workshops and seminars for stakeholders who have a role to play in TP, to develop their skills and knowledge and to keep them abreast of any changes in pedagogy and education policy.
- Have a basic knowledge in how to manage TP finances and budget.
- Be able to communicate and present information effectively to all individuals involved in the TP formally and informally, through meetings, memo, email, face to face, telephone, notice boards, etc.

In addition you, as TPC will develop some of the following professional skills and attitudes.

SKILLS	ATTITUDES
<ul style="list-style-type: none"> <li>• demonstrate good interpersonal skills</li> <li>• guidance and counselling skills</li> <li>• ability to manage emergency situations relating to Student Teachers social and personal needs</li> <li>• conflict management skills</li> <li>• decision-making skills</li> <li>• listening skills</li> <li>• time management skills</li> <li>• communication skills in respect of speech and writing</li> <li>• report and proposal writing skills,</li> <li>• planning skills</li> <li>• gathering and analysis of information skills.</li> </ul>	<ul style="list-style-type: none"> <li>• creativity and innovation</li> <li>• honesty and integrity</li> <li>• fairness and firmness</li> <li>• no favouritism</li> <li>• empathetic and sympathetic</li> <li>• patience and tolerance</li> <li>• accommodating and affability</li> <li>• commitment, dedication and determination</li> <li>• ability to command respect and respect others as well</li> <li>• gender sensitivity,</li> <li>• appreciation of all Student Teachers and people involved in TP irrespective of social, political and economic background</li> <li>• positive attention to Student Teachers with special needs</li> <li>• confidentiality.</li> </ul>

## Y1 Preparing Student Teachers for School Observation Teaching Practice

### PRE-OBSERVATION TP

In their first year of study, Student Teachers will take part in school observations as part of their Teaching Practice experience. This will help them get familiar with classrooms and understand how schools, pupils and the curriculum work together, before they begin to teach. Observation plays an important role in practice teaching, therefore, by the end of semester 1, TPCs and Link Tutors will have supported the Student Teachers in their Y1 TP.

In Year 1 School Observation TP, the TPC will:

- (i) communicate with DDEs to make them aware of Student Teachers to be posted into the district;
- (ii) inform head teachers ahead of time of the activities of the Student Teachers in various TP schools;
- (iii) brief Student Teachers on professional visit ethics;
- (iv) brief Student Teachers on school observation activities, day 1 to day 10;
- (v) address challenges and needs of Student Teachers and support them to build on their strengths;
- (vi) guide Student Teachers on what to look for;
- (vii) provide Student Teachers with a form of attendance to be signed by the classroom teacher daily.

### DURING OBSERVATION TP

While Student Teachers are doing their observation, the head teacher of the TP school will ensure that:

- (i) the activities of the Student Teachers are well monitored;
- (ii) the head teacher and classroom teacher of the TP school together write a confidential report about the Student Teacher and mail it with the attendance form to the TPC. It may also be sealed/stamped and given to the Student Teacher to submit to the TPC;
- (iii) Student Teachers are punctual and regular in their attendance at the TP school;
- (iv) Student Teachers are involved in a variety of curricular and co-curricular activities during their TP.

### POST OBSERVATION TP

Here, the TPC will have to:

- (i) Organise a reflective meeting with Student Teachers to discuss experiences encountered. Let Student Teachers write down what they observed as:
- (ii) arrange and take reports written by Head Teachers and Classroom Teachers of the TP schools from the Student Teachers;
- (iii) discuss with the Student Teachers comments and recommendations from the received reports and offer guidance accordingly;
- (iv) Keep reports and attendance forms of individual Students Teachers safe for reference and assessment purposes.

Good practices	Areas for improvement	What they feel should have been done differently
i	i	i
ii	ii	ii
iii	iii	iii
iv	iv	iv

## Y2 Preparing Student Teachers for On-Campus Teaching Practice

### PRE ON-CAMPUS TP

In Year 2 Teaching Practice, TPCs will:

- (i) arrange and provide all the needed Teaching and Learning Materials for Tutors who will do the demonstration lessons;
- (ii) organise demonstration lessons in collaboration with the college Tutors;
- (iii) ensure that Tutors are given assessment sheets prior to commencement of the On-Campus TP;
- (iv) put Student Teachers into manageable groups;
- (v) assign Student Teachers into various classes of practice ECE/ LP/UP/JHS;
- (vi) collaborate with college Tutors to support Student Teachers to prepare/improvise Teaching and Learning Materials for on-campus Teaching Practice;
- (vii) encourage Student Teachers to observe the demonstration lessons;
- (viii) give Student Teachers the opportunity to discuss any comments they have with any Tutor who undertakes demonstration lesson after delivery;
- (ix) reflect together with Student Teachers on what they observed as part of the demonstration lessons;
- (x) Organise, where possible, real classes for Teaching Practice either through Demonstration Schools or other schools in the community.

### DURING ON-CAMPUS TP

As TPC during On-Campus TP, you will:

- (i) observe with college Tutors while Student Teachers teach in accordance with their groupings and respective classes assigned;
- (ii) let supervising Tutors give Student Teachers the opportunity to make comments (strengths and areas that need improvement) in turns after lesson delivery;
- (iii) let the supervising Tutor lead any discussion on comments made by Student Teachers and offer responses and clarifications accordingly;
- (iv) let your colleague Tutors assess each Student Teacher while conducting supervision and keep records accordingly;
- (v) reflect together with Student Teachers on their experiences and performance during the On-Campus TP.

## POST ON-CAMPUS TP

After the On-Campus Teaching Practice, you as TPC will:

- (i) ensure that all recorded assessment sheets are submitted to you for correlation, grading and safe keeping;
- (ii) organise reflective meetings with Student Teachers to discuss their experiences;
- (iii) encourage Student Teachers to keep their used Teaching and Learning Materials for use during Off-Campus TP.

## Y3 Preparing Student Teachers for Off-Campus Teaching Practice

### PRE OFF-CAMPUS TP

The TPC will implement these activities for Link Tutors, Lead Mentors and Student Teachers:

- (i) Organise orientation programmes for Link Tutors and Lead Mentors on the relevance of the Off-Campus TP. Explain the general conduct of behaviour, roles and responsibilities for each;
- (ii) Organise a week long orientation for Student Teachers. Refer to Student Teacher Handbook Year 3 Pre Off-Campus TP;
- (iii) Appoint a leader among the Student Teachers in each TP school to monitor and record attendance and whereabouts of peers;
- (iv) Select TP schools and place Student Teachers;
- (v) Ensure that letters are sent to DDEs and head teachers of selected schools for Student Teachers;
- (vi) Ensure provision of suitable accommodation for all Student Teachers, especially the females;
- (vii) Make sure Lead Mentors identify mentors for Student Teachers and assign classes to them;
- (viii) Ensure that all needed materials such as textbooks, syllabuses, Teachers Handbooks and schemes of work are made available to the Student Teachers for effective Teaching Practice.

### DURING OFF-CAMPUS TP

As TPC you will:

- (i) Ensure Student Teachers wear the uniform prescribed by the college to and after school;
- (ii) Support Lead Mentors in providing orientation to all Student Teachers on the first day at school;
- (iii) Support Lead Mentors in organising Student Teachers to observe the mentor's teaching on the first day at school so as to become oriented with the classroom setting;
- (iv) Ensure Student Teachers are involved in all curricular and co-curricular activities;
- (v) Monitor Link Tutors in their supervision of Student Teachers;
- (vi) Prepare the timetable for Link Tutors to visit Student Teachers at their TP schools for supervision and assessment;
- (vii) Arrange periodic visits to meet Student Teachers in their TP schools to discuss their personal and social needs;
- (viii) Ensure every Student Teacher receives not less than three supervisions by Link Tutors;
- (ix) Ensure Lead Mentors check Student Teachers regularity and punctuality to school;
- (x) Encourage Lead Mentor and Mentors to act as role models of professional conduct to the Student Teachers;
- (xi) Ensure Lead Mentors hold weekly reflective sessions with both Mentors and Student Teachers to ensure that the TP programme is done professionally;

- (xii) Support Lead Mentor to ensure the welfare of the Student Teachers, especially the females so that none of them experiences any unnecessary stress and harassment during the course of the TP;
- (xiii) Support Lead mentors to evaluate progress of Student Teachers and provide feedback accordingly;
- (xiv) Encourage CS/GEOs to visit Student Teachers according to their own schedule to provide any support in their field of endeavour;
- (xv) Support the Lead Mentor and Mentor of the TP school to write a confidential report about the Student Teachers and mail/give it to the TPC. It may also be sealed/stamped and given to the Student Teacher to submit to the TPC.

#### POST OFF-CAMPUS TP

The activities to be undertaken by TPC at the post TP level are as follows:

- (i) Organise one week reflective activities meeting for Student Teachers in the College at the end of the Off-Campus TP period to reflect on the performance of each Student Teacher competencies and experiences refer to Student Teacher Handbook Year 3 Post Off-Campus TP activities competencies. This post Off-Campus TP review meeting should employ the THINK-PAIR-SHARE approach.

For the THINK activity use the competencies listed in Annex 1 of the Student Teacher TP Handbook and compare them with their own experiences. Remind Student Teachers to refer to their TP Journal for each week to remind themselves of how well they achieved each competency. You will guide Student Teachers to think of specific examples of their best competencies achieved and those they found more challenging from their TP records, including their experiences.

At the PAIR stage the TPC will organise the Student Teachers to work with their peer Student Teachers. Each pair will present the competencies they rated as their best achievement and more challenging among themselves, including their experiences.

At the SHARE stage the TPC will discuss with all the Student Teachers to find out if there is a common pattern to the responses to all Y3 Off-Campus TP Student Teachers competencies and experiences for future attention.

- (ii) Support the Lead Mentors in collaboration with Mentors to submit a report on every Student Teacher to the TPC. These reports will form an integral component of the assessment procedure of every Student Teacher. The report will therefore be concerned with general attitude to work, punctuality and regularity, respect for rules and regulations of the school and involvement in other activities of the school including co-curricular activities.
- (iii) Ensure that all recorded assessment sheets with Link Tutors are submitted to you for correlation, grading and safe keeping.
- (iv) Organise reflective meeting with Student Teachers to discuss experiences encountered.
- (v) Encourage Student Teachers to keep their used Teaching and Learning Materials for use in future.

Annex 2 Sample Introductory Letter for each CoE to send to TP Schools / DDE before the Year 1 School Observation Teaching Practice

Name /Address of CoE ..

Date .

Dear Head Teacher

PERMISSION TO USE YOUR SCHOOL FOR YEAR 1 SCHOOL OBSERVATION TEACHING PRACTICE

Mr/Miss (name of student teacher) .. is as first year Student Teacher of .. (name of CoE) .. College of Education. The college authorities would be grateful if your school would allow the Student Teacher to undertake a two-week School Observation Teaching Practice while they are on their semester break from college.

With reference to Teacher Education Division Circular Ref, TT/K/21/10 dated November 23, 1999, Students are expected to observe :-

1. Principles and Methods of Teaching.
2. Fundamentals for teaching and learning the Basic Subjects.
3. Designing and Constructing Teaching Learning Materials.

Year 1 Student Teachers on School Observation Teaching Practice are not expected to teach but to gain experience from the 10 days they will spend in the observation school. All Student Teachers are provided with a Student Teacher Handbook which describes three activities they should undertake on each of the ten days of their Year 1 School Observation Teaching Practice. We would appreciate if you and the staff of your school provide support and assistance to the Student Teacher as they undertake the TP activities.

Attached to this letter is a Guideline for Class Teachers in the Y1 Observation TP school. These Guidelines provide some information that we hope will be helpful to the class teacher who will be assigned the Student Teacher.

Head Teachers of the TP schools are expected to send reports about Student Teachers on School Observation Teaching Practice. The reports that come from the Head Teachers of TP schools will be placed on the Student Teacher files by the Head of the Education Department.

If for any reason the Student Teacher fails to report i during the School Observation Teaching Practice, the Head teacher should indicate in the report the cause or reason.

Thanks for your cooperation.

Yours faithfully,

(HEAD OF EDUCATION DEPARTMENT)

For: THE PRINCIPAL OF THE YEAR 1 SCHOOL OBSERVATION TEACHING PRACTICE SCHOOL.