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Description automatically generatedKwame Nkrumah University of Science and Technology**

**Faculty of Educational Studies**

**Guidelines for Headteacher and Class Teachers on Supported Teaching in School (STS) during College Break for the Year Two** **Student Teacher.**

**These Guidelines are intended to help you to adequately, effectively and conveniently support the Student Teacher who is on STS during vacation**

**Week 1**

**a. Familiarisation with school organization:** (**Headteacher** **and** **Class Teacher**)

• Assist the student teacher to become familiar with the school organisation: For example – the timetable for the school day; map of the school; school routines that pupils do each day such as cleaning the compound and attending school assembly; classroom arrangements and school rules, dress code for teachers and pupils, school discipline, etc.

• Encourage the student teacher to record relevant issues and activities in their SRJ

**b. Classroom observation:** (**Headteacher** **and** **Class Teacher**)

•Assist the student teacher to gain access to the following to enable them to consolidate their knowledge of relevant classroom documents and practices

• Sample scheme of learning

• Sample lesson plan

• Sample TLMs

• Assessment tools

• Furniture and seating arrangement

• Illumination and ventilation

• Hand washing basins

**c. Observe class teaching:** (**Headteacher** and **Class Teacher**)

•Provide opportunities for student teachers to observe the following in lessons:

• Teaching strategies (group work, role play, pair work, brainstorming, gender responsive, inclusivity etc.)

• Lesson introduction

• Classroom management

• Lesson development

• Assessment

• Use of TLM and ICT tools

• Lesson closure

**d. Observing Professional Traits:** (**Headteacher** and **Class Teacher**)

•Provide opportunities for student teacher to observe teacher professional traits (punctuality, regularity, dress code, tolerance, friendliness, passion for work, etc.)

**e. Working collaboratively:** (**Class Teacher** and **Student Teacher**)

•Work with class teacher to support learners. Assist student teachers to identify learners they can support in class.

•Encourage the student teacher to record relevant issues and activities in their SRJ.

**Week 2**

a. Co-planning and preparation for support, teaching a small group of learners based on the class teacher’s lesson plan **(Class Teacher and Student Teacher)**

b. Collecting artefacts for building portfolio **(Student Teacher)**

c. Observing professional traits and qualities of teachers **(Student Teacher)**

d. Collect data on the progress of four (4) identified learners **(Student Teacher)**

e. Encourage the student teacher to record relevant activities in the SRJ **(Student Teacher)**

**Week 3**

a. Co-planning and preparation for support, teaching a small group of learners based on the class teacher’s lesson plan **(Class Teacher and Student Teacher)**

b. Collecting artefacts for building portfolio **(Student Teacher)**

c. Observing professional traits of teachers **(Student Teacher)**

d. Collect data on the progress of four (4) identified learners **(Student Teacher)**

e. Encourage the student teacher to record relevant issues and activities in their SRJ **(Class Teacher and Student Teacher)**

**Week 4**

a. Co-planning and preparation for support, teaching a small group of learners based on the class teacher’s lesson plan **(Class Teacher and Student Teacher)**

b. Collecting artefacts for building portfolio **(Student Teacher)**

c. Observing professional traits of teachers **(Student Teacher)**

d. Collect data on the progress of four (4) identified learners **(Student Teacher)**

e. Complete write up of enquiry on the four learners **(Student Teacher)**

f. Complete professional portfolio **(Student Teacher)**

g. Encourage the student teacher to record relevant issues and activities in their SRJ **(Class Teacher and Student Teacher)**