

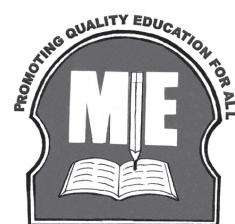
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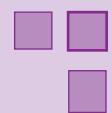
# Year One IPTE School Experience Journal

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***Term 3***

*Revised edition, 2018*





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## Developed and published by:

Malawi Institute of Education  
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**Note:** The page numbers in this book begin at the front cover and end with the back cover. We hope this innovation will make searching electronic copies (pdfs) easier, as the pdf page and the printed book page will be the same.

# Welcome

Welcome to the school-based module of your training. Congratulations on successfully completing terms 1 and 2 in college. You will spend your next two terms teaching in a partner school. Everybody involved in the partnership for your teacher training—your college, your school and the local community—is wishing you a happy and productive teaching practice.

The next two terms will be very important for you. You will start teaching learners every day. You will find out what life in school is like, you will care for your learners and they will care for you, and you will start to develop professional relationships with your colleagues.

This is the time for you to put into practice everything you have learned in college during terms 1 and 2.

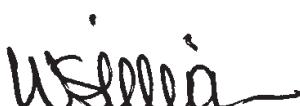
Both college and school make important contributions to your development as a teacher. In college you learned about teaching; in school you learn how to teach, building on your experience in the demonstration school in Year 1. You will learn how to teach by actually doing it but also from the experienced teachers you will meet and observe. You have much to learn from them. At the same time, you can contribute to the school with your own ideas and commitment.

Learning to be a teacher is interesting and rewarding. However, there are also some challenges you might experience. Working, living and co-operating with so many different people as well as managing large classes can be a challenge.

Be assured that your Mentor, Head Teacher, Class teacher and others in the school community will support you whenever necessary. Don't be afraid to approach them and ask for advice and help. Your college lecturer will visit you several times to observe you teaching, read your School Experience Journal and discuss your performance with your Head Teacher, Class teacher, and Mentor. You can contact the college if you have concerns that cannot be resolved otherwise.

The tasks in the School Experience Journal have been carefully designed to help you reflect on various aspects of teaching and on other issues relevant to the school. Working through these tasks will help you link what you learned in Year 1 terms 1 and 2 and reflect upon in Year 2 terms 2 and 3.

So now start enjoying this new learning experience right away and strive to become the kind of teacher you would have liked to have had when you were a learner yourself!



Dr. Susuwele-Banda

Director, Malawi Institute of Education

# Introduction to the School Experience Journal



## About this journal

This journal is one of your four modules in Teaching Practice. It has been designed to support your development as a teacher. It will enrich your experiences as you learn how to teach. It will help structure your teaching experiences by relating them to work you did while you were in college. It will help you to link theory to practice. The journal will make you reflect on your own lessons, as well as on lessons of others that you observe. As a result, you will develop your knowledge and understanding of teaching. You will also improve your teaching skills as well as developing attitudes and commitment suitable for the teaching profession.

While you are at the partner school, you will be teaching with your Class Teacher. Together you will prepare schemes and lessons as you were guided to do in college. You will evaluate your teaching and record this along with the schemes and plans in your teaching file.

At the same time as teaching a class, you will be using your School Experience Journals. The journals will guide you through the two terms. The journals contain tasks for each week of the term. The tasks extend over 10 weeks, although the actual term dates may be longer. You should try to do the tasks within the week allocated to them. If for some reason you do fall behind, however, you should commit one week to catching up and then get back into the sequence one week later.

The tasks require a high level of planning and collaboration. You will need to spend time reading through the tasks and planning what you need to do. It would be wise to read and plan on the Saturday or Sunday before the week starts to ensure that you know what to do. Each task will be assessed and a continuous record of your performance recorded by the Head Teacher and Mentor.

Each task will focus you on a particular skill or issue and will be completed alongside your normal teaching timetable and maintenance of the Teaching File. It is expected that you will spend some of your non-contact time working on the tasks in your journal.

The tasks are designed to fit into the normal working week of the school and your own schedule as a Student Teacher. You will see that we have not indicated how much time the tasks will take. The length of time you will need to complete the tasks will vary a great deal from student to student, and from school to school. The amount of time needed will also vary from week to week, depending on your teaching schedule and other commitments. Please speak with your Mentor if you feel you need extra time to complete journal tasks.

Remember you need to pass both modules this term: the SEJ and your teaching.

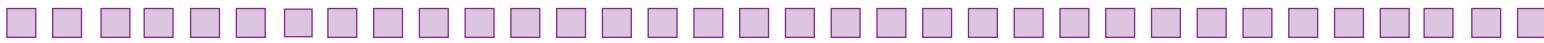
## Using the journal

You will see that the journal has specific sections where you are directed to read, observe, plan, reflect and record.

**Links to Year 1:** This section shows where the task links to your college-based studies (EFS and other Learning Areas). You may wish to review your college notes to help you understand the tasks better and to help your planning. It is important for you to connect your Year 1 college studies to your practical school work, so that your teaching is grounded in sound academic knowledge.

**Introduction:** This section discusses topics, issues or challenges related to the task. You should read it carefully. The task may be to find out why some children are absent from school, or identifying Learner Diversity (LD), or the attitude of the community to the school, for example. As you read this section, you should consider how you will respect the privacy and confidentiality of the participants involved in the tasks.

# Introduction to the School Experience Journal



**Task:** This section sets out the activities to be undertaken. Again, read this carefully because there will be several steps to take, and sometimes a follow-up action. You may need to speak with a colleague, observe learners, gather information, make resources, or be observed teaching a lesson. It will help if you talk with another Student Teacher and your Class Teacher about the activities in the tasks, so that you understand what to plan and do. Please note that you will be directed to complete some tasks in pairs, some tasks as a group, and some tasks individually.

The journal contains spaces for you to write your own preparation, ideas and responses. You might need additional writing space, in which case you will need to attach extra pages. You can use notes and bullet points in your response, but remember that your writing must be a legible record that illustrates your learning and practice. Your journal will be reviewed and assessed by Mentors, Head Teachers and College Lecturers. Write clearly, as your Mentor and Head Teacher have several journals to read. Whichever way the task is done – as a pair, in a group or individually – what you write in the journal should be your own individual response. You should think carefully about what you are going to write and make it a true reflection of your own ideas. You may wish to draft your thoughts on other paper before writing in your journal.

**Summary of performance:** It is here that each week your Mentor and Head Teacher will record an assessment of your work and write a comment about how you could improve.

## Support and supervision

Each week either your Head Teacher or Mentor will assess and comment on the tasks you complete. These assessments and comments will reflect how well you have completed the tasks for each week. The comments will be written in a box at the end of the task titled ‘Summary of Performance’. Comments will indicate if the work on the task is assessed as excellent, Good, Satisfactory, Needs Improvement or a Fail. At the end of each term the Mentor and Head Teacher will summarise your progress in the areas addressed by the tasks. They will consult your Class Teacher and evaluate your professional attitudes and behaviour, including the commitment to teaching that you have shown.

The Mentor and Head Teacher have a week-by-week guide to the tasks that you are undertaking. They will use their guides as well as their professional experience and knowledge to provide you with support. Their support covers both pastoral and professional issues.

When your College Lecturer visits, you will be asked to present your journal, just as you may be asked to present your Teaching File, since both contain a record of your progress and will be assessed. The lecturer will also consult with the Mentor, Class Teacher, and Head Teacher to discuss their professional judgment of your performance and progress.

## Teaching timetable

During the first week of Year 1 term 3 teaching practice you will observe lessons taught by your Class Teacher and other experienced teachers. You will observe lessons in both Lower and Upper classes.

From Week 2 you will observe your own Class Teacher teaching and with his/her support, begin teaching.

When you enter Year 2 term 1 teaching practice you will observe two lessons taught by experienced class teachers in the primary level you will teaching.

You will begin teaching from week 1.

# Introduction to the School Experience Journal



## Assessment

To qualify for an IPTE certificate you must pass all four TP modules in Y1 T3 and Y2 T1, the four modules are:

1. School Experience Journal (including Professional Qualities) for Y1 T3
2. Teaching experience in either upper or lower level
3. School Experience Journal ( including Professional Qualities) for Y2 T1
4. Teaching experience in either upper or lower level

### Assessment of the SEJ Tasks

Your Head Teacher or Mentor will assess each task in the SEJ. For your performance in a task to be assessed as Excellent, you will have to achieve all of the following elements:

- 1) Demonstrated a clear understanding of the task;
- 2) Shown creative and or critical thinking;
- 3) Recorded realistic suggestions;
- 4) Recorded work independently;
- 5) Given detailed responses;
- 6) Used written language, which is legible and easy to read;
- 7) Completed all steps in the task; and
- 8) Implemented the ideas, suggestions or actions recorded in the task.
  - For your performance in a task to be assessed as Good, you will have to achieve six or seven elements listed, one of which must be number 8.
  - For your performance in a task to be assessed as Satisfactory, you will have to achieve four or five elements listed, one of which must be number 8.
  - For your performance in a task to be assessed as Needs Improvement, you will have to achieve two or three elements listed.
  - For your performance to be assessed as a Fail you will have achieved fewer than two elements listed or
    - failed to do the task without good reason; or
    - copied from another student.

Your School Experience Journal, therefore, is an essential record of your performance and progress. Failure to successfully complete all tasks in both terms of your journal will result in failure to qualify.

MANEB will visit schools to sample a selection of SEJs, to monitor the quality of work, and written comments and evaluations made by your Head Teacher, Mentor and College Lecturer. (They will also observe and assess lessons.)

Throughout Teaching Practice, the key people involved in the process of continuous assessment are you, the Student Teacher, your Mentor, Head Teacher, Class Teacher, and College Lecturer. Each person has a specific role to play and responsibilities to perform.

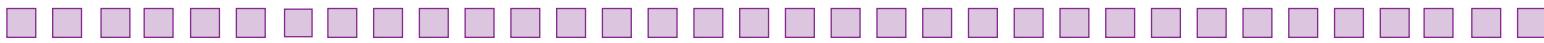
### Assessment of teaching

Each term your Head Teacher and Mentor will each grade one of your lessons; your College Lecturer will grade two lessons, giving you a total of four grades per term.

One of the graded lessons by your HT and M should be completed in weeks 1 – 5 and the other in weeks 6 – 12. One of the lessons graded by your College Lecturer should also be during your first half term and the other in the second half of the term. The grades will be shared with you at the end of each feedback session.

The Head Teacher, Mentor and experienced teachers will observe other lessons, but they will not be graded.

# Introduction to the School Experience Journal



## Roles and responsibilities

### As the Student Teacher, you are expected to:

- remain teaching in the school until the end of your Y1 and Y2 teaching practice terms;
- complete the weekly tasks in your SEJ;
- inform your college if your Head Teacher or Mentor are not assessing and commenting on the weekly tasks in your SEJ;
- maintain a comprehensive and well-organised Teaching File;
- keep evidence of feedback from lesson observations, indicating strengths, challenges and agreed targets;
- keep notes from meetings with your Head Teacher, Mentor, Class Teacher, and College Lecturer; and
- implement professional advice given by your Head Teacher, Mentor, Class Teacher, and College Lecturer.

### Your Head Teacher is expected to:

- ensure the Class Teachers are present and teaching in the classroom and supporting you with your teaching;
- ensure some non-teaching time of teachers is used effectively to support Student Teachers;
- support you in preparing schemes of work;
- provide you with support for SEJ tasks;
- observe you teaching and use the observation tool to keep notes for each lesson or part of a lesson observed;
- grade one lesson, per student, per term using the Observation tool, descriptors and grading rubric;
- provide you with comprehensive feedback for each lesson or part of a lesson observed;
- assess as Excellent, Good, Satisfactory, Needs Improvement or Fail weekly in your SEJ;
- keep an ongoing summary of your overall performance on your Student Progress Records (SPRs);
- record an overall evaluation of your performance (including professional qualities) at the end of each term;
- have a one-to-one review meeting with you (you may meet with your Mentor) at the end of Y2 T1;
- discuss your performance and progress with your College Lecturer;
- help you to adapt to the community around the school;
- ensure a replacement class teacher is found if your class teacher is absent;
- arrange, prepare for and hold the Professional Meetings as set out in the MG; and
- ensure minutes are taken at the Professional Meetings and present them to lecturers when they visit.

### Your Mentor is expected to:

- ensure the Class Teachers are present and teaching in the classroom and supporting you with your teaching;
- provide you with support for the SEJ tasks;
- observe you teaching as required in SEJ tasks and use the observation tool and descriptors to write notes for each lesson or part of lesson observed;
- grade one lesson, per student, per term using the Observation tool, descriptors and grading rubric;
- provide you with comprehensive feedback for each lesson or part of a lesson observed;
- assess as Excellent, Good, Satisfactory, Needs Improvement or Fail each weekly task in your SEJ;
- keep an ongoing summary of your overall performance on your Student Progress Records (SPRs);
- have a one-to-one review meeting with you (you may meet with your Head Teacher) at the end of Year 2 Term 1;
- discuss your performance and progress with your College Lecturer;
- meet with Student Teachers to support them with challenges; and
- prepare for and attend the Professional Meetings as set out in the MG.

# Introduction to the School Experience Journal



## Your Class Teacher is expected to:

- be a professional role model in all aspects of teaching;
- be present in the classroom and share the teaching timetable with you;
- show a positive attitude to all your SEJ work and provide you with support where appropriate;
- teach lessons observed by you;
- support you in preparing professional documents such as lesson plans and records of work;
- observe you teaching and provide a short, informal feedback each day; and
- prepare for and attend Professional Meetings when required.

## Your College Lecturer is expected to:

- observe and assess lessons;
- check and assess the upkeep of records in your Teaching File;
- read and check accuracy of the Head Teacher / Mentor assessments in the SEJ;
- offer professional advice;
- moderate the Head Teacher's and Mentor's assessments;
- meet with the Head Teacher and Mentor to discuss Student Teacher performance; and
- submit to the Teaching Practice Coordinator an overall grade for each student.

## Lesson observation

Below is a copy of the observation tool that will be used by Head Teachers, Mentors and Class Teachers when they observe you teaching a lesson. The resulting strengths, weaknesses and development targets will be discussed with you during the feedback session and with your College Lecturer during his/her supervisory visits to the school. Each term you will have four lessons graded; one by your Head Teacher, one by your Mentor and two by your College lecturer. The grades will be decided and shared with you at the end of each feedback session.

You should make sure you are familiar with the good practice indicators as they will assist you in planning and teaching good quality lessons.

# Introduction to the School Experience Journal

## Lesson Observation Tool – For use by Head Teachers, Mentors & experienced Class Teachers

School:

Name:

ID:

Date:

Topic:

Subject:

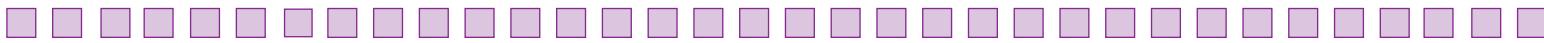
Class:

Lesson Preparation Award up to 1 point for each area	Remarks	Score out of 5
<ul style="list-style-type: none"><li>■ success criteria is clear</li><li>■ states how listed resources will be used</li><li>■ gives clear explanation of teacher and learner activities</li><li>■ matches activities to time allocated</li><li>■ has planned questions to promote discussion and problem-solving</li></ul>		
Lesson presentation Award up to 5 points for each area	Remarks	Score out of 40
<ul style="list-style-type: none"><li>■ 2-5 minute introduction that engages learners and gathers prior knowledge</li><li>■ uses a variety of teaching methods (visual, practical, demonstrating etc. )</li><li>■ uses chalkboard appropriately (neat, visible by all)</li><li>■ asks open questions that stimulate thinking and learning</li><li>■ uses appropriate voice and language , giving clear explanations</li><li>■ uses relevant resources</li><li>■ logical steps are used to introduce content</li><li>■ 2 – 3 minute conclusion is relevant and leads to further learning</li></ul>		
Class management Award up to 5 points for each area	Remarks	Score out of 20
<ul style="list-style-type: none"><li>■ able to control learners behaviour</li><li>■ good use of time</li><li>■ appropriate seating arrangements for all activities</li><li>■ able to monitor lesson activities</li></ul>		

# Introduction to the School Experience Journal

<b>Mastery of subject content</b> <b>Award up to 5 points for each area</b>	<b>Remarks</b>	<b>Score out of 20</b>			
<ul style="list-style-type: none"> <li>■ presents information, concepts, skills in small steps</li> <li>■ clear development of content</li> <li>■ lesson content is related to learner's experiences</li> <li>■ demonstrates what and how to assess learners</li> </ul>					
<b>Learner orientation</b> <b>Award up to 5 points for each area</b>	<b>Remarks</b>	<b>Score out of 15</b>			
<ul style="list-style-type: none"> <li>■ uses appropriate and varied positive reinforcement</li> <li>■ ensures equality for learner diversity and gender</li> <li>■ all learners are actively engaged</li> </ul>					
<b>Future action and development</b>					
Strengths:					
Weaknesses:					
Improvement target 1:					
Improvement target 2:					
If this lesson is to be given a grade, enter the grade in the box after the feedback session and share it with the student teacher.		Grade			
0 - 39 = E (Fail)	50 - 69 = C	40 - 49 = D	70 - 84 = B	85 - 100 = A	
Observer's signature:	Name:	Position:			
Student's signature:					

# Introduction to the School Experience Journal



## Professional meetings

During each term there are three professional meetings with your Mentor, Head Teacher and fellow students to exchange experiences and discuss your development. You will be expected to bring your journal to these meetings. The purpose of these meetings is to review and discuss the tasks of the previous weeks. You will share challenges and discuss possible solutions and improvements. For some of these meetings, your Class Teacher will be present.

## Organisation of School Experience

Terms 1 and 2 have prepared you for teaching all standards in the primary school. You will therefore have an opportunity to teach two different standards during your school experience. This gives you a chance to experience different age groups and the methods appropriate to both lower and upper primary classes. Your teaching in both lower and upper classes are individual modules and will be graded.

If you have taught a lower level in Term 3, you will teach an upper level in Year 2 Term 1 and vice versa.

- Student teachers must have an experienced class teacher working with them.
- TPS must aim to place Student Teachers in classes of no more than 60 learners.
- If the assigned class teacher is absent, a replacement must be found.

The table below shows the timetable you are expected to follow.

TP Term	Week 1	Week 2-5	Week 6-12
	Observations	Subjects	Subjects
Year 1 Term 3	Lesson observation in Upper and Lower levels.	English <b>OR</b> Chichewa + half of the other subjects Begin teaching	Maths + (swap) English / Chichewa + half of the other subjects
Year 2 Term 1	2 lesson observations only in the level student are teaching. Begin teaching	Maths + English <b>OR</b> Chichewa half of the other subjects	(Swap) English / Chichewa + half of the other subjects

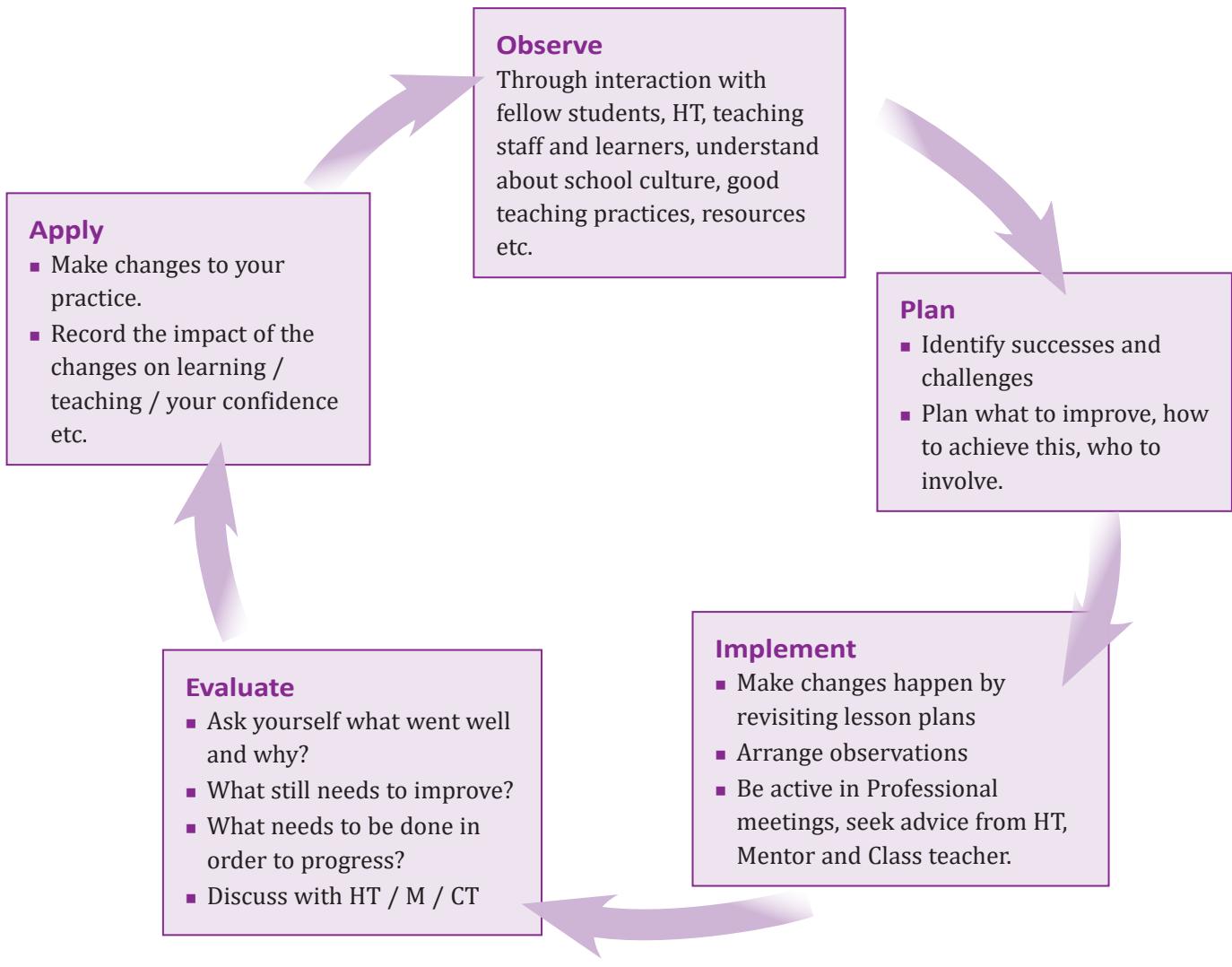
In addition to teaching in class, students are encouraged to facilitate extra curricular activities.

## Developing as a thoughtful teacher

As you work through the journal tasks, you will be developing the skills of observation and reflection. The journal is designed to support you in a cycle of reflective practice, where you:

- observe or collect information;
- plan an activity based on your observations and findings;
- do an activity;
- review the outcomes and your learning from the activity;
- apply your learning to a new activity; and
- observe the effect of this application.

# Introduction to the School Experience Journal



## The Reflective Practice Cycle

### Professional qualities

At the end of term, your Head Teacher and Mentor will assess your conduct as a teacher. This assessment will be based on the following criteria:

- 1) **Your punctuality and attendance:** You are expected to be reliable and punctual. If you are ever absent, you should give a good reason.
- 2) **Professional relationships with adults in your school:** You are expected to cooperate and interact well with all teachers, fellow students and parents.
- 3) **Professional relationships with learners in your school:** You are expected to be friendly, approachable to all learners, sensitive to gender issues, and aware of learner diversity. You must maintain an appropriate social distance from all learners.
- 4) **Professional behaviour and presentation:** You are expected to be well-dressed, disciplined and sober.
- 5) **Whole-school activities:** You are expected to show commitment and enthusiasm for teaching and out-of-class activities.



## Introduction

During Terms 1 and 2 you wrote lesson plans and used them for peer-teaching and for your lesson presentation at the demonstration school. You are now responsible for your own learners. You need to take every opportunity you can to learn from fellow Student Teachers, Class Teachers and your Mentor.

Week 1 is an induction week where you will be observing lessons taught by a Class Teacher. You will see what you learned in theory being put into practice. In the task you will focus on three lessons you observe this week. You should arrange to observe lessons in both Lower and Upper classes.

## Links

- **EFS T1:** Reflecting on qualities of an effective teacher
- **EFS T1:** Teaching and learning methods for lower primary
- **EFS T2:** Teaching and learning methods for upper primary
- **EFS T5:** Reflection on teaching and learning methods

You learned that an effective teacher has many qualities including planning, reflecting, listening and caring about the learners. In lower primary work you focused on how to engage learners and the use of varied resources. In upper primary lessons you looked at independence and critical thinking strategies.



## Success criteria

By the end of this task you must:

- observe and record a variety of teaching skills,
- identify key teaching skills and use to develop a lesson plan; and
- demonstrate the ability to participate in a professional meeting.



## Task

### Activity 1

From the lessons you observe on day one, choose one lesson and focus on the structure of that lesson. Use the following questions as a guide to help you record your observations.



**Introduction to lesson:** How did the teacher get the interest of the learners? How was the introduction linked to the lesson topic?

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**Flow of the lesson:** What were the steps in the lesson? How were the steps linked together?

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**Summary / conclusion:** How did the teacher know if learners had understood the lesson? What other strategies could be used to measure learners' understanding of this lesson?

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## Activity 2

Soon after observing the Class Teacher, arrange to meet with him/her. Ask the Class Teacher to suggest ways you can introduce and summarise/conclude your lessons. Record his/her answers in the space below.

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## Activity 3

On the second day of observing, choose one lesson and focus on the teaching methods used in the lesson. Use the following questions as a guide to help you record your observations.

**Questioning:** How did the teacher distribute questions during the lesson? For example, did the teacher ask questions to both boys and girls? To the front and back of the class? To individuals and groups? How did the teacher encourage the learners to think about and explain their answers? Can you think of other ways of reinforcing learning?

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**Teacher's response to learners' answers:** How did the teacher praise the learners? How did the teacher make sure all learners heard the answers? How did the teacher handle incorrect answers?

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**Use of chalkboard:** How was the chalkboard used to provide facts, gather ideas from learners or demonstrate and explain key ideas?

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## Activity 4

Soon after observing the Class Teacher, arrange to meet with him/her. Discuss with the Class Teacher ideas about:

- what to say to learners when they have given a wrong answer;
- how to encourage learners to carry on participating after they have given a wrong answer; and
- how to use the chalkboard as a teaching aid.

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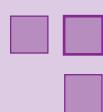
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## Activity 5

Choose one lesson on the third day of observing and focus on the use of resources and class management. Use the questions below as a guide to help record your observations.

**Seating plan:** Describe the seating arrangement. How can a class seating plan affect learning and teaching?

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**Teaching and learning resources:** What teaching and learning resources were used? How did the resources improve the lesson? Can you think of other resources that could have been used in this lesson?

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**Discipline:** How did the teacher keep the learners' attention? How did the teacher handle discipline problems? How well did the learners behave?

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## Activity 6

Soon after observing the Class Teacher, arrange to meet with him/her. Ask the Class Teacher to:

- explain when, why and how they use particular seating arrangements;
- tell you about the teaching resources they use the most;
- describe how they maintain discipline in the classroom; and
- tell you how they handle bad behaviour.

Record his/her responses in the space below.

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## Activity 7

This week you have observed, recorded and discussed many different parts of lessons. You have seen different teaching skills and methods used. Choose two teaching skills or methods that particularly interest you.

## Activity 8

Look at your planning for next week. Choose a lesson in which you will include the two teaching skills or methods that you chose in Activity 7. In the space provided on the next page, show how you will use these in the lesson.



### Guided reflection

Think about the methods used in lessons you have observed; which ones promote the most critical thinking?





Lesson in which I will use these teaching skills and methods next week: \_\_\_\_\_

Skill or method	Why this interests me	How I will use this skill or method in this lesson
a)		
b)		



## Summary of performance

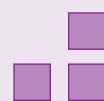
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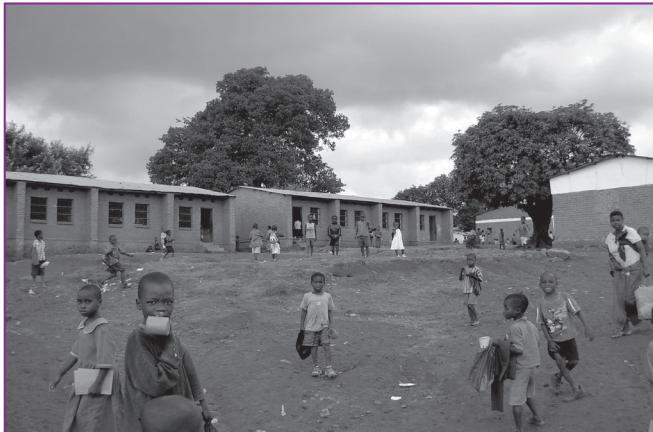
Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





## Introduction

The more you know about the life, work and culture of the people in your school community, the more you will understand your learners and their families. Some learners may come from very poor homes, or families where nobody is educated enough to help them with reading, writing and homework. Others may have parents who are well educated and helpful with school work. If you understand the family backgrounds of your learners, you will understand their educational needs and you will know how best to support their learning.

Your task this week is to find out as much as you can about the school community – how most people earn a living, what their traditions and beliefs are, and what role the school plays in their lives.

You can get some of this information from the learners themselves. For example, when you are learning their names, you could ask each learner to tell you what their parents and family do for a living. This will give you an idea of the main economic activities in your school community.

Your task also requires you to find out what teaching and learning resources are available in the local area (TALULAR). For example, there might be a pond or a forest nearby where you can find specimens of plants, insects, birds and animals. Or there might be farmers near the school who can demonstrate farming practices to your learners. You can also find out what materials are available locally for you to make your own resources.

There are three main characteristics:

- 1) **Administrative characteristic:** The members involved and their roles and responsibilities.
- 2) **Democratic community:** All members of the school community working together to improve the school.
- 3) **Distinct culture:** The way assemblies, disciplinary matters, general cleaning and achievement awards are handled, including TALULAR.

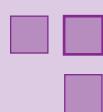


### Success criteria

By the end of this task you must:

- compile and record basic school data,
- describe the school culture and local community,
- state some challenges faced by learners in your school,
- identify ways you could support disadvantaged learners; and
- record your school's code of professional conduct.





# Task

## Activity 1

From the lessons you observe on day one, choose one lesson and focus on the structure of that lesson. Use the following questions as a guide to help you record your observations.

Research question	Information												
Information about each standard	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8					
Date of school's establishment													
Proprietor of the school													
Number of classrooms													
Number of classes													
Enrolment (girls)													
Enrolment (boys)													
Number of toilets	Girls:			Boys:									
Research questions	Information												
Important events and dates in the history of the school (e.g. when a new classroom was built)													
Culture of the school (e.g. assemblies, school uniform, how latecomers are treated, etc.)													



Research questions	Information	
What teaching and learning resources are shared by teaching staff such as posters, books, equipment for expressive art, etc.?		
What is the availability of local resources for enriching lessons and TALULAR (e.g. grasses, packaging from the market, clay soil, livestock, etc.)?		
What is the culture of the community (local beliefs, traditional events, etc.)?		
Community attitudes towards the school and Student Teachers		
Names of villages	Distance from school	Main source of income



## Activity 2

As a whole group, meet the Head Teacher and your Mentor to find out the school's code of professional conduct. If the school does not have a Code of Conduct written down, there will still be unwritten rules that teachers must follow. You will also find the IPTE assessment criteria for professional qualities on page 17 of the SEJ.

Record the expectations below.

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## Activity 3

Observe your learners. Do you notice that any learners are sometimes left out of games or activities? Do you ever see any of them being teased or mocked? Some learners might look or behave differently from the others - for example, if they have a disability or albinism; if they are smaller or weaker; or if they have a dirty uniform or poor hygiene. Learners like this might come from homes where there is no food or money, or no adults to look after them properly. As a teacher, you need to be aware of these problems so that you can give extra help to these learners.

Give a few examples of how you might be able to provide additional support to disadvantaged learners in your class.

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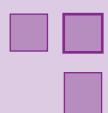
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## Summary of performance

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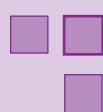
Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_

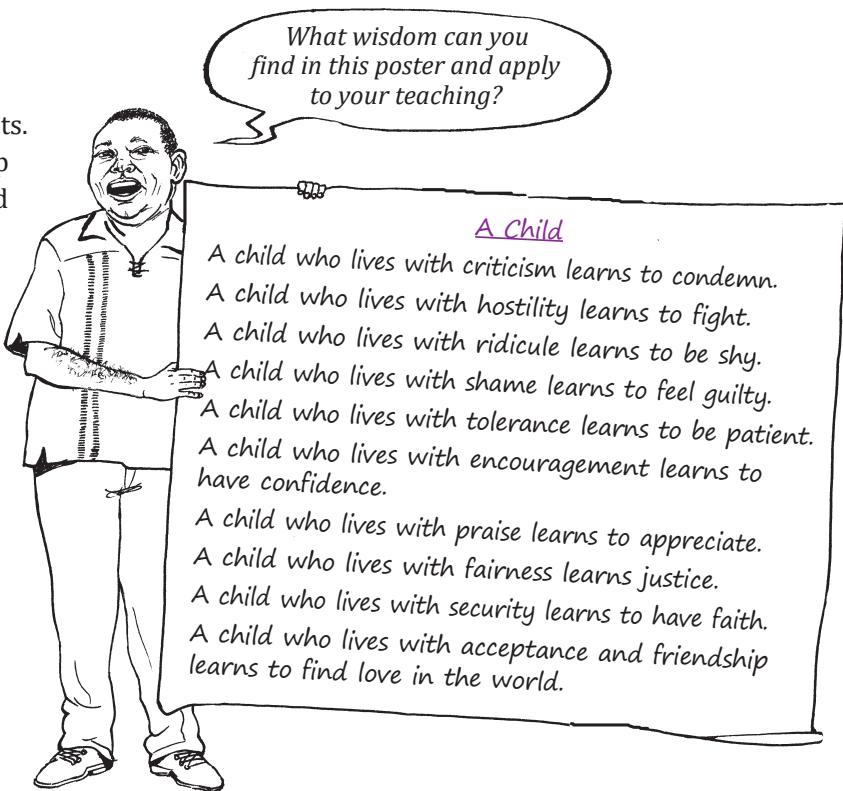




## Introduction

In some ways, children are like little scientists. As they watch, listen and learn, they build up their understanding of the world. If they find the world around them to be a safe and happy place, they learn to trust people and enjoy life. But if they are hurt by the people around them, or if they see others being hurt, they learn to be afraid and to hurt others too.

This is why teachers have an important responsibility to model good behaviour and kindness to their learners. This task asks you to reflect on how you will create a learning environment that encourages learners to feel confident and happy, and to treat one another with kindness and understanding.



## Links

- **EFS T1:** The nature of learning
- **EFS T1:** Child development in lower primary
- **EFS T5:** Reflection on teaching & learning resources

In the first two terms you learned about the nature of learning and factors that influence learning such as a conducive environment and the use of a variety of teaching and learning methods and resources. You reflected on your own experiences as a child and the qualities of a good teacher who taught you and the learning methods which helped you to learn effectively.

## New vocabulary

- **criticism:** blame; telling someone what is wrong with them; complaining about their mistakes
- **condemn:** judge; find someone guilty; tell them they are bad and worthless
- **hostility:** fighting; anger; unfriendliness
- **ridicule:** mocking someone; laughing at them to make them feel embarrassed and ashamed
- **shy:** unconfident; afraid; nervous; not wanting to speak or participate
- **shame:** disgrace; embarrassment; humiliation; losing dignity
- **guilty:** bad; wrong
- **tolerance:** understanding; accepting people's differences
- **appreciate:** to be grateful for good things; to enjoy life
- **security:** feeling safe and cared for
- **acceptance:** kindness; understanding



# Task

## Activity 1

Think back to when you were a young learner in primary school.

- a) Think of a particular time or lesson when you felt you had learned and understood the content of the lesson; when you could contribute; when you knew you had made progress. What was happening in that lesson that made you feel so positive? What was the teacher doing or saying?

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- b) When you were a primary school learner what kinds of things happened in the classroom that made learning difficult for you? (Consider the behaviour of your teachers and peers)

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- c) What were your favourite moments at primary school and why?

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### Success criteria

By the end of this task you must:

- describe factors that can create a positive learning environment, and
- use these factors to create a positive learning environment.





## Activity 2

Work with another student teacher. Read and discuss the meaning of each statement from the poster on page 30. Talk about how they relate to your own past experience.

## Activity 3

Work on your own. For each of the four statements provide an example of how:

- a) a child might experience these feelings in the classroom; and
- b) you make sure your learners do not have these experiences.

Remember, the teaching environment is created by all learners in the class, so your examples must include learner behaviour as well as your own.

Statements about negative experiences	Examples of how a child might experience these negative feelings in the classroom	How I will make sure my learners do not have these negative experiences
Example: A child who lives with hostility learns to fight.	Example: A child does not complete work and the teacher shouts at him/her.	Example: I will never shout at learners. I will ask the child why the work has not been completed and help him find a solution. If there is no good reason, I will tell him to complete the work during his break.
1) A child who lives with hostility learns to fight.		
2) A child who lives with criticism learns to condemn.		
3) A child who lives with ridicule learns to be shy.		
4) A child who lives with shame learns to feel guilty.		



## Activity 4

Work on your own. Choose four statements from the poster on page 30 that are about positive experiences for a child. For each of the statements, describe how you will create a learning environment where children can have many of these positive experiences.

Statements about positive experiences	How I will make sure my learners have these positive experiences
Example: A child who lives with praise learns to appreciate.	Example: At the end of the day the teacher thanks the learners for their hard work. Learners working in pairs are sometimes asked to say one good thing about working with their partner.
1)	
2)	
3)	
4)	

Whenever you observe another student and provide feedback on how successful s/he is in creating a positive learning environment.



### Guided reflection

What is the best thing about the learning environment in your classroom?





## Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





## Introduction

Research shows that children become strong readers when they have many opportunities to read. Children who are surrounded by print (posters, packaging, signs, labels, books, etc.) learn to make sense of the letters and words they see every day. This is called a print-rich environment.

Even before children start learning to read, it is important that they see print every day. Slowly, they start to recognise the shapes of letters and words, and

to understand that these shapes carry meaning. They learn that a letter or a word or a number is like a picture – it represents something that is real in their world. This is a very important stage in the development of reading skills.

Once a child starts learning the alphabet and words, it is very helpful for them to see as many examples of written language as possible. These examples should be meaningful in their own lives and experience. For example, if a child sees the word ‘School’ every day on a sign at the school gate, s/he will learn this word very quickly and know what it means.

As a teacher you have a wonderful and important opportunity to create a print-rich environment in your classroom and school. This will give each learner a helping hand on their way to literacy.

To create a print-rich environment, you need to make and collect a variety of reading materials to display in your classroom. You can use found materials such as:

- packaging (boxes, cartons, bags) from food, drinks, soap, etc.
- newspapers and magazines
- advertisements

Or you can make your own print materials, such as:

- posters, signs and labels
- display boards for learner’s work
- notice boards for learners to write on
- picture books story books made by teachers/learners
- charts and graphs
- numbers and measurements
- places set up for role-play (e.g. a shop or clinic)
- word walls and word trees

The more reading materials and activities you provide the better. Make sure you keep changing the print materials during the year so that learners always have new words and information to read.

You can extend the print-rich environment outside your classroom too. Make signs to put up around the school showing the names of places (e.g. Standard 4 Classroom; Toilets; Vegetable Garden) or giving rules and instructions. You could also make posters about school values (e.g. kindness, being polite; working hard, etc.). Other learners will take interest in these materials, and other teachers may follow your example and add print materials of their own.



## Success criteria

By the end of this task you must:

- record ideas for use of print-rich materials appropriate to the age of your learners;
- make a collection of print rich materials for use in future weeks; and
- arrange appropriate storage of materials collected.





## Links

- **EFS T1:** Teaching and learning resources for lower primary
- **EFS T2:** Teaching and learning methods for upper primary
- **EFS T5:** Reflection, development and use of teaching and learning resources during teaching practice

In English you learned about the importance of supplementary reading materials. They can be used to practice reading, improve fluency, develop a positive attitude and widen vocabulary. In EFS you learned about teaching, learning and assessment resources.

## Task

### Activity 1

Meet with your fellow students to discuss the purpose and value of creating a print-rich environment.

Brainstorm ideas for making your classrooms/school print rich. Consider such ideas as:

- class noticeboards that learners can write things on for others to read;
- posters;
- learners' work on display;
- labels naming objects (e.g. door, window, teacher's desk).
- signs in the classroom and around school e.g. Welcome to Standard 4, Please put litter in the bin, Please close the gate, etc.);
- books hanging from a string so learners can share them at break time; and
- branches with letters, names, words and sentences hanging from them (word and sentence trees).

Record your own ideas below.

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## Activity 2

Tell your learners that you are going to create a print-rich environment. Share your ideas from Activity 1 with them and ask if they have any more ideas to add. Add their ideas to the list.

## Activity 3

Collect items that display letters, words and sentences. Find as many as you can. Encourage your learners to look for these items and bring them to the classroom. Next week you will use these items to create a stimulating reading environment for the learners.



## Summary of performance

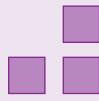
The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_





What was important to me from the meeting?



How will I use what I learned in the meeting?



## Introduction

Real learning happens when lessons are relevant and interesting, and when learners are motivated to find out more. It takes careful planning to produce a lesson that is interesting. For the next two weeks you are going to use the theory learned in Terms 1 and 2 and your teaching experience so far to improve your lesson planning. Careful and creative planning tends to produce interesting and meaningful lessons.

A good lesson will:

- capture and maintain the interest of learners;
- show them how the objectives and content are relevant to their lives;
- provide clear and logical explanations, which use appropriate vocabulary;
- present information in a variety of interesting and relevant ways (visually, verbally and practically);
- engage the learners in interesting and meaningful tasks (in pairs, alone, in groups, as a whole class);
- contain questions that encourage reflection, problem-solving and discussion; and
- include assessment of learning.

There are several questions you should ask each time you begin planning a lesson:

1. How can I capture the learners' attention at the start of the lesson?
2. How can I ensure my explanations are clear, imaginative and use appropriate language?
3. How can I present information and key teaching points using activities which promote learning?
4. How can I assess learners' progress?

This week's task focuses on questions 1 and 2.

## Links

- **EFS T1:** Teaching skills for lower primary
- **EFS T2:** Teaching and learning methods for upper primary
- **EFS T5:** Reflection on teaching and learning resources

This unit covers a variety of teaching skills including the importance of clear explanations. Explanations should clarify information to increase learners' understanding. Good explanations demonstrate the following:

- a clear voice, used at an appropriate pace;
- rephrasing of information;
- a logical sequence;
- language appropriate for the learners; and
- an opportunity for learners to answer and ask questions.



## Success criteria

By the end of this task you must:

- identify in your own lessons, difficult words and explanations,
- record how you will simplify difficult words and explanations or instructions; and
- show in your lesson planning how you will capture the learners' attention.





# Task

## Activity 1

Work with another Student Teacher. Discuss the following examples based upon information in the Teachers' Guide and Learners' Book for SES STD 6, Unit 13: The Environment.

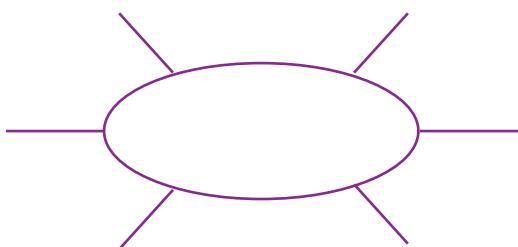
### **Question 1: How can I capture the learners' attention at the start of the lesson/unit?**

You can introduce a lesson in several ways. For example, you could:

- tell a story that links the lesson to the learners' daily lives;
- ask a probing question (a question to make learners think);
- display pictures or posters and ask learners to guess what the lesson might be about; or
- plan a task for learners to perform (for instance, tell a partner or write down everything you know about the topic).

The following example is based on Teachers' Guide and Learners' Book SES Std 6 Unit 13, learners are given a task at the beginning of the lesson. Instead of beginning with the definition of 'Environment' as given in the Teachers' Guide and Learners' Book, you could try this approach:

- Divide the learners into two groups.
- Send Group 1 outside (or, if you teach outside, send them to another area). Tell them they have one minute to look around and name everything they see. They must remember these things (or write them down) and then return to the classroom.
- Group 2 stays in the classroom. Their task is to tell a partner everything they can see in the classroom. While the two groups are working, draw this chart on the board (you will add more lines later):
- When Group 1 returns, quickly gather everyone's ideas about what they saw inside and outside the classroom. Write what they saw on the chart – you can invite some learners to help you write these words.



- Invite both groups to look at the words on the chart. Ask them questions such as:
  - What do all these words have in common?
  - Is there a name we could give to the whole group of words?
  - Is there one word that describes everything we have seen?
- Take answers and discuss learners' ideas. Encourage them to think of one word that describes everything you have listed on the board. For example, this word could be 'things' or 'surroundings' or 'school'. Tell them that the most accurate word to describe everything you have seen and listed is 'environment'. The environment is everything around us. Write the word 'environment' in the centre of the chart.



**Question 2: How can I ensure my explanations are clear, imaginative and use appropriate language?**

The information below is taken from the Teachers' Guide and Learners' Book:

*"People are surrounded by different things. This is called the environment.*

*The environment is composed of different things. In this unit, learners will learn about the components, importance and destructive agents of the environment.*

*The term environment refers to all the things around us. These things can be grouped into physical, social and cultural components. These components depend upon each other and are interrelated."*

Many of the words used in this introduction are probably too difficult for STD 6 learners to understand. If you read the information aloud from the Teachers' Guide or ask learners to read it in their books, many of them will not understand the points being made. A teacher can really help learners by explaining new and difficult words. You can use easier words to say the same thing, and you can give practical examples to explain what they mean.

The example below identifies some of the difficult words used in the introduction to this unit, with suggestions for simpler words and explanations.

Difficult words	Simpler words or explanations	A practical way of explaining
surrounded by	having things all around - in front, behind and on both sides	Ask a learner in the middle of the class to stand up. Tell learners that he/she is surrounded by children.
composed	made	A book is composed/made of pages, a printed cover, etc.
components	pieces or parts	Who can tell me the different parts (components) of a bicycle? (chain, wheel, seat, etc.)
destructive agents	things that harm, damage or destroy other things	Water can be a destructive agent when it floods the land and spoils the crops. Can you think of other examples of destructive agents?
interrelated	joined, linked, connected	Plants need water; water comes from rain; rain comes from clouds; plants, water, rain and clouds are interrelated.



## Activity 2

Work on your own. Use the discussions you had in Activity 1 to begin planning a lesson you will teach in Week 5.

- Choose a unit/lesson from Week 5 (in two weeks' time). Record the details:

Learning area / subject:

Unit:

Activity:

- Read the information provided in the Teachers' Guide and Learners' Book for your chosen lesson. Think about how you will capture the learners' attention at the start of the lesson/unit. Read the examples above as a reminder of the different ways you can do this.
- Use bullet points to describe how you will introduce the lesson so your learners are involved and interested. Think of methods that will get the learners talking and thinking.

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## Activity 3

How will you make your explanations clear?

It is good practice to explain the same thing to learners in more than one way. Don't simply repeat the same words or say them in a louder voice - this is not helpful. Learners need to hear and see information many times before they understand it properly. If you explain things many times in different ways, you will reach more learners.

Read the introduction and main teaching points in the Teachers' Guide and Learners' Book for the lesson you are planning.

- Identify words that you think are difficult for learners and record them in the chart on the next page.
- Think of simpler words to use and a more practical way to explain what they mean.

Difficult words	Simpler words or explanations	A practical way of explaining

Carefully read the lesson notes and suggested activities in the Teachers' Guide and Learners' Book. Next week you will continue to plan this lesson.



## Guided reflection

As you plan and teach, highlight those introductions and explanations that were very successful or disappointing. When you return to college you will have an opportunity to reflect on these with your lecturers and peers.

How can you tell if you have captured learners' attention at the beginning of a lesson?

What subject /content do you find most difficult to understand at college? What sort of explanations would help you to understand quicker/better?



## Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





## Introduction

Children naturally ask many questions as they try to understand the world around them. They rely on their parents, teachers and other adults to explain things to them. Sometimes, children are discouraged from asking questions. In some cultures, it is seen as disrespectful for children to ask too many questions. This is very sad because it stops children from being curious.

Adults should always encourage and praise children's questions, even if they cannot answer them. The best way to encourage a questioning mind is to ask many questions and to get children thinking and wondering.

Teachers spend a lot of time asking questions to check that learners can remember facts. These are 'closed' questions, which have only one correct answer. It is often easy to answer a closed question correctly without understanding the answer. (For example, you might remember that  $2 \times 7 = 14$  but you might not understand why.)

The questions that really help learners to think and understand are 'open' questions. Open questions encourage learners to use the knowledge they have, to think up new ideas, to give their opinions and to find out more. They might not always lead straight to a correct answer, but they often lead to good discussions.

Examples of open questions are:

- Why do you think Lilongwe was chosen as Malawi's capital city?
- Why is early planting important?
- Why do we need friends?
- Should girls and boys do the same chores? Explain why or why not.

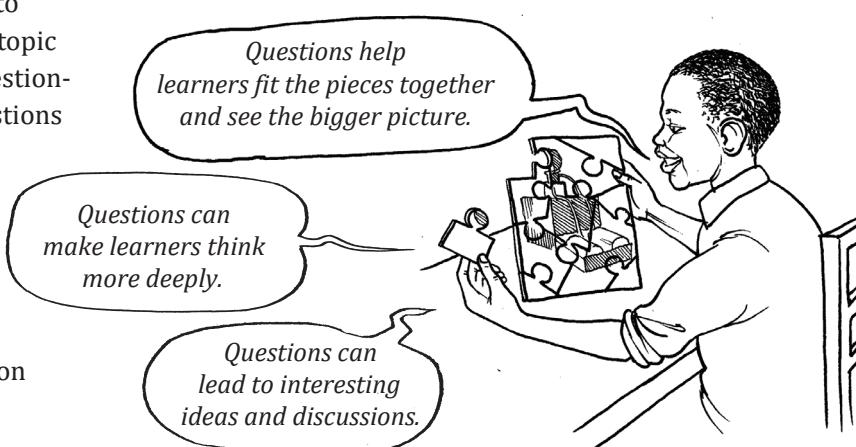
Remember, you are a role model. Your learners will copy what you say and do. If you ask good questions, your learners will begin to ask more interesting questions too.

## Links

- **EFS T1:** Teaching skills for lower primary
- **EFS T2:** Teaching skills for upper primary

Good questioning encourages learners to think more carefully and creatively. This helps them to develop a stronger understanding of the topic or subject. In Year 1, you studied the 'question-and-answer method'. You noted that questions can be used to:

- find out what learners already know before you teach a topic;
- stimulate an interest in the topic;
- test their understanding while you are teaching the topic; and
- check that you have achieved your lesson outcomes at the end.





# Task

## Activity 1

Read the story below. (Taken from the English Teacher's Guide Standard 6)

### Tadala meets a kind woman

*Tadala is an eleven year old girl. She is in standard 6. She has two brothers who are younger than herself.*

*Both of Tadala's parents died. All the money her parents left has been used up. Tadala now looks after her younger brothers. She has to provide them with all the necessities.*

*Tadala has nowhere to get money for buying food. She goes to the streets to beg. Life in the streets is not very good. Sometimes she comes back without anything. They go to sleep hungry.*

*One day, Tadala meets a kind lady who feels sorry for her. This woman takes Tadala and her brothers to her home.*



### Success criteria

By the end of this task you must:

- demonstrate your ability to differentiate between open and closed questions; and
- develop and record open and closed questions relevant to your lessons.



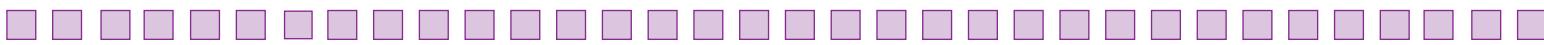
*What happened in this story? What do you think will happen next? How would you feel if you were the main character? What can we learn from this story? Have you ever had something similar happen to you?*



## Activity 2

Read the examples of questions below. Make up two of your own closed questions and two of your own open questions based on this story.

Open questions	Closed questions
Example: 1. What dangers could Tadala meet while begging on the streets?	Example: 1. How many brothers did Tadala have? 2. Did Tadala get help every time she went to the streets to beg?
2.	3.
3.	4.



### Activity 3

Choose a story or piece of information from any two lessons you are teaching next week.

- a) Record the details below.

Lesson 1: \_\_\_\_\_

Reference for story/information (book and page number): \_\_\_\_\_

- b) Write three open and two closed questions based on the story or background information you have chosen.

Open questions	Closed questions
1.	1.
2.	2.
3.	

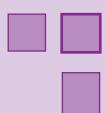
- c) Record the details of Lesson 2 below:

Lesson 1: \_\_\_\_\_

Reference for story/information (book and page number): \_\_\_\_\_

- d) Write three open and two closed questions based on the story or background information you have chosen.

Open questions	Closed questions
1.	1.
2.	2.
3.	



## Key point

You are expected to write a mix of open and closed questions in your lesson planning. Your Mentor/Head Teacher will monitor future planning to check that you are including a variety of open and closed questions. Make sure you ask the questions during your teaching.

## Guided reflection

Think about how learning takes place through asking open questions. Prepare yourself to ask more open questions when you return to college.



## Summary of performance

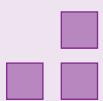
The work for this task is evaluated as:

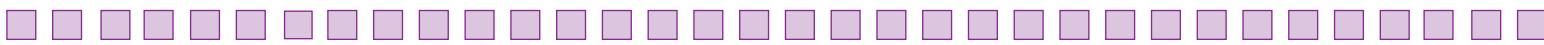
Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





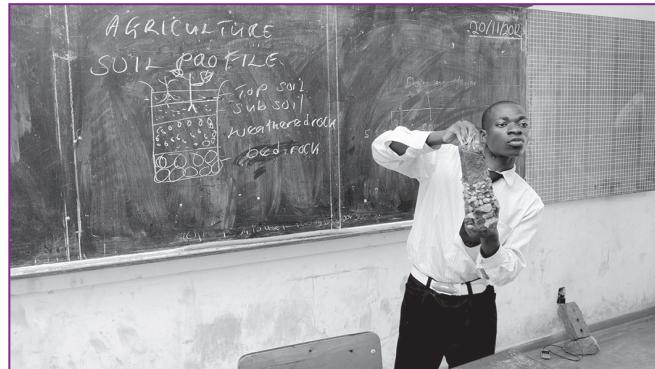
## Introduction

Last week you began planning a lesson that you are going to teach in Week 5 (next week). This week you continue with this task.

Again, the examples provided are based on information in the Teachers' Guide and Learners' Book for SES STD 6, Unit 13: The Environment.

The question you will consider this week is:

*How can I present information and key teaching points using activities which promote learning?*



## Links

- **EFS T1:** Teaching skills for lower primary
- **EFS T2:** Teaching and learning methods for upper primary



### Success criteria

By the end of this task you must:

- confirm a date with class teacher / HT for a lesson observation;
- identify the key teaching points in a lesson; and
- plan a lesson using interactive activities to promote learning.



## Task

### Activity 1

Speak with your observer (Mentor, Head Teacher or an experienced teacher) and confirm the date and time of the lesson observation in Week 5.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

## Activity 2

Discuss the following example with a Student Teacher. The key learning points for SES Std 6, Unit 13, The Environment, are to:

- know the names of the three environments; and
- know which components belong to each environment.

The three environments identified by this Unit are:

- **Physical environment:** Examples of the components of the physical environment are soil, air, plants, animals, rivers and water.
- **Social environment:** Examples of the social environment are mostly man-made things such as roads, buildings, cars and dams.
- **Cultural environment:** Examples of the cultural environment include customs, languages and places of worship.



All the components depend on each other and are interrelated. Now let's look at the following:

### ***How can I present information and key teaching points using activities which promote learning?***

Here is an example of how you could plan this part of the lesson for SES Std 6 Unit 13.

- Before the lesson, prepare the following resources:
  - Collect or draw pictures of the following things: soil, plants, animals, rivers, water, roads, buildings, cars and dams.
  - Write words on separate pieces of paper for things that cannot be collected or drawn easily (e.g. customs, air, traditions, languages, places of worship).
- Proceed with your lesson as follows:
  - Mix up all the pictures, words and items you have prepared. Lay them out on a table or the floor.
  - Ask one learner to stand in one corner of the classroom to represent the physical environment.
  - Place a second learner in another corner of the classroom to represent the social environment.
  - Ask a third learner to stand in a different corner of the classroom to represent the cultural environment.
  - Lift up one item, picture or word and ask a learner to read or name it. Ask another learner to say which environment it belongs to. Ask a different learner to take it to the child representing the environment to which it belongs.
  - Repeat until all the items have been placed in the correct environment.
  - The activity suggested in the Learners' Book is to work in groups, look at the pictures provided and decide which environment they belong to. (If you have enough books, it would be better to do this in pairs.)
  - Ask learners to think of one more thing that belongs to each environment. Tell them to write, draw or act out these words.

Many of the activities above would also be good to use with very young learners: collecting, sorting, drawing, moving about, and looking at pictures.

## **Activity 3**

Work on your own to plan the lesson you started working on last week. You should be very familiar with the objectives, key teaching points, suggested activities and information for this lesson.

- a) Read the lesson content. What are the main teaching points? Record them below as bullet points.

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- b) How will you present key teaching points using activities which promote learning? Be realistic about what can be achieved in the time. Do you need to prepare resources in advance?

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### Guided reflection

If you were to plan for the same lesson again, what would you do differently?



### Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





## Introduction

By now you should have collected and made many different kinds of printed reading materials. This week, you are going to focus on two things:

- displaying the materials so that they attract the learners' attention
- activities that get the learners to use the materials

When you have displayed the materials, encourage the learners to spend time looking at them and talking about them. Introduce some ideas of your own for activities using the materials, and then ask your learners to think of their own ideas for activities too. Ask other Class Teachers for more ideas.

## Links

- **EFS T1:** Teaching and learning resources for lower primary
- **EFS T2:** Teaching and learning resources for upper primary

Last year you discussed several factors that influence learning. The three most relevant to this task are:

- **Memory:** A good memory is essential for effective learning.
- **Motivation:** Learners who are motivated are interested in learning, feel secure and gain satisfaction.
- **Interest:** This encourages learners to succeed, improves rapport and helps maintain discipline.

By completing this weeks' task you should develop your learners in each of these areas.

You have learned about providing interest centers in your classroom and how to use them effectively. One of the interest centers is the noticeboard. You also heard about the concept of print-rich environment and talking walls.



### Success criteria

By the end of this task you must:

- describe the importance of a print-rich environment;
- create a print-rich environment in your class room;
- help to create a print-rich school environment;
- plan to use print-rich materials in your lessons; and
- encourage use of print-rich materials provided outside your classroom.



## Task

### Activity 1

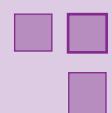
Gather together all the reading materials that you and your learners have collected.

### Activity 2

Revisit Week 2: *Preparing for a print-rich environment* and re-read Activity 1 (about ideas for display).

Work on your own and record in the table on the next page:

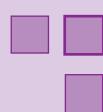
- a) several display ideas that you will use inside and outside your classroom; and
- b) activities that make use of the reading materials displayed.



## Activity 3

Ask the learners for their ideas and add them to the chart. Encourage your learners to look at the materials before school starts, at break and at the end of the day.

Reading materials inside the classroom	Reading materials outside the classroom		
How I will display reading materials inside the classroom	How learners will use the reading materials in class time	How I will display reading materials outside the classroom and around school	How learners will use the reading materials in class time
Example: word tree	Ask learners to find words on the tree and point to them.	Paste cartons and packets onto boxes and place them on the floor by the classroom door.	Send learners out in pairs if they have finished their work. Give them a letter or word and ask them to go and find as many as they can.



## Guided reflection

How could you encourage the use of print-rich materials throughout the school?



## Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_





## Introduction

There is a lot of research on how positive feedback affects learning. The results are good news for teachers. Researchers have proved that when teachers praise and reward good work and behavior, learners are encouraged and motivated to continue to work and behave well. This is called reinforcement.

Reinforcement gives learners motivation (the feeling that you want to do something well). There are two kinds of motivation: extrinsic and intrinsic motivation.

- **Extrinsic (outer) motivation** is a reward from outside yourself. For example, as a Student Teacher, you might enjoy the respect people show you as a teacher and the allowances. Those are examples of the extrinsic motivation that makes you carry on working as a teacher.
- **Intrinsic (inner) motivation** is a personal feeling inside yourself, a feeling of pride, self-esteem, confidence and achievement when you do something well. As a teacher, you might get a feeling of satisfaction and pride when you see that you have helped a learner to understand something important or to master a new skill. Even if no one else sees what you have achieved and no one praises or rewards you, you still feel good about yourself and motivated to keep doing your best as a teacher.

When someone else notices how well you have done and praises you, your motivation gets stronger. Can you think of times when you were praised at school for your effort and hard work, for being helpful or for getting an answer right? How did the praise make you feel? Can you think of more recent examples, at college or during your school experience, when you were commended for good work? How did that feel? We all like to feel appreciated, no matter how old we are. Just as we enjoy the company of friends who understand and value us, so learners will enjoy school life if their teachers understand them and appreciate their good qualities. You are responsible for helping each learner to feel confident and motivated, and there are many simple and effective ways of doing this.



## Success criteria

By the end of this task you must:

- identify and describe your own reinforcement practices; and
- demonstrate the use of appropriate reinforcement strategies.



*I would like to say thank you to everyone who swept and tidied our classroom today. You have done a good job.*





## Links

- **EFS T1:** Teaching skills for lower primary
- **EFS T2:** Teaching skills for upper primary

You learned about the power of positive reinforcement; how it motivates learners and creates a good learning environment. Used well it is an excellent class management tool.

## Task

### Activity 1

Reflect on your own practice: What type of behaviour do you praise and reinforce most often?

How often do you praise:	Never	Sometimes	Often
■ the effort learners make, even when their work is incorrect			
■ correct answers			
■ neat / careful work			
■ original thinking, even when the answer is incorrect			
■ good test or exam results			
■ perseverance with a task (keeping going until it is finished)			
■ good social skills & kindness			
■ paying attention & listening carefully			
■ doing school chores well			

What types of behaviour need more reinforcement in your classroom?

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### Activity 2

Reflect on your practice: How do you correct learners?

We can see the importance of positive reinforcement. But this does not mean that we never correct a learner who does something wrong. If a learner gets work wrong or behaves badly, it is important to correct him/her. We can do this kindly, in a way that does not embarrass or make the learner feel bad.



Experts tell us that when we correct someone:

- we should judge and criticise only the work or behaviour, but never the learner;
- we should not talk about a mistake or problem as if it is part of the learner's character;
- we should not talk as if the problem will carry on into the future.

For example:

*I have really enjoyed this lesson. Everyone listened and worked together very well.*



Say	Your answer is not correct.	but do NOT say	You always get the answer wrong.
	I think you can do better than this.		You never try hard enough.
	You failed the test.		You are failing this year.
	Maybe next time you can do better.		You'll never do well enough to pass.
	Try again. You can do it.		You might as well give up.
	I have a problem with your behaviour.		I have a problem with you.

a) How do you respond to learners who give the wrong answer in class? What do you say?

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b) If a learner does a piece of work (verbal or written) very badly, what do you say?

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c) If a learner behaves badly; not paying attention and distracting others, how do you respond?

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d) Do you wish to change the way you speak to learners who need correction? Write your ideas here:

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## Activity 3

Reflect on your own practice: How do you praise and encourage learners?

Research shows that using the same kind of reinforcement over and over again does not work well. For example, if you ask the class to clap for learners who answer correctly and this happens many times every day, learners will start to find it boring. When the class claps for them, it doesn't feel special or important. Good teachers have many different ways of praising and rewarding learners and they keep changing their methods.

Look at the following examples of reinforcement methods. Do you use any of these? Are there any you could try for the first time? Are there any you could use more often?

### Non-verbal praise

- Smiling
- Nodding
- Shaking hands
- Thumbs up
- Pat on the back

*That's an interesting idea Rose. Who would like to add something to Rose's idea?*



### General verbal praise

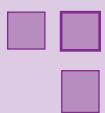
- Well done
- Very good
- Keep it up
- Thank you
- Congratulations

### Specific verbal praise

- Thank you for cleaning the classroom – it looks wonderful.
- You always greet the teachers with a lovely smile. It cheers us up.
- When you read aloud, I like the way you give each character in the story a different voice.
- You worked really hard on this exercise and you've done much better than last time.
- What a good idea! It's not the correct answer, but the important thing is that you really thought about it.

### Work on display

Display the best work on the walls or doors of the classroom. You could put a note next to the work saying why it is good. (For example: Ruth's handwriting is a pleasure to read and she has coloured her picture very neatly; John's story about a bush fire is very exciting.)

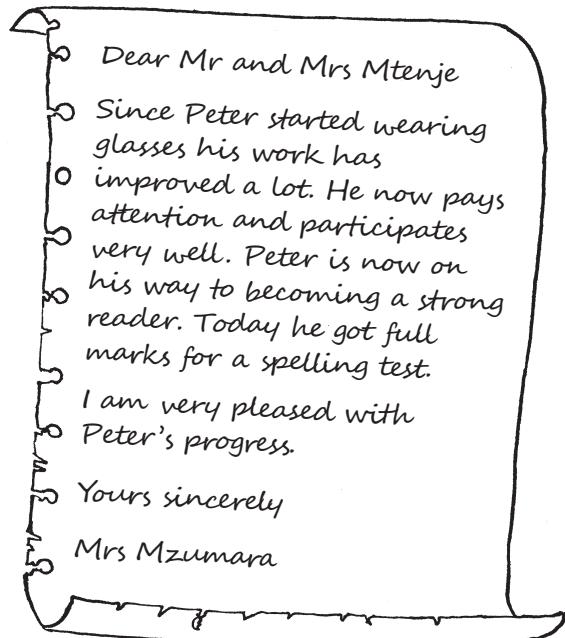


## Special mention in school assembly

If a learner achieves something important (e.g. full marks in a test; being a good reader) or does something that sets a good example (e.g. helping a teacher; showing kindness to younger learners), you could ask the Head Teacher to mention this in school assembly.

## Letters to the family

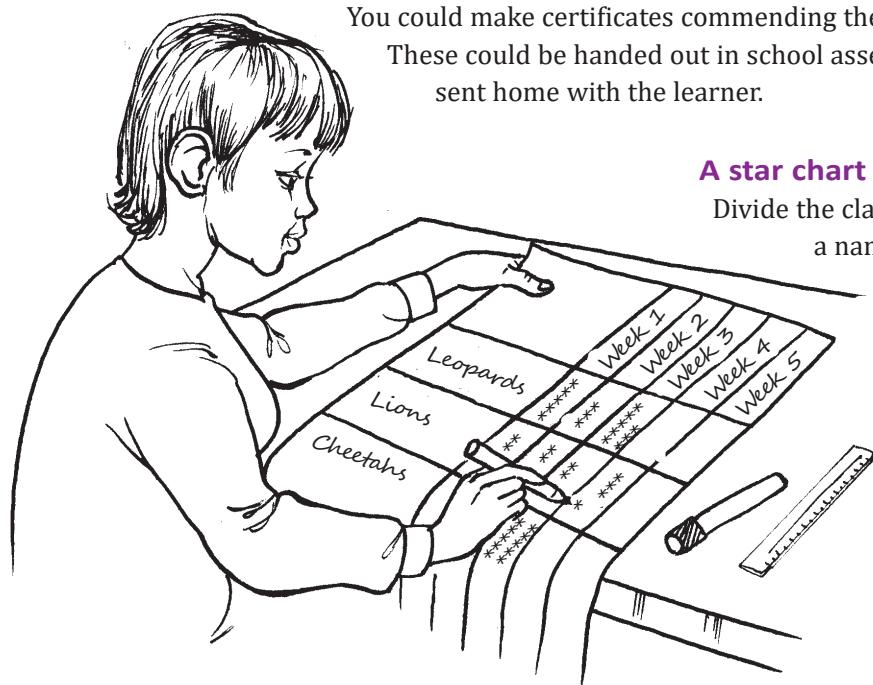
If you think a learner's parents or family would be proud to know what they have achieved, you could write a letter for the learner to take home.



## Achievement certificates

You could make certificates commending the learner for a specific achievement.

These could be handed out in school assembly, displayed in the classroom or sent home with the learner.



## A star chart

Divide the class into groups and give each group a name. Make a chart like the one below.

When a group member does something good, add a star. At the end of the week, the group with the most stars gets a reward (e.g. salutes; no chores; a new pencil each).



## Activity 4

Try out three new reinforcement methods. Choose three methods from the examples above that you would like to try with your learners.

This week I will use the following methods:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

## Activity 5

When you have used each method, write a description of how you used it. Give the details of each situation (What the learner did; what you said or did; how the learner responded).

Method 1:

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Method 2:

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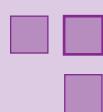
Method 3:

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## Activity 6

Reflect on your practice: What have you learned about reinforcement? How has this changed your practice?

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### Guided reflection

What positive reinforcement have you received during TP; how did it make you feel?



### Summary of performance

The work for this task is evaluated as:

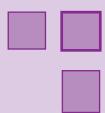
Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_





## Introduction

This week, you will teach the lesson you planned in Weeks 3 and 4. You have put a great deal of thought and effort into planning this lesson. Be confident and enjoy demonstrating your teaching skills to your learners and your observer. The feedback session will give you an opportunity to discuss how you have improved your planning and how this affects your teaching.



### Success criteria

By the end of this task you must:

- teach the lesson you planned during weeks 3 and 4;
- be observed teaching this lesson; and
- identify and record how you will improve your lesson planning and teaching.



## Links

- **EFS T1:** Lesson plans
- **EFS T5:** Reflection on teaching skills

You have been taught the importance of evaluating lesson plans and practiced this skill. You know a good lesson contains such elements as well-planned explanations, effective activities promoting independent learning, relevant resources and questions to encourage critical thinking.

## Task

### Activity 1

Prepare for the lesson observation.

- a) Confirm with your observer the date and time of the lesson to be observed.
- b) Before the lesson, give him/her your lesson plan and School Experience Journal.

### Activity 2

Teach your lesson. When you have finished teaching, arrange to meet with your observer to discuss his/her feedback.



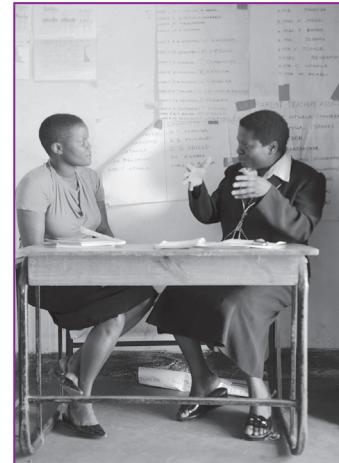
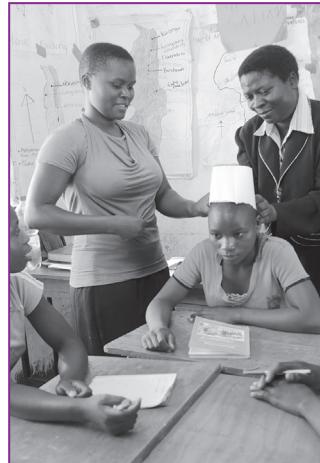


### Activity 3

Meet with your observer to receive feedback on your planning and teaching. Your observer will complete the observation form on pages 67-68.

During or after your feedback meeting, make notes on the following points (a-d).

- a) Discuss the planning process you used in Weeks 3 and 4 to develop this lesson. Do you think this planning process improved your lesson? Explain your response:



- b) What was the most challenging part of planning in this way? How could you overcome this challenge?

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c) How will you plan your lessons in future? Explain your response:

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d) Record how you will try to achieve the agreed improvement targets:

Improvement target 1:

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Improvement target 2:

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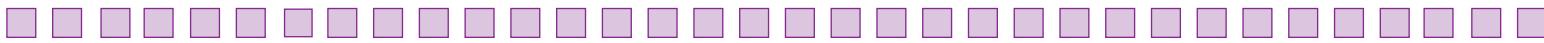
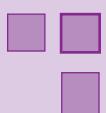
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## Guided reflection

Can you think of any ways the planning process could be improved?





## Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





## Lesson Observation Tool – For use by Head Teachers, Mentors & experienced Class Teachers

School: \_\_\_\_\_

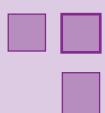
Name: \_\_\_\_\_ ID: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_ Subject: \_\_\_\_\_ Class: \_\_\_\_\_

Lesson Preparation Award up to 1 point for each area	Remarks	Score out of 5
<ul style="list-style-type: none"> <li>■ success criteria is clear</li> <li>■ states how listed resources will be used</li> <li>■ gives clear explanation of teacher and learner activities</li> <li>■ matches activities to time allocated</li> <li>■ has planned questions to promote discussion and problem-solving</li> </ul>		
Lesson presentation Award up to 5 points for each area	Remarks	Score out of 40
<ul style="list-style-type: none"> <li>■ 2-5 minute introduction that engages learners and gathers prior knowledge</li> <li>■ uses a variety of teaching methods (visual, practical, demonstrating etc. )</li> <li>■ uses chalkboard appropriately (neat, visible by all)</li> <li>■ asks open questions that stimulate thinking and learning</li> <li>■ uses appropriate voice and language , giving clear explanations</li> <li>■ uses relevant resources</li> <li>■ logical steps are used to introduce content</li> <li>■ 2 – 3 minute conclusion is relevant and leads to further learning</li> </ul>		



<b>Master of subject content</b> <b>Award up to 5 points for each area</b>	<b>Remarks</b>	<b>Score out of 20</b>		
<ul style="list-style-type: none"> <li>■ presents information, concepts, skills in small steps</li> <li>■ clear development of content</li> <li>■ lesson content is related to learner's experiences</li> <li>■ demonstrates what and how to assess learners</li> </ul>				
<b>Learner orientation</b> <b>Award up to 5 points for each area</b>	<b>Remarks</b>	<b>Score out of 15</b>		
<ul style="list-style-type: none"> <li>■ uses appropriate and varied positive reinforcement</li> <li>■ ensures equality for learner diversity and gender</li> <li>■ all learners are actively engaged</li> </ul>				
<b>Future action and development</b>				
Strengths:				
Weaknesses:				
Improvement target 1:				
Improvement target 2:				
If this lesson is to be given a grade, enter the grade in the box after the feedback session and share it with the student teacher.		Grade		
0 - 39 = E (Fail)	50 - 69 = C	40 - 49 = D	70 - 84 = B	85 - 100 = A
Observer's signature:			Name:	Position:
Student's signature:				



## Introduction

Group work is used very often in primary school lessons. However, many teachers think group work is just seating learners together in a group. It is not. Often learners are put into groups when it would in fact be better to work individually, in pairs or as a whole class. When this happens, little or no learning takes place.

When you plan a lesson you must decide on the best way to achieve each outcome. Ask yourself, "Will the learners reach this outcome most easily by working alone, in pairs, in a group, or as a class?" Remember that group work is not always the best way, and if you use it too much it becomes boring.

There are three good reasons for asking learners to work in a group:

1. Sharing limited resources. For example, if there are not enough textbooks, a small group might have to share one book.
2. Group discussions for sharing ideas. It can take too long to give everyone a chance to speak in a whole-class discussion, but small-group discussions (of four to six learners) allow every learner to speak and share ideas. Group discussions should be quick (two to five minutes) and the topic or question should be very clear. After a group discussion, the teacher could ask a few learners to share their group's ideas with the whole class.
3. Group activities with specific outcomes. In group work, the group should produce something at the end of the activity (a list of ideas; a table showing comparisons; a way of solving a problem; a poster; a play; a song; etc.). The group should have an opportunity to share the work they have produced with the whole class (reading aloud; performing; singing; displaying work). Sometimes, the group can choose one group member to represent them when sharing their work with the class.

This week's task focuses on group discussions and next term you will focus on group activities.

Group discussions are valuable because they:

- develop learners' communication skills: listening carefully, speaking clearly, checking understanding, agreeing, disagreeing, taking turns, showing manners;
- help learners to understand and think creatively about the topic or question.

## Links

- **EFS T1:** Teaching and learning methods for lower primary
- **EFS T2:** Teaching and learning methods for upper primary
- **EFS T5:** Reflection on teaching and learning methods



### Success criteria

By the end of this task you must:

- demonstrate through lesson planning, a clear understanding of when group discussions should be used;
- understand and implement clear rules and manners that will encourage good discussions; and
- differentiate 'working in groups' and 'working as a group'.





# Task

## Activity 1

*"Children may work in groups, but they very seldom work as groups".*

- Ken Richardson, Open University

This comment was made by a senior education researcher at the Open University in England. He found that in English primary schools, learners often sat in groups and the teachers called this 'group work'. How would you explain the difference between working in a group and working as a group?



## Activity 2

When you hold a group discussion, give the learners a very clear topic or question to discuss. In order to have a meaningful discussion:

- learners should already have some knowledge, ideas and opinions about the topic (e.g. a topic you have already taught; general knowledge; local community events; family and cultural practices)
- ask open questions to encourage creative thinking (e.g. "How many different forms of transport can you think of?" rather than "List six different forms of transport")

Look at your teaching plan for the week and choose 2 lessons where a group discussion would add interest and enjoyment to the lesson. Write down each discussion topic or question and your reasons for including this group discussion in your lesson plan.

Question/Topic: \_\_\_\_\_

Reasons: \_\_\_\_\_

Question/Topic: \_\_\_\_\_

Reasons: \_\_\_\_\_

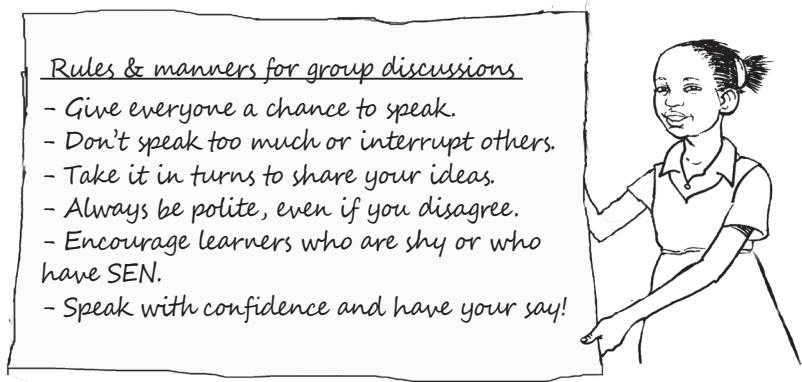


## Activity 3

When you teach the lessons mentioned in Activity 1, make sure your learners understand the rules for good group discussions. You could display these on a poster as a reminder. For example:

If you have very young learners, just remind them of the rules before they begin to discuss.

During the group discussion, walk around the classroom and monitor the groups. Make sure the learners are talking about the topic/question and following the rules. If they do not, correct their behaviour. After the lesson, write down some examples of how learners followed the rules, or examples of how and why you corrected their behaviour.




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## Summary of performance

The work for this task is evaluated as:

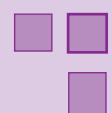
Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

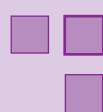
Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_

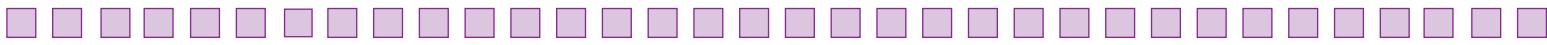
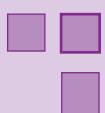




What was important to me from the meeting?



How will I use what I learned in the meeting?



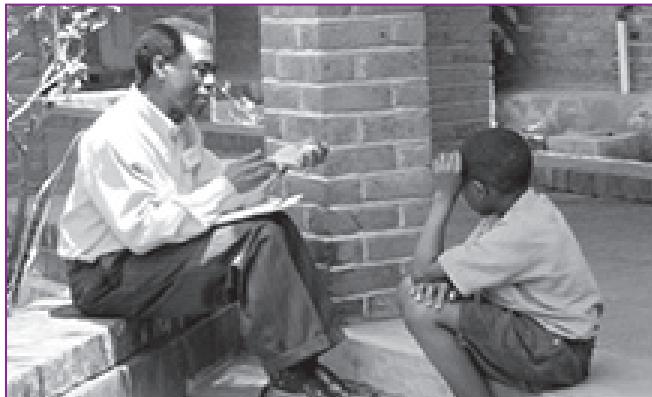
## Introduction

Learners of all ages face many challenges. They live with difficult situations, may be orphaned, or physically impaired. They may be suffering abuse, hunger and poverty.

Sadly, these challenges can often lead to:

- troublesome behaviour
- absenteeism
- poor hygiene
- bullying by other children
- drop-out
- low academic achievement
- feelings of neglect
- teenage marriages and pregnancy.

As a Student Teacher you will develop your counselling skills. A child may come to you for counselling, guidance, advice or support. You may hear things that disturb or upset you. If you believe a child is at risk of abuse or is being abused, it is your legal duty to report this and not ignore it. Your school should have a policy on child protection. It is the law in Malawi that children are protected from abuse and violence. Teachers have a duty to protect learners.



### Success criteria

By the end of this task you must:

- record accurately the school's administrative guidance and counselling systems; and
- know what action to take if you believe a child is being abused.



## Task

### Activity 1

Think back to a time when you needed advice and support from a counsellor. This may have been when you were a young learner or more recently. Think about how the person who guided or counselled you spoke to you, the kind of questions s/he asked, and how you responded. Record your thoughts below.

What made counselling helpful to you?

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What do you think could have made counselling even more helpful?

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## Activity 2

With your fellow students, arrange a meeting with the school counsellor. (Sometimes this role is played by the Head Teacher or the disciplinary committee.) The aim of the meeting is for you to learn about the processes and systems for counselling and child protection in your school. Use the questions below as a guide for your discussion and write down the key points for each question.

- a) Does the school have a counselling procedure and child protection policy? If there is no written policy for you to read, does the school have an informal policy? What do teachers usually do to help learners with personal problems?

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- b) Who in the school has the main responsibility for helping learners with personal problems?

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- c) Ask your learners if they know who to go to for help with guidance and counselling.

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- d) Ask your learners if parents involved in the counselling process? Do they need to give permission for their child to be counselled?

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- e) Ask your Class Teacher how learners are monitored during and after counselling? How is the success of counselling judged?

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- f) Ask your Class Teacher how counselling sessions are recorded. Are the records confidential (private)? Who is allowed to know about the learners' problems? Who is not allowed to know?

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- g) What skills and qualities do I need to become an effective counsellor?

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- h) What is the system for child protection in this school? Explain what you must do if you think or know that a child is being abused at school or at home?

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- i) In this space, write any additional questions you might like to ask the Head Teacher or school counsellor. Record their responses.

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*Guidance and counselling helps learners understand their own situation as well as challenges faced by others. It can be seen as another building block in a child's moral and social development.*



## Guided reflection

It is important that you keep good notes on all your guidance and counseling experiences as you will need to refer to them when you return to college.



## Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_





## Introduction

We all know people who live with HIV and AIDS. We can all do something to support these people, and to stop the disease spreading. As a teacher, the best thing you can do in the fight against AIDS is to educate and empower your learners and the school community.

There is a lot of ignorance (wrong understanding) and false information about HIV and AIDS. There are many myths (ideas that are not true) about HIV and AIDS. As an educated teacher, your role is to get rid of these myths and to give people the correct facts.

In many communities AIDS has a stigma (a set of negative or unfair beliefs) that makes people ashamed or embarrassed to talk about it. When people won't talk about AIDS, they cannot learn how to avoid or manage the disease. So your role as a teacher is to speak openly and fearlessly about HIV and AIDS, to show people that it is not a subject to be ashamed of. Encourage people to ask questions, to find out more information, and to talk freely about AIDS.

This week's task requires you and your fellow students to plan a performance on HIV/AIDS for the whole school and the school community. You will be the main performers but you may also involve learners. For example, learners could perform a song or a dance to open the performance, or they could ask questions as part of the performance.

Planning this performance is similar to planning a lesson. As you plan, ask questions such as:

- Who is our audience and what do they most need to know about HIV and AIDS?
- What fears, false information or wrong beliefs might they have about the subject?
- How can we start the performance in a way that grabs their attention?
- How can we make the information and the message most clear to everyone (including those children and adults who can't speak English or read)?
- How can we make sure that the audience has opportunities to see, hear, read, talk and ask questions?
- How can we make sure the audience remembers our message?

Here are some key points for your presentation:

### 1. Facts

- HIV stands for Human Immunodeficiency Virus.
- AIDS stands for Acquired Immune Deficiency Syndrome.
- HIV is a very destructive virus that attacks the body's immune system – the part of the body that protects us from germs. When the immune system is attacked, the body is unable to fight off the germs it is exposed to in everyday life.
- The HIV virus can lay dormant (asleep, undeveloped) inside a person for many years before it develops into the disease known as AIDS.
- HIV is a virus that infects people's blood cells. To avoid getting HIV you must prevent body fluids (blood, semen, vaginal fluids and breast milk) of an infected person getting into your body.



## Success criteria

By the end of this task you must:

- prepare a performance on HIV and AIDS for the school community; and
- arrange the time and date the performance is to be presented.





## 2. Myths about HIV and AIDS

It is not possible to become infected with HIV by:

- hugging;
- using public toilets;
- sharing utensils for eating;
- living in the same house;
- working in the same office;
- sharing seats on public transport;
- being bitten by a mosquito;
- a kiss on the cheek;
- eating food or drinks cooked by a person with HIV and AIDS;
- sharing the same swimming pool; or
- someone coughing and sneezing near you.



There are some dangerous myths about HIV and AIDS. For example:

- Some people say that a HIV-positive man will be cured if he sleeps with a virgin. This is NOT TRUE. It is a dangerous myth that endangers girls' lives and must be stopped.
- Some people think ARVs (antiretroviral drugs) are a cure for AIDS. In fact, there is no cure for AIDS but ARVs can help an infected person live longer without getting sick.
- Some people believe that HIV and AIDS are caused by witchcraft. This is not true. There is a clear scientific explanation for HIV infection.

## 3. How can someone become infected with HIV?

- Having sexual contact with an infected person.
- Kissing, if there is blood or there are cuts or sores on your lips or in your mouth.
- By sharing a needle with an infected person (e.g. through transfusions of infected blood).
- Babies born to infected mothers can become infected before and during birth or through breast feeding.
- By the blood of an infected person entering your body through open sores, wounds or tiny cuts and grazes on your own skin.



## 4. Home-Based Care and Support (HBC)

Many men, women and children are infected with or affected by HIV and AIDS. These people need the care and support of their family, community and school. HBC and support plays an important role in providing comfort and quality of life for people living with HIV and AIDS and other chronic illnesses. This care can take different forms. Each form of care is important:

- a) Physical care: people with AIDS are often very weak and may need support with feeding and bathing.



- b) Emotional support: since these people may be frightened, sad or depressed, they need regular visits by someone who will share their concerns and talk with them about everyday life.
- c) Material support: they need basic items like soap, food, clothing, beddings and medicines.
- d) Help with domestic chores: this could involve looking after their children, growing or harvesting crops, or cooking and washing clothes and bedding.
- e) Spiritual and moral support: praying with or for them, comforting them, giving them encouragement and hope.

## 5. HIV and AIDS Stigma (shame) and Discrimination

Many people infected with or affected by HIV and AIDS live with stigma and discrimination. They may encounter negative attitudes and rejection by family members, peers and the community. They may be unable to find work. They often experience poor health care, psychological damage and a loss of their human rights.

## 6. Rights of people living with HIV and AIDS

Human rights are globally agreed guidelines on fair and just ways of treating all people. People living with HIV and AIDS have rights, just as any other person. They have the right to:

- work;
- own or have a business;
- education;
- have a family;
- privacy;
- liberty;
- health care services;
- information;
- equality; and
- human dignity.

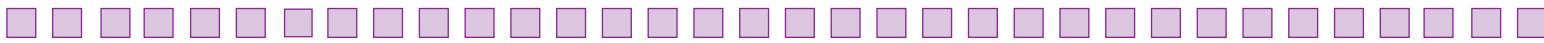
## 7. The effects of stigma

Stigma makes it very difficult to accept and deal with HIV and AIDS. The shame associated with HIV and AIDS:

- prevents many people from being tested;
- complicates decisions about what to tell others;
- hinders the ability to discuss openly the facts, prevention behaviours, treatment and care;
- worsens the problem for orphaned children as they may face hostility and rejection from the community.

## 8. How to overcome stigma and discrimination

- People need to have correct information about HIV and AIDS.
- Attitudes and practices need to change.
- People living with HIV and AIDS should know their rights and be allowed to exercise them.
- There should be openness – people should be encouraged to discuss the facts, prevention behaviours and traditional beliefs which hinder progress.
- There should be tolerance and love.



# Task

## Important note

This task requests you to prepare a presentation which will be performed to the school community either later this term or during your Year 2 T3 teaching experience. It is important to agree and record with your fellow students how learners will be involved, but remember you will be teaching a different class if the performance is held next term.

## Activity 1

Meet with your fellow students.

- Read and discuss the information provided; make sure you understand it. Perhaps you could take turns to read aloud a part of a section and ask the group to share their understanding. If necessary ask your Mentor or Head Teacher for help. It is important for you to understand the words and the information so you can deliver your message confidently.
  - The HIV and AIDS presentation will be announced by your Head Teacher during assemblies and meetings. Decide whether further announcements or invitations are necessary. If so, describe who will do this, and how:
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- Record the date and time of the performance. Make sure you know how long it will last. Divide the time between the different sections and make sure you time the sections during rehearsals.

Date: \_\_\_\_\_

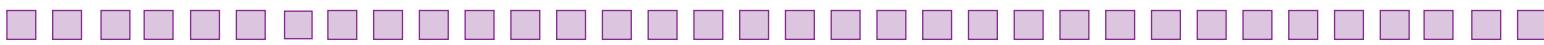
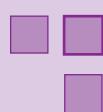
Time: \_\_\_\_\_

- Brainstorm, discuss and record possible ways in which the information in each section could be performed. You might consider using posters, songs, role play, questions, etc. Remember to involve learners.





Section	Ideas for presenting the information in this section	How learners will be involved
1) Facts		
2) Myths about HIV and AIDS		
3) How can someone become infected with HIV?		
4) Home-based care and support		
5) HIV and AIDS stigma		
6) Rights of people living with HIV and AIDS		
7) Effects of stigma		
8) How to overcome stigma and discrimination		



## Activity 2

- Decide who is most interested in planning and performing each part of the presentation. Everyone must be involved. If you work in pairs or small groups, it is easier to plan and rehearse.
- Record below which students and classes are responsible for planning and performing each section.
- Write how long each section will take.

Section	Names of students and classes in the “Preparation and performance” group	How long it will take
1) Facts		
2) Myths about HIV and AIDS		
3) How can someone become infected with HIV?		
4) Home-based care and support		
5) HIV and AIDS stigma		
6) Rights of people living with HIV and AIDS		
7) Effects of stigma		
8) How to overcome stigma and discrimination		

You will need one or two more short meetings with the whole group to:

- decide what order the sections will take, and how long they will take.
- check that you have all the resources you need
- decide how you will introduce and conclude the performance (remember that the Head Teacher will do the official opening).

With your ‘preparation and performance group’ work on the section you have chosen. Discuss and plan how you will present your section of the performance.





### Activity 3

After the meeting, work on your own. Describe in detail your own roles and responsibilities in:

- The preparation for the HIV and AIDS presentation.

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- The actual performance in Week 10.

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## Guided reflection

What are the main facts you have learned about performing publically? If you were to organise another performance on HIV and AIDS, what would you do differently?



## Summary of performance

The work for this task is evaluated as:

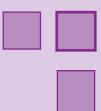
Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_





# Introduction

The best teachers always look for ways to improve.

In week 2, you looked at the poster 'A Child'. You thought about how you will create a friendly and positive learning environment. This week you will observe a student teaching at least two lessons. When you do this, write careful notes and examples of what you see and hear. This will help you to provide clear and detailed feedback. Be honest about things you think the student could improve.

When it is your turn to receive feedback, listen carefully, take notes and be ready to learn and improve from the experience.

## Links

- **EFS T1:** The nature of learning
  - **EFS T2:** Inclusive education
  - **EFS T5:** Reflection on teaching skills; skill of reinforcement

You studied theories of learning such as constructivism and behaviourism. "If learners are given the opportunity to interact with their own environment they are more able to construct their own knowledge" Your job as a teacher is to provide these opportunities in a friendly environment.



## Success criteria

By the end of this task you must:

- observe a student teacher teaching and evaluate the learning environment;
  - make comprehensive notes on the observation ready to use in the feedback session;
  - conduct an effective feedback session; and
  - show how you will improve your own teaching in future.



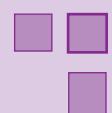
# Task

## Activity 1

During this week you will observe a student teaching at least two lessons. Record carefully what you see and hear during the observations.

Name of the student you are observing:

- a) Give examples of how s/he responds to questions and answers from learners and corrects the learners' wrong answers and ideas.



- b) Give examples of how individual learners are praised / not praised for their effort.

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- c) Give examples of how s/he praises or misses the chance to praise the whole class.

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- d) Give an example of how s/he responds to learners who are unkind or rude.

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- e) Give examples of how s/he encourages unwilling learners to participate in the lesson.

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- f) Give an example of how s/he gives specific support to learners' diversity.

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- g) Were questions distributed evenly among boys and girls?

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## Activity 2

Read the examples of evidence you have recorded. Choose one situation where the student you observed said or did something that was unhelpful to the learning environment. Describe how you think s/he could have handled the situation better.

- a) Describe the situation.

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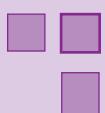
- b) Describe what the student said/did that was unhelpful.

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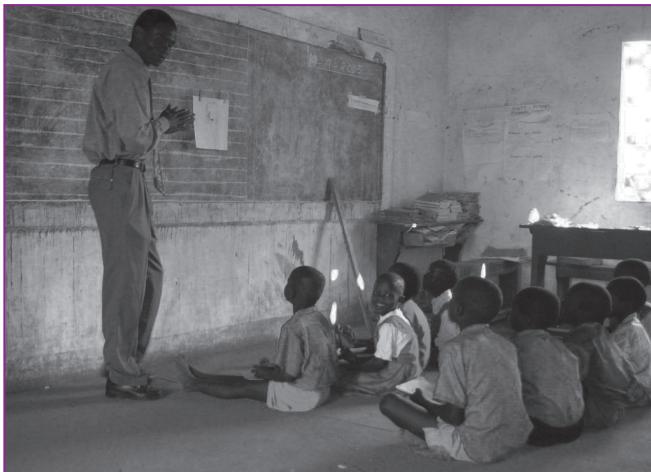
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- c) Give an example of a better response.



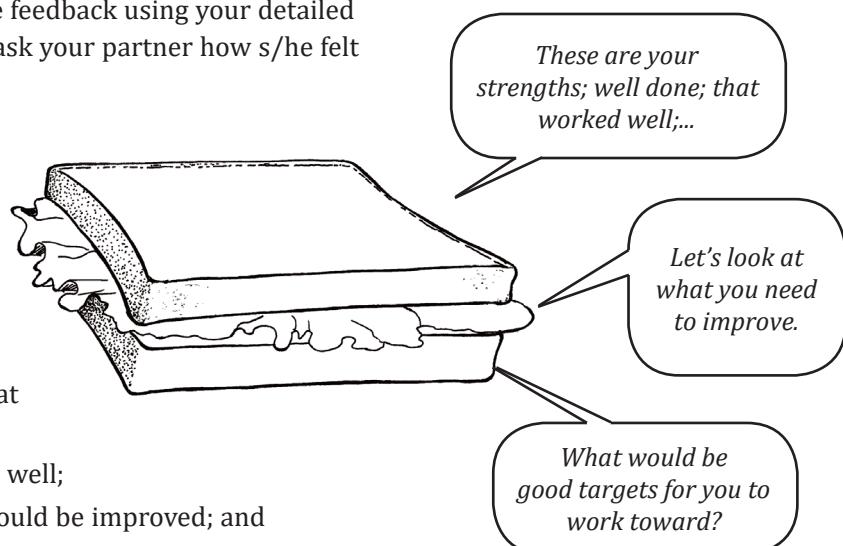
### Activity 3

Meet with the student you observed to give feedback using your detailed notes. Before you give your own opinions, ask your partner how s/he felt about the lesson. Ask questions such as:

- What sort of learning environment do you try to create?
- What are the strengths of the learning environment you create?
- How do you think the learning environment could be improved?

Think of giving feedback as a ‘sandwich’ that contains:

- a celebration of strengths and what went well;
- a reflection on what went less well and could be improved; and
- a discussion that sets manageable targets for development



A feedback session should end with both participants feeling positive about the way forward.



## Step 4

When you receive feedback from your partner:

- Record your strengths and challenges in the space below.
- Reflect on the challenges and describe how you will improve in these areas.

My strengths in creating an effective learning environment:

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My challenges in creating an effective learning environment:

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How I will improve the learning environment in my classroom:

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### Guided reflection

Think about the following:

What else apart from what you learned in college constitutes a good learning environment?



### Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





## Introduction

As a Student Teacher you have an important role to play in the life of the school and community. This includes helping to improve the school environment.

This week you will decide on a group project to improve some aspect of the school or local community. This is a great opportunity to show the school and local community that you care about the learning environment. It can also be a way of thanking the school and the community for supporting you during your Teaching Practice.

During the week, have a look around the school and local area. How do you think they could be improved? For this task, think about one aspect you could change – even in a small way – during your time in the school as a student teacher. Think of one step you could take to improve the school or the local area. This project must be realistic and manageable. It should also be sustainable - when you leave the school, other teachers and learners should be able to keep the project going.

There are many types of school improvement projects. For example, your project could be to:

- improve sanitation and hygiene;
- create artwork;
- plant flowers;
- start a school library;
- make resources for reading, science or sport; or
- put up a noticeboard to communicate with parents.

You might decide to target your project at a specific group of learners – for instance, orphans, or girls who need encouragement. The main point is that the project should have a positive effect on the school.

When you are thinking about possible projects, consider the following:

- Why is the change necessary?
- Who will benefit from the project?
- What will be the effect on the school or community?
- How long will it take to do?
- What money or resources are needed?
- How can it be maintained? Is it sustainable?
- How can learners be involved?
- How can parents or the community be involved?

## Links

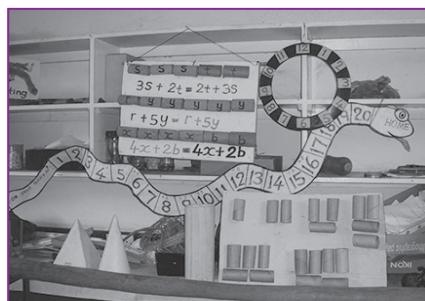
- **EFS T6:** Development of School Improvement Project

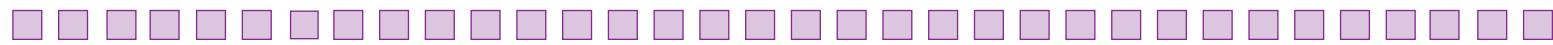


## Success criteria

By the end of this task you must:

- identify and record areas for improvement in the school;
- plan a School Improvement Project;
- accept and record specific personal responsibilities; and
- begin implementation of the agreed plan.





# Task

## Activity 1

Working on your own, describe your best idea for improving the school environment or local area. Explain why it is important and how it could be managed.

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## Activity 2

Tell your learners that the Student Teachers want to improve the school/local area. Invite learners to think about what could be improved. Share your ideas with your learners. Ask them for their ideas. Record their ideas below.

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## Activity 3

Meet with your Head Teacher, Mentor and fellow students. Share your ideas and your learners' ideas with the whole group. Be guided by your Head Teacher and Mentor to choose the best idea for the project. When the project has been decided:

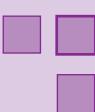
- a) Brainstorm the issues and responsibilities related to the project. You may have others to add to the list below.

Why is the change necessary?	
Who will benefit from the project?	
What will be the effect on the school or the community?	
How long will it take to do?	
How much will it cost?	
What resources are necessary?	
How easy is it to maintain? Is it sustainable?	
How could learners be involved?	
How could parents and the community be involved?	



- b) Allocate responsibilities to each Student Teacher. Record specific jobs and who is responsible for each one. You may be able to involve the SMC, Mother Group and PTA.

Job	Student(s) responsible	When will this job be completed?



## Activity 4

- Tell your learners what project has been chosen.  
Tell them how they can help.
- Arrange for time during a staff meeting to present your group project to the teachers.
- Set a deadline for the project to be completed and a special 'opening ceremony' to be held.



### Guided reflection

If you are teaching lower grade learners make sure they can be involved in this project.

If you were the Head Teacher of this school what other SIP would you like to implement?



### Summary of performance

The work for this task is evaluated as:

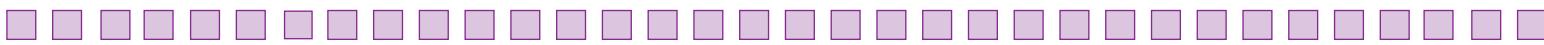
Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





## Introduction

When you have a job to do, you choose the correct tool. (You would not use a spanner to fit a screw, or a hammer to fix a bicycle.) Just as you choose the right tool for the right task, you should also choose the best tool to assess the learning outcomes you want.

Each time you prepare an assessment tool, you should ask the question: "What am I trying to assess?" It might be the learners' ability to:

- remember and recall facts and information
- perform a particular skill or process
- show how well they understand a topic
- apply their knowledge, understanding and skill to a new situation; use what they have learned to solve a problem.



For example: Take the simple Maths problem  $2 \times 3 = \underline{\hspace{2cm}}$

A learner who answers the question correctly might remember that  $2 \times 3 = 6$  but might not understand what that means. It might be a sentence the learner has repeated many times without ever understanding the process of multiplication.



### Success criteria

By the end of this task you must:

- justify the use of a particular assessment tool;
- formulate effective assessment questions for mathematics learning; and
- produce an assessment plan.



How could you ask the question in a different way to check that the learner understands? You could ask: "If two hens have three eggs each, how many eggs are there all together?" If the learner can still answer correctly, you know that s/he understands multiplication and can apply this knowledge to solve different problems.

Once you are sure that your learners understand the process and meaning of multiplication, you might want them to learn their multiplication tables by heart. Mostly, this requires them simply to memorise, recall and repeat the answers. To test how well they have learned their tables, it makes sense to use an assessment tool that tests just their recall, with questions such as  $2 \times 3 = \underline{\hspace{2cm}}$ .

So we can see that different learning outcomes and purposes require different assessment tools and methods. The task this week requires you to develop your own assessment tool – one that tests not just recall, but also understanding and the ability to solve problems.

## Links

- [EFS T2: Assessment](#)
- [EFS T2: Assessment tools](#)
- [EFS T5: Reflection on teaching skills; skill of reinforcement](#)
- [EFS T5: Reflection on assessment](#)



Your work on 'Blooms Taxonomy' outlined the different levels of thinking, e.g. tests that require knowledge and recall or analysis etc. Apply this information when developing your assessment tools.

In this Topic, you looked at the variety of assessment tools teachers can use: written tests, oral questioning, observations, checklists, peer assessment, demonstrations, portfolios, performance tests, projects, report cards, progress record book, and practical work. You listed the advantages and disadvantage of each type of assessment tool. Please re-read this Unit.

## Task

### Activity 1

Work with a student teacher. Think about the work you have covered with your learners this year, and all the times you have assessed them. Discuss and answer the following questions:

Which assessment tools did you use the most?

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Why did you use these tools the most?

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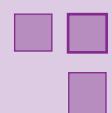
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Look at the following list of assessment tools. (Each tool is described in EFS Topic 6: T 2). From the list, choose three assessment tools that you have used this year. For each tool, explain how and why you used it and then comment on how useful or effective it was.

- Written test
- Oral questions
- Observation
- Checklist
- Peer assessment
- Portfolio
- Performance test
- Project/practical work

**Assessment tool 1:**

How I used it	Comments
Subject/Learning area and topic:	
What I was assessing:	
What learners had to do:	

**Assessment tool 2:**

How I used it	Comments
Subject/Learning area and topic:	
What I was assessing:	
What learners had to do:	



### **Assessment tool 3:**

How I used it	Comments
Subject/Learning area and topic:	
What I was assessing:	
What learners had to do:	

## **Activity 2**

Work on your own.

- Develop a maths assessment tool relevant to the age of your learners. It should be used as a written test unless you are teaching very young learners, where you may need to develop a tool that requires a response that is verbal or practical.
- Complete the following:

I will use my assessment tool with \_\_\_\_\_ (class) in a maths lesson on \_\_\_\_\_ (day) at \_\_\_\_\_ (time). This term my class has learned the following mathematical processes:

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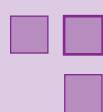


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My assessment tool will test their understanding of these processes and their ability to use them in everyday life.



- c) Most Maths assessments test the learners' ability to complete a process you have taught (addition, subtraction, multiplication, etc.) This week, you will be assessing the learners' ability to apply a mathematical process in everyday life.

With a student teacher, read the examples below. Read them aloud and work together to solve the problems. As you do this, think about:

- whether your learners could solve this problem;
- the mathematical processes they need to use in order to solve the problem;
- the steps they need to follow to solve the problem; and
- how much time they would need.



## Example for Lower Standards

**Assessing the mathematical processes of:** addition and subtraction

**Problem:** How many people on the bus?

Jean travels from Lilongwe to Blantyre by bus. When she gets on, she counts all the people on the bus. There are seven people on the bus. Just before it leaves Lilongwe, another man gets on the bus. After one hour, two women get off the bus and two children get on. At last the bus gets to Blantyre. How many people are on the bus when it reaches Blantyre?

**NB:** This problem could be made simpler or harder depending on the age and ability of the learners.

## Example for Upper Standards

**Assessing the mathematical processes of:** multiplication, addition, percentages, subtraction

**Problem:** How many bricks does the builder need?

A builder is building a shop with four walls, two windows and a door.

He knows that he needs 300 bricks to build one wall. How many bricks does he need to build four walls?

The builder knows that he can reduce the total number of bricks by 10% because he will leave holes for the windows and the door. How many bricks can he subtract?

Now that he knows what 10% is, he can work out how many bricks he needs to build the shop. How many bricks does he need?

**NB:** This problem could be made simpler or harder depending on the age and ability of the learners.



d) Now work on your own. Write two new Maths problems similar to the ones above. They should:

- be appropriate for the standard you are teaching;
- assess the mathematical processes your learners have been working with this term;
- be based on real-life situations that learners can imagine and understand.

Math problems for Standard:

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Assessing the mathematical processes of:

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Problem 1:

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Problem 2:

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e) Give your two Maths problems to another student teacher to solve. Take his/her advice on whether they are suitable for the standard you are teaching. If necessary, make changes.



- f) Now write two new Maths problems for the standards you are NOT teaching. This is to give you practice in planning assessment tools for all standards. If you are not teaching a Lower Standard class, write two Maths problems to assess addition and subtraction. If you are NOT teaching an Upper Standard class, write two Maths problems to assess multiplication and division.

Math problems for Standard:

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Assessing the mathematical processes of:

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Problem 1:

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Problem 2:

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### Activity 3

Work on your own, using the two Maths problems you wrote in Activity 2 d). You will use these two problems as an assessment tool with your learners in the Maths lesson you have arranged for next week. Plan how you will carry out this assessment. Here are some steps you could follow in the lesson:

1. Revise the mathematical process you are assessing. Write some number problems on the chalkboard. Learners copy them into their exercise books and write the answers. Check and mark the answers with the whole class.
2. Tell the class that you are going to give them a real-life problem to solve. They will need to use the same mathematical processes to solve the problem. Introduce the topic of the problem. (For example: "The problem is about a lady travelling on a bus from Lilongwe to Blantyre. You need to work out how many people are on the bus at the end of the journey.")
3. Read the 'story' slowly, pausing whenever the learners need to make a calculation. Learners do the calculations in their exercise books.
4. Check and mark each learner's answers in their book.

Write your assessment plan here, showing how you will introduce, carry out and conclude the assessment task.

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## Guided reflection

In Term 5 you will reflect upon the successes and challenges of the assessment tools you used during teaching practice. Make sure you keep samples to take back into college.



## Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Head Teacher) Date: \_\_\_\_\_



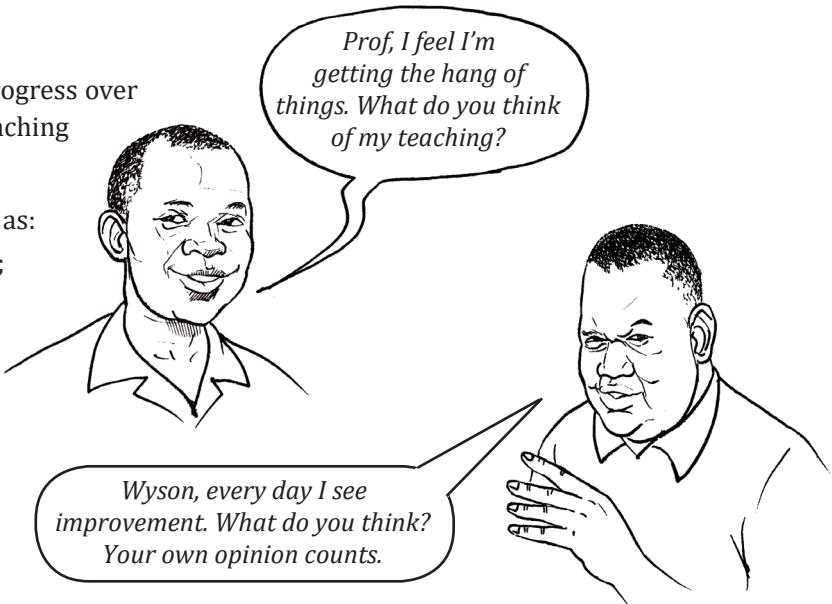


## Introduction

This week you are going to reflect on your progress over two terms and analyse the quality of your teaching skills.

To do this you will use personal records such as:

- notes and records from your Class Teacher;
- supervision records from your College Lecturer;
- lesson observation forms;
- relevant tasks from your School Experience Journal;
- weekly evaluation comments from your Mentor and Head Teacher;
- notes or records from professional meetings; and
- feedback notes from meetings with teachers, learners or parents.



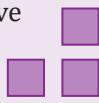
Many tasks in this term required you to examine your own teaching strengths and challenges, and to suggest how you could improve as a Student Teacher. If you look at all your personal records, you can identify your overall strengths and challenges and celebrate the improvements you have made over two terms.



### Success criteria

By the end of this task you must:

- reflect on your own teaching challenges and strengths;
- grade your own teaching skills and qualities; and
- record how you will improve your teaching.



Frequent, honest reflection is an important part of professional development. If you do this regularly you will gain confidence and develop a good understanding of personal and professional qualities and skills.

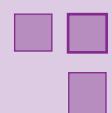
When you return to college you will have the opportunity to listen to the experiences of your peers, share your own teaching practice successes and challenges and discuss with lecturers how these experiences can help you to become an even better teacher. Careful analysis now will provide you with meaningful information to reflect upon.

## Task

### Activity 1

Work on your own.

- a) Use the following questions to reflect on your teaching. It may be helpful to refer to the comments in your SEJ, observation forms and notes you made during meetings with your College Lecturer, Mentor, Head Teacher, and Class Teacher.



How has your lesson planning improved over the last two terms?

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How have you improved gender equality with your learners?

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Have there been times when you have made learners nervous, scared or unhappy?

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What do you praise learners for and how do you do it?

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- b) Read each teaching skill and quality listed in the table below. Decide whether it is a strength, something that you perform satisfactorily or if it is an area you would like develop and improve in Year 2 Term 2.

Teaching skills and qualities	Need to develop	Satisfactory	A strength
Giving lesson introductions which stimulate learners			
Explaining information clearly in a variety of ways (visually, orally and practically)			
Planning activities that encourage learner participation			
Writing open questions into lesson plans			
Asking questions which require learners to think and discuss			
Planning good lesson summaries and conclusions			
Using resources effectively			
Praising and encouraging learners for their effort, social skills, contribution and creative thinking			
Developing appropriate assessment tools			
Planning meaningful group discussions			
Classroom management			
Use of chalkboard			

- c) In the table above, you have identified skills and qualities you wish to develop further. Describe briefly what you think you could do to improve these areas:

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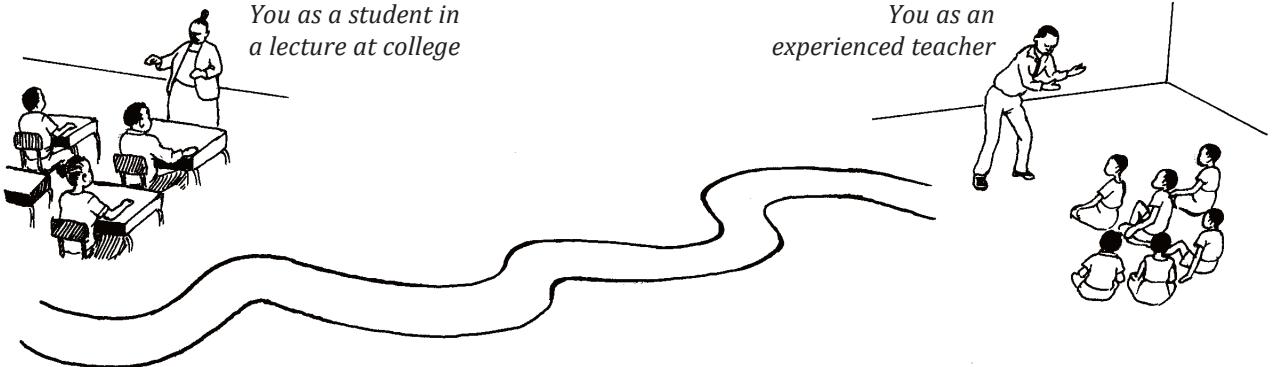
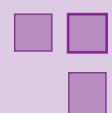
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*You as a student in a lecture at college*

*You as an experienced teacher*

*How far along the road have you travelled from being a Year 1 student in college to becoming an experienced teacher? Draw a picture of yourself at the point on the road you think you have reached at the end of your first term of Teaching Practice.*

## Activity 2

If you could change one thing about your learners' behaviour, what would it be?

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How could you begin to help them make this change?

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## Activity 3

Arrange a time to meet with your Mentor to discuss your self analysis of teaching skills and qualities.

Date of meeting:

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Time of meeting:

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## Guided reflection

What do you think your learners will remember about you; are you happy about this?



## Summary of performance

The work for this task is evaluated as:

Excellent / Good / Satisfactory / Needs improvement / Fail

Write a comment to justify your judgment:

Write a comment on how the student teacher could improve:

Signed: \_\_\_\_\_ (Mentor) Date: \_\_\_\_\_





What was important to me from the meeting?



How will I use what I learned in the meeting?

# Records

## *Record of school visits*

Date	Comments on the work completed in the SEJ	Signature

# Records

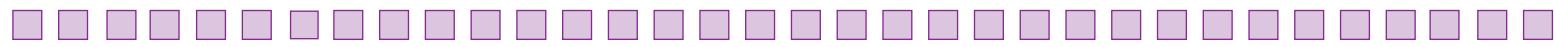


## Lesson Observation Feedback Notes

Lesson date:	Lesson observed by:
Lesson topic:	Class:
Strengths:	Challenges:
Agreed improvement targets:	

Lesson date:	Lesson observed by:
Lesson topic:	Class:
Strengths:	Challenges:
Agreed improvement targets:	

# Records



## Lesson Observation Feedback Notes

Lesson date: \_\_\_\_\_ Lesson observed by: \_\_\_\_\_

Lesson topic: \_\_\_\_\_ Class: \_\_\_\_\_

Strengths: \_\_\_\_\_ Challenges: \_\_\_\_\_

Agreed improvement targets:

Lesson date: \_\_\_\_\_ Lesson observed by: \_\_\_\_\_

Lesson topic: \_\_\_\_\_ Class: \_\_\_\_\_

Strengths: \_\_\_\_\_ Challenges: \_\_\_\_\_

Agreed improvement targets:

# Records

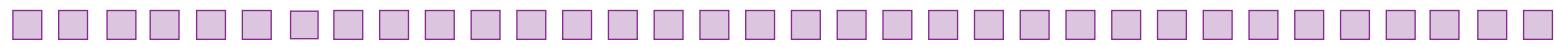


## Lesson Observation Feedback Notes

Lesson date:	Lesson observed by:
Lesson topic:	Class:
Strengths:	Challenges:
Agreed improvement targets:	

Lesson date:	Lesson observed by:
Lesson topic:	Class:
Strengths:	Challenges:
Agreed improvement targets:	

# Records



## Lesson Observation Feedback Notes

Lesson date: \_\_\_\_\_ Lesson observed by: \_\_\_\_\_

Lesson topic: \_\_\_\_\_ Class: \_\_\_\_\_

Strengths: \_\_\_\_\_ Challenges: \_\_\_\_\_

Agreed improvement targets:

Lesson date: \_\_\_\_\_ Lesson observed by: \_\_\_\_\_

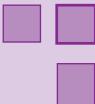
Lesson topic: \_\_\_\_\_ Class: \_\_\_\_\_

Strengths: \_\_\_\_\_ Challenges: \_\_\_\_\_

Agreed improvement targets:



## Your notes



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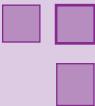
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## Your notes



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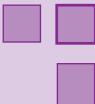
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## Your notes



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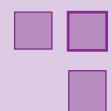
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# Your notes



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