HAWASS UNIVERSITY INSTITUTE OF TECHNOLOGY

COLLEGE OF INFORMATICS

DEPARTEMNET OF BED-IT

Practicum one report document

NAME	ID
MOHAMMED MUHIDIN	NaScER/0511/09

SUPERVISORS

    1.SOLOMON Ts.

    2.JANBO G.

Submitted to------Mr. Solomon Ts.

Submission date----11/07/2023

Contents

Acknowledgement

First of all, I would like to thank the Almighty God for giving the strength and wisdom to successfully complete the portfolio for practicum one school observation, secondly, I would like to express my heartfelt gratitude to my advisors(Janbo G. and Solomon Ts.). Who has been helping us from the beginning to the end of this practicum program (course) and for providing us the information from department and college, as well as giving us guidance on what to do with the school and how to write portfolio. Thirdly, I would like to thank Mr. Alemayehu Kurabachew, he is the vice academic principal who gave us various advice on what to do in the school and gave us helpful information for the practicum one. And my gratitude goes to Adare Millennium Secondary and Preparatory School communities including the students who were giving me an information what I was looking for. Special thanks to all my group members of teacher candidate who participate on this practicum I program, for your advice support and helpful comments.

INTRODUCTION

This portfolio is all about school observation that is given for us in the course practicum I. It is about school observation on the issues like school environment, facilities, students behavior, the teaching and learning process and also the communication between the school communities and so on... And I am going to write my observation during the school visit in the last weeks. We were went there (**ADARE MILLENNIUM SECONDARY AND PREPARATORY SCHOOL**) for visiting the school and to apply some tasks that we were learning in the theory session in the class and to check whether the things that we learned here in the university were helpful for us or not? Since this course is an observation I observed something not pleasant in that school and something that deserves appreciation. This course is intended to orient students about image of the school and the surrounding community as well. We will tend to develop the general understanding of the school environment as a whole. So, Here under there is my reflection on the observation during school visit.

Objectives of the observation
General objective

To develop a rich and enough understanding of the school's classroom and general school environment.

Specific objectives

Describe the physical situation of schools and classrooms

Identify different resource centers in schools

Identify Learners behavior

Establish professional relationship with school community

Reflect on school observation

Analyze the role of teacher in the school they are assigned

Develop interest in producing appropriate teaching material for a given instruction

Recognize the role of different administrative personnel and teachers in the school management

Recognize the role of community in the school and vice versa.

Explain the rules and regulations of the school.

Background of the school

According to the adare millinum school vise director Mr. Abebayew kurabachew (who teach about 38 years) in 2005 E.C, a new school was established with the vision of providing quality education to students in their formative years. The school opened its doors to 240 students among them 85 males and 155 females, all of whom were enrolled in the ninth grade. The founders of the school recognized the importance of a strong educational foundation and aimed to create an environment that fostered academic excellence, personal growth, and character development.

At its inception, the school had a dedicated team of 12 teachers who were committed to shaping the minds of the young learners. Among them were seven male teachers and five female teachers, each bringing their unique expertise and teaching styles to the classroom. They shared a common goal of inspiring and guiding their students towards success.

The school aimed to provide a comprehensive curriculum that balanced scholastic achievement with the holistic development of the students. Beyond academic subjects, the school offered a wide range of extracurricular activities, including sports, arts, and community service programs. These activities were designed to nurture the students' talents, foster teamwork, and instill values such as discipline, resilience, and empathy.

As the school year progressed, the students thrived under the guidance of the dedicated faculty. The teachers employed innovative teaching methods, incorporating interactive discussions, hands-on experiments, and collaborative projects to make learning engaging and meaningful. The school also emphasized the importance of individual attention, ensuring that students received personalized support and guidance to help them overcome challenges and reach their full potential.

Throughout the academic year, the school fostered a sense of community and inclusivity. Students were encouraged to respect and appreciate diversity, fostering an environment where everyone felt valued and accepted. The school organized regular parent-teacher meetings, allowing open communication and collaboration between the school and families to ensure the holistic development and well-being of the students.

Over time, the school gained a reputation for its academic excellence, strong values, and vibrant community. It became a place where students not only excelled academically but also developed into well-rounded individuals ready to face the challenges of the world.

As the years went by, the school continued to grow and expand its offerings, catering to students from various grade levels. It remained committed to its founding principles, providing a nurturing and stimulating educational environment that prepared students for future success.

By 2016, the school that began in 2005 had experienced significant growth and development. It had evolved into a thriving educational institution, catering to a much larger student population. With a total enrollment of approximately 2,300 students, the school had become a prominent educational establishment within its community.

One notable demographic shift within the student body was the gender distribution. Around 80% of the students were female, reflecting a trend towards increased female representation within the school. This shift highlighted the school's commitment to empowering and educating young women, providing them with equal opportunities for academic and personal growth.

The school had adapted its facilities and resources to accommodate the growing student population. New classrooms, laboratories, and recreational spaces were constructed to meet the increasing demand. The expansion allowed the school to offer a wider range of academic programs, extracurricular activities, and support services tailored to the diverse interests and needs of its students.

Despite the growth in student numbers, the school maintained its dedication to quality education and individualized attention. The teaching staff had also expanded to meet the demands of the larger student body. Highly qualified educators, both male and female, were recruited to ensure a diverse and skilled faculty. The teachers continued to uphold the school's commitment to excellence, employing innovative teaching methods and fostering a supportive learning environment.

Recognizing the importance of holistic development, the school continued to offer a comprehensive curriculum. Academic subjects remained a priority, with an emphasis on critical thinking, problem-solving, and technological literacy. Additionally, the school continued to provide a wide range of extracurricular activities, including sports, arts, clubs, and community service initiatives, allowing students to explore their interests and develop their talents.

The school community remained vibrant and inclusive, fostering a sense of belonging and unity among students, parents, and staff. The school organized regular events, such as cultural festivals, sports competitions, and academic competitions, to encourage collaboration, celebrate achievements, and strengthen bonds within the community.

As the school moved forward into 2016, it remained committed to its core values of academic excellence, personal growth, and inclusivity. It aimed to provide a nurturing and empowering environment that prepared students for higher education, careers, and active participation in society. The school's growth and success served as a testament to its ongoing dedication to providing quality education and fostering the development of well-rounded individuals.

In 2016, the school had flourished into a thriving educational institution, characterized by its diverse and dedicated team of teachers. With a total of 55 teachers, the school had significantly expanded its faculty to accommodate the growing student population and offer a wide range of subjects and expertise. Among the teaching staff, there were 21 male teachers and 34 female teachers, reflecting a balanced representation and promoting gender equality within the institution. The school valued the unique perspectives and qualities that each

teacher brought to the classroom, fostering an inclusive and supportive learning environment.

Notably, 15 teachers held master's degrees in their respective fields, representing a high level of specialization and advanced knowledge. These teachers brought a wealth of expertise and advanced pedagogical skills to their classrooms, enhancing the quality of education and providing students with a deeper understanding of the subjects they taught.

The remaining teachers held bachelor's degrees, demonstrating their commitment to continuous learning and professional development. They had acquired the necessary qualifications and skills to deliver effective instruction and support student learning across various disciplines.

The diverse educational backgrounds and qualifications of the teaching staff contributed to a well-rounded and comprehensive educational experience for the students. The teachers collaborated and shared their knowledge and expertise, fostering a culture of continuous learning and professional growth among the faculty.

The school placed a strong emphasis on providing quality education, using innovative teaching methodologies and incorporating technology to enhance the learning experience. The teachers employed student-centered approaches, encouraging critical thinking, creativity, and problem-solving skills. They also recognized the importance of individualized attention, offering support and guidance to help each student reach their full potential.

Beyond their roles in the classroom, the teachers actively engaged in extracurricular activities, clubs, and committees. They organized educational trips, cultural events, and community service initiatives, fostering a well-rounded educational experience that extended beyond traditional academics.

The school administration recognized and appreciated the dedication and expertise of the teaching staff. Professional development opportunities, workshops, and training sessions were provided to support their ongoing growth and enhance their teaching practices.

As the school progressed into 2023, the collective efforts of the teachers contributed to the school's reputation as a center of excellence in education. The commitment to academic rigor, student-centered learning, and fostering a nurturing environment ensured that students received a well-rounded education that prepared them for future endeavors. The collaboration and dedication of the teachers played a pivotal role in shaping the school's success and positively impacting the lives of the students they taught.

The school had undergone significant growth and expansion since its inception, accommodating a diverse student body across multiple grade levels. In the present year, the school consisted of a total of 26 sections, each catering to a specific grade level.

Initially, when the school was established, it began with only four sections, all of which were dedicated to the ninth grade. However, as the school grew in popularity and reputation, it expanded its offerings to accommodate students in higher grade levels.

At the time being described, the school had six sections for each of the grades 9, 10, and 11, demonstrating a balanced distribution across these three grade levels. Additionally, the school had eight sections specifically designated for the twelfth grade, signifying a larger number of students in their final year of high school. This expansion in the number of sections highlighted the school's commitment to providing education and support throughout the entire high school journey. It allowed for smaller class sizes, facilitating more individualized attention and personalized instruction for students at each grade level.

Each section within the school represented a distinct learning community, fostering a sense of belonging and camaraderie among students and their teachers. The sections provided a platform for students to establish meaningful relationships, collaborate on projects, and engage in various extracurricular activities together.

The school's curriculum was designed to meet the academic and developmental needs of students at each grade level. It offered a diverse range of subjects, ensuring a comprehensive education that prepared students for higher education or future career paths. The school also provided guidance and support services to assist students in making informed decisions about their academic and professional goals.

As the school continued to expand and diversify its section offerings, it remained committed to its core values of excellence, inclusivity, and holistic development. The administration and teaching staff worked collaboratively to create a stimulating and supportive learning environment that fostered academic achievement, character development, and personal growth.

Overall, the growth in the number of sections within the school reflected its success and adaptability in meeting the evolving needs of its students. The expansion allowed for a more comprehensive and well-rounded high school experience, equipping students with the knowledge, skills, and values necessary to succeed in their future endeavors.

School Environment

Adare Millennium Secondary and Preparatory is located in nearly center of city, is very accessible for transportation service, the classroom are relaxed, the administrative offices are not far from the classrooms, there is enough sport field but not well constructed, the administrative offices are not well for clients service because there are no enough chairs in it, The classrooms are not in such a way that

students from neighboring classrooms are meet through windows, There are no places near the school that push students to develop bad habits like chat and alcohol. And also there is a toilet both for males and females which is 8 rooms of each.

School physical Setting

School's location in a city

ADARE MILLENNIUM SECONDARY AND PREPARATORY SCHOOL is located in Sidama Regional State, Hawassa city, Menehariya sub city, gube kebele around (DIASPORA villege) .
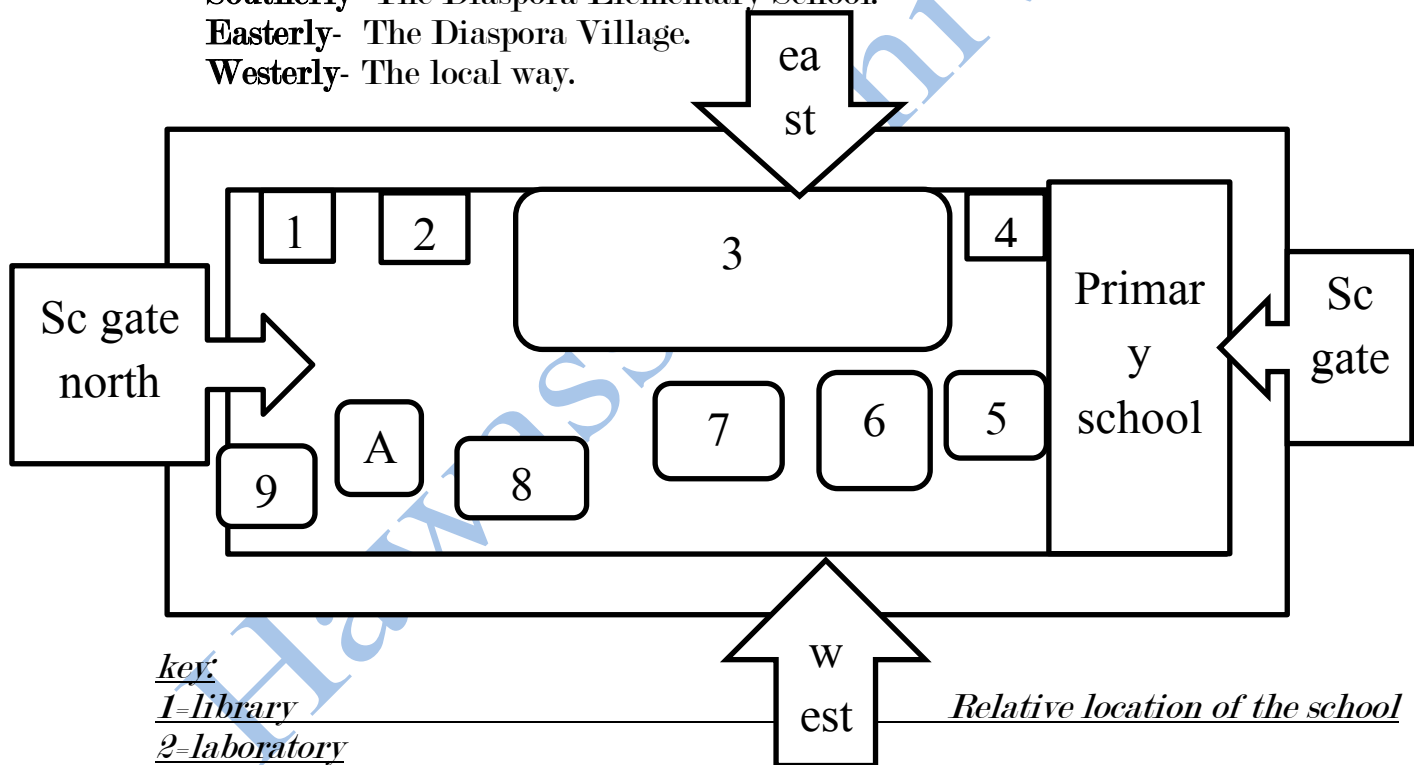
It's adjacent location or it is surrounded by ;
Northerly- The campus (especially the IOT Campus).
Southerly- The Diaspora Elementary School.
Easterly- The Diaspora Village.
Westerly- The local way.

```
                                    east

 ┌─────────────────────────────────────────────────────────┐
 │   ┌───┐  ┌───┐   ┌──────────────────┐  ┌───┐             │
 │   │ 1 │  │ 2 │   │        3         │  │ 4 │   ┌───────┐ │
┌┤   └───┘  └───┘   │                  │  └───┘   │Primary│ ├┐
│Sc gate            └──────────────────┘          │school │ │Sc
│north                    ┌───┐ ┌───┐ ┌───┐       │       │ │gate
│    ┌───┐ ┌───┐          │ 7 │ │ 6 │ │ 5 │       └───────┘ │
│ │ 9 │ A │ │ 8 │         └───┘ └───┘ └───┘                 │
└┘   └───┘ └───┘ └───┘                                      └┘
 └─────────────────────────────────────────────────────────┘
                                    west
```

key:
1=library
2=laboratory
3=sport field
4=male students toilet
5=female students toilet
6=building 1 class room and staff
7= building 2 class room and staff
8=directors office   9=teachers toilet   A=store and students cafeteria

Relative location of the school

10

Conservation and/or fruit trees are found in the school

In adare millinum school there are a lots of trees but most of the trees are not fruits and not useable for the school regarding price but this trees are very important for the conservation for air condition in the school.

School physical setting observation checklist

No	School physical setting observation checklist	yes	no
1	*The classrooms are well built (cemented ground).*	yes	
2	Voices of teachers are limited to the classroom they are teaching	yes	
3	Students from neighboring classrooms do not communicate through windows.	yes	
4	Classrooms are arranged in such a way that sun lights does not disturbclass room learning	yes	
5	Various maps ,pictures, charts and posters are found drawn or fixed on outside walls of the classrooms and offices		no
6	Clean water supply		no
7	Clean latrine		no
8	Electric supply	yes	
9	Library	yes	
10	Pedagogical center	yes	
11	Laboratory	yes	
12	Notice board		no
13	Student and teacher cafeteria	yes	
14	The school is neat	yes	
15	The school is attractive having gardens ,and some conservation and fruit trees	yes	
16	The administrative offices are not far from classrooms.	yes	
17	There are enough sport fields in the school(at least a football field)	yes	
18	Total number of yes and No answers	14	4
19	Percentage	77%	23%

School administration

Principal's Office: The principal's office is led by the school principal, who is responsible for the overall administration and management of the school. They oversee the academic programs, student discipline, staff supervision, and the general operation of the school.

Vice Principal's Office: The vice principal's office supports the principal in various administrative tasks. They often handle student discipline, coordinate school events and activities, and assist in managing the day-to-day operations of the school.

Registrar's Office: The registrar's office manages student records and enrollment. They handle student admissions, maintain academic records, process transcript requests, and provide information related to student registration and scheduling.

Guidance/Counseling Office: The guidance or counseling office provides support services to students. They offer academic guidance, career counseling, and personal counseling to help students with their educational and emotional needs. They may also assist with college applications, scholarships, and provide resources for students' overall well-being.

Finance/Accounts Office: The finance or accounts office handles the financial management of the school. They manage the budget, process payments, handle payroll for staff, and maintain financial records. This office may also coordinate with external entities such as vendors, suppliers, and financial institutions.

Human Resources Office: The human resources (HR) office deals with matters related to the school's staff and personnel. They handle recruitment, hiring, and onboarding of new employees. The HR office also manages employee benefits, contracts, professional development, and ensures compliance with labor laws and regulations.

Academic Department Offices: These offices are specific to different academic departments within the school, such as English, Math, Science, Social Studies, etc. They facilitate curriculum development, coordinate teacher assignments, support instructional materials, and provide resources to teachers and students within their respective departments.

<u>Student Services Office</u>: The student services office focuses on supporting students' non-academic needs. They may include services such as special education, student health services, student discipline, student activities, and extracurricular programs. This office often collaborates with teachers, parents, and external organizations to ensure students' well-being.

<u>Facilities Management Office</u>: The facilities management office oversees the maintenance and operation of the school facilities. They handle tasks such as building maintenance, custodial services, security, transportation, and equipment management.

Duties of the director

The director/principal is the highest authority in the school and is responsible for overall leadership and management.
They make strategic decisions, establish policies, and ensure the smooth functioning of the school.

Duties of teachers in the school.

Teachers in schools have a wide range of duties and responsibilities that revolve around providing effective instruction, supporting student learning, and promoting a positive and safe learning environment. Here are some major duties of teachers:

Planning and Delivering Instruction: Teachers are responsible for planning and preparing lessons that align with the curriculum and educational standards. They create instructional materials, develop lesson plans, and deliver engaging and effective lessons to facilitate student learning.

Classroom Management: Teachers establish and enforce classroom rules and expectations to create a positive and orderly learning environment. They manage student behavior, promote positive social interactions, and maintain discipline within the classroom.

Assessing Student Performance: Teachers regularly assess and evaluate student progress to gauge their understanding and mastery of the subject matter. They design and administer tests, quizzes, and assignments, and provide feedback to students to guide their learning and identify areas for improvement.

Grading and Reporting: Teachers evaluate student work, assign grades, and provide timely and constructive feedback to students and parents. They maintain accurate records of student performance and prepare progress reports or report cards to communicate students' academic progress.

Individualized Instruction: Teachers differentiate instruction to meet the diverse needs of students. They provide additional support or challenges based on students' abilities and learning styles. They may also work with students one-on-one or in small groups to provide personalized attention and address individual learning needs.

Classroom Support and Resources: Teachers create a supportive learning environment by building positive relationships with students. They offer guidance, encouragement, and emotional support to help students succeed academically and personally. They may also provide resources and referrals for students who require additional assistance or intervention.

Collaboration and Professional Development: Teachers collaborate with colleagues, administrators, and parents to enhance their instructional practices. They participate in professional development activities, attend staff meetings, and engage in curriculum planning and improvement initiatives.

Parent and Community Engagement: Teachers communicate with parents or guardians to share information about students' academic progress, behavior, and overall well-being. They may conduct parent-teacher conferences, respond to inquiries, and collaborate with parents to support students' learning at home.

Curriculum Development: Teachers contribute to curriculum development and improvement efforts. They review and select instructional materials, suggest modifications to curriculum frameworks, and provide feedback on educational resources to enhance the teaching and learning process.

Important information we got from the vice director's offices.

During our observation of the school we observed that the school vice director help students with different things and also for us.

The school facilities and resources

Availability of essential facilities in the school.

According to my view, there is no much essential facilities that supports the teaching learning process. Indeed there is a laboratory classes such as biology, chemistry, physics and so on but those laboratories are filled with empty tables with no machinery in it. When we come to library I can totally say it is not safe and attractive to study there is no enough books and places and facilities in the library, and the place where those small numbers of books are kept in approximately small room.

The class arrangement is fairly good , it is arranged in a ground plus one building ,there are two classroom building in the school and the administrative offices are built just in the sideline of the classrooms and the office is only ground building. The teachers staff is on the same building with students classrooms. The library and laboratory classes are in the good and quit places even if they are malfunctioned and there is no enough facilities for the both laboratory and library.

According to the arrangement of the school they are suitable for the purposes they are designed for. For example the office is good to regulate the teachers and students since it is near to them and it good to look everything happening around the school, and the library and laboratory are a little bit far from the classrooms this makes it quit place to study and do some experiments.

Another and the most important facilities that we observed in the school is computer laboratory.   It a good thing for the students of the school .The laboratory have internet connection and it comfortable for lab practices

15

Visual aids

There is no such aides in the adare millinum school compound. we do not observe any visual aide in around internal and external environment of the school.

Organizational structure of the school

There are different organizational structure of the school among them some of them are.

1. Director/Principal:

- The director/principal is the highest authority in the school and is responsible for overall leadership and management.
- They make strategic decisions, establish policies, and ensure the smooth functioning of the school.

2.Vice Principal/Assistant Principal:

- The vice principal/assistant principal supports the director/principal in their duties.
- They may also have specific responsibilities such as discipline, curriculum development, or student affairs.

3.Administrative Staff:

- Administrative staff members handle various administrative tasks, including admissions, registration, record-keeping, and scheduling.
- They provide assistance to students, parents, and staff regarding administrative matters.

4.Teaching Staff:

- The teaching staff consists of teachers responsible for delivering the educational curriculum.
- They plan and conduct classes, assess student performance, and provide guidance and support to students.

5.Department Heads/Coordinators:

- Department heads or coordinators oversee specific subject areas or departments within the school.

- They facilitate curriculum development, coordinate teaching resources, and provide guidance to teachers in their respective departments.

6.Support Staff:

- Support staff members include librarians, counselors, nurses, IT technicians, maintenance personnel, and other support personnel.
- They provide essential services to students, teachers, and the overall school community.

7.Student Council/Student Representatives:

- The student council or student representatives represent the student body and act as a liaison between students and the school administration.

They may organize events, voice student concerns, and contribute to decision-making processes.

Can the director perform all school duties? No

While the director holds the highest authority in the school, it is typically not feasible for one person to personally perform all the school duties. The workload and responsibilities are usually distributed among various individuals and departments within the organizational structure.

Reasons for not performing all school duties:

1. Scope and Complexity: Schools have diverse functions and responsibilities, including administration, curriculum development, teaching, student support, and facility management. It would be impractical for a single person to possess expertise in all these areas.
2. Time Constraints: Managing a school requires significant time and effort. Performing every duty personally would leave the director with limited time for strategic decision-making, leadership, and other essential tasks.
3. Delegation and Specialization: Delegating responsibilities to qualified individuals allows for specialization and expertise in specific areas. Department heads, teachers, and support staff are essential for the smooth operation of the school.
4. Collaborative Decision-Making: Schools often involve collaborative decision-making processes, considering inputs from various stakeholders. Involving multiple individuals and departments ensures diverse perspectives and better decision outcomes.

5. **Focus on Leadership and Strategic Planning:** The director's role involves setting the vision, mission, and long-term goals for the school. They need to focus on leadership, strategic planning, policy-making, and fostering a positive educational environment.

School committees

Here are some common school committees

and their respective duties:

1. **Curriculum Committee:**
    - Review and develop the school curriculum.
    - Ensure alignment with educational standards and goals.
    - Recommend changes or updates to the curriculum.
    - Monitor curriculum implementation and effectiveness.
2. **Discipline Committee:**
    - Establish and enforce disciplinary policies and procedures.
    - Address disciplinary issues and violations.
    - Conduct investigations and hearings related to disciplinary matters.
    - Recommend disciplinary actions or interventions.
3. **Parent-Teacher Association (PTA) or Parent-Teacher Organization (PTO):**
    - Foster communication and collaboration between parents and teachers.
    - Organize and coordinate parent involvement activities.
    - Fundraising for school programs and projects.
    - Support school events and initiatives.

4. **School Safety Committee:**

    - Develop and implement safety protocols and procedures.
    - Conduct safety audits and risk assessments.

- Address concerns related to school security.
- Coordinate emergency preparedness drills and training.

5.Special Education Committee:

- Develop Individualized Education Programs (IEPs) for students with special needs.
- Review and assess students' progress and support needs.
- Coordinate services and accommodations for students with disabilities.
- Collaborate with teachers, parents, and specialists to ensure appropriate support.

6.Budget Committee:

- Develop and manage the school budget.
- Review financial reports and allocations.
- Make recommendations for budget adjustments.
- Ensure financial accountability and transparency.

7.Fundraising Committee:

1. Plan and execute fundraising events and activities.
2. Seek donations and sponsorships from individuals and organizations.
3. Manage fundraising campaigns and initiatives.
4. Allocate funds raised to support school programs and projects.

8.Health and Wellness Committee:

1. Promote physical and mental well-being among students and staff.
2. Develop health education programs and initiatives.
3. Address health-related concerns and issues.
4. Collaborate with community resources and healthcare providers.

Financial source of the school

External Budget

They get budget fund from the government annually. There are two types of government budget for a school, which are block grant budget which is given for all schools, and the other type of budget fund is **school grant** which is given for schools based on their number of students they have for teaching and learning process.

Internal source of budget

1.From car wash

2.Grass selling

3.Sport field rent.

Classroom Observations

How do you observe about classroom neatness, seats and seating arrangements, windows, the door in the class? Are they appropriate and attractive for the teaching and learning condition? Write a short comment.

When we observe the class room it is not clean and not attractive ,the seats and seating arrangements are not comfortable but windows and door are good.

How many students are in the classroom? Are they too many or up to the standard? Why?

The number of students are to many because as we observe the number of them are more than 50 with the class room.it is more than the standard.

Teacher lesson plan and lesson presentations

 How does the teacher prepared his lesson plan? Do objectives in his lesson plan appropriately stated? Are they SMART and included the three domains of learning? Write your comments in order of the questions.

During the observation of the class room the teacher has no lesson plan

Comment on the teacher lesson presentations

As I said above the teacher has no lesson plan and her presentation is not that much good.

Because she wrote a note and presented it about ten minutes and she stop the days lesson.

Class room management skills

What preventive methods the teacher has used to maintain classroom discipline?
During our observation of the class room there is no disturbance there because of that the teacher not take any preventive action.

What type of classroom miss-behaviour(s) you observed from the students? How does theteacher acted towards them?
During the observation of the class room we do not observe any mis-behaviour.

Do you think the measures taken by the teacher appropriate? Why? Write concisely.
No action taken

Classroom observation checklist

No	Attributes of good classroom conditions	yes	no
1	The class room is clean		no
2	The number of students are not more than 50	yes	
3	Desks are well erected to sit on (fixed well)		no
4	Students sit in groups	yes	
5	Enough lights are available in the classroom	yes	
6	Windows are made of glasses	yes	
7	The door is not sounding when opened and closed	yes	
8	The chalk board is relaxed to write/draw on		no
9	There are additional display boards in the class		no
10	No unwanted sound disturbing the class	yes	
11	The class has some visual aids posted on class walls(pictures, figures, photographs ,charts)		no
12	The students have their text book in hand		no

13	The teacher has his lesson plan in hand		*no*
14	The objectives in lesson plan are SMART		*no*
15	The teacher began lesson presentation with questioning the students	*yes*	
16	There is more student work than teacher talk		*no*
17	The teacher has given group work		*no*
18	Different measures are taken by the teacher for different student misbehavior's	*yes*	
19	The teacher has taught according to his plan		*no*
	Total number yes and no answer: _	*8*	*11*

Student behaviors in and out of classroom

a) Do most students appear at school on time? If no, what do you think the reasons are? What measures are taken by the school? Are the measures appropriate? How?
   Yes most of the students are appear at school on time.

a) What do students do while the teacher is teaching? Actively participating? Listening attentively? Chat among each other? Disturb the class making different noises? What are they doing? Please describe briefly.
During the teacher teaching her class most of students are following her attentively.

b) How does the teacher respond when misbehaviors occur?
No mis-behavior we observed during the class observation.

b) Did the teacher you observed responds to disruptive behavior on the spot? If yes, give examples among those appeared during the lesson.
No disruptive behavior observed during the class.

Co-Curricular Activities

In adare millinum there are different types of clubs . Common examples of clubs found in schools include:
1. Debate Club: Focuses on developing students' public speaking and critical thinking skills through structured debates and discussions.
2. Science Club: Engages students in hands-on scientific experiments, research projects, and science-related competitions.
3. Art Club: Provides a platform for students to explore various art forms, express their creativity, and participate in art exhibitions or competitions.
4. Music Club: Offers opportunities for students to learn and practice musical instruments, form bands or choirs, and perform in school events.
5. Drama Club: Involves students in theater productions, acting workshops, and organizing drama performances for the school community.
6. Environmental Club: Promotes awareness of environmental issues, organizes eco-friendly initiatives, and participates in community service activities related to the environment.

23

7. Community Service Club: Engages students in volunteer work, community outreach programs, and fundraising efforts for charitable causes.
8. Sports Club: Focuses on organizing and training students in various sports disciplines, participating in inter-school competitions, and promoting physical fitness.

Whether or not all clubs have annual plans and achieve their objectives depends on several factors, including the dedication of club members, availability of resources, and support from the school administration. It's common for clubs to set annual goals or plans at the beginning of the academic year. However, the level of success in achieving those plans can vary. Some clubs may face challenges or obstacles that hinder their progress, while others may thrive and accomplish their objectives.

b) Each club typically undertakes specific activities to enhance the teaching and learning conditions of the school. Here are a few examples:

1. Debate Club: Organizes regular debates and discussions on various topics, which promote critical thinking, research skills, and effective communication among students.
2. Science Club: Conducts scientific experiments, demonstrations, and exhibitions to foster a hands-on understanding of scientific concepts and encourage students' interest in STEM (Science, Technology, Engineering, and Mathematics) fields.
3. Art Club: Organizes art workshops, exhibitions, and competitions to cultivate creativity, artistic expression, and visual literacy among students. This helps create an enriching environment for artistic exploration and appreciation.
4. Music Club: Offers music lessons, rehearsals, and performances, which contribute to students' musical abilities, teamwork, self-expression, and cultural appreciation.
5. Drama Club: Prepares and stages theatrical productions, enabling students to develop acting skills, teamwork, self-confidence, and an appreciation for the performing arts.
6. Environmental Club: Undertakes environmental awareness campaigns, organizes recycling drives, tree planting activities, and clean-up initiatives to promote environmental consciousness and sustainable practices within the school and the broader community.
7. Community Service Club: Engages in volunteer work, charity drives, and social outreach projects to instill empathy, compassion, and a sense of responsibility in students, while making a positive impact on the local community.
8. Sports Club: Provides opportunities for students to participate in various sports activities, competitions, and training sessions, fostering physical fitness, teamwork, discipline, and sportsmanship.

These examples illustrate how co-curricular clubs can contribute to the overall educational experience by offering diverse opportunities for students to develop specific skills, explore their interests, and contribute positively to the school community. The actual activities undertaken by each club will depend on the club's focus, resources, and the interests of its members.

School- Community Relations

School-community relations refer to the interactions, partnerships, and collaborations between a school and the surrounding community. It involves building positive relationships, fostering open communication, and working together to support the educational needs and well-being of students.

Effective school-community relations are essential for several reasons:

Parental Involvement: Strong school-community relations encourage parental involvement in their child's education. When parents are engaged, students tend to perform better academically, have higher attendance rates, and exhibit positive behavior.

Community Support: Schools benefit from the support and resources provided by the community. Collaborative efforts can lead to mentorship programs, internships, guest speakers, and access to facilities or resources that enhance the educational experience.

Social and Emotional Development: A supportive community can contribute to the social and emotional development of students. Community organizations and local leaders can provide guidance, counseling, and resources to address students' non-academic needs.

Safety and Well-being: Engaging with the community helps create a safer environment for students. Collaborations with local law enforcement, health services, and community organizations can address safety concerns, promote wellness initiatives, and provide support during crises.

There are numerous examples of exemplary relationships between schools and communities. Here are a few notable ones:

Community Resource Center Partnership: In this example, a school partnered with a local community resource center to provide additional support and services to students and families. The resource center offered counseling services, parent education workshops, and after-school programs focused on academic enrichment and life skills. The partnership allowed the school to address the diverse needs of its students and create a holistic support system.

Business Mentorship Program: A high school collaborated with local businesses to establish a mentorship program. Professionals from various fields volunteered their time to mentor students, providing career guidance, sharing industry knowledge, and offering internship opportunities. The program helped students gain real-world insights, develop professional networks, and make informed decisions about their future careers.

Community Garden Initiative: A school partnered with community organizations and local residents to create a community garden. The garden served as an educational resource for students, teaching them about gardening, nutrition, and environmental sustainability. It also became a gathering place for community members, fostering social connections and promoting healthy lifestyles. The school and the community worked together to maintain the garden, organize workshops, and celebrate harvest events.

Neighborhood Watch Program: A school collaborated with local law enforcement agencies and community leaders to establish a neighborhood watch program. The program aimed to enhance safety in the school's surrounding area. Regular meetings were held to discuss concerns, share information, and implement safety measures. The partnership resulted in increased community vigilance, reduced crime rates, and a safer environment for students, staff, and residents.

College Access Initiative: A school partnered with colleges and universities in the region to create a college access initiative. The initiative provided resources, workshops, and mentorship programs to help students navigate the college application process, secure financial aid, and prepare for higher education. College representatives visited the school regularly to provide guidance and support. As a result, the school saw an increase in college enrollment rates and better college readiness among its students.

In adare millinum school teachers and parents meet three times in a year according to Mr. abebayehu(vise director of the school)   they discuss a range of issues, including:

Academic Performance: Teachers can provide insights into a student's strengths and areas for improvement academically. They may discuss strategies to enhance learning, address any difficulties the student is facing, and set goals for improvement.

Behavior and Discipline: Teachers and parents may discuss a student's behavior, classroom conduct, and disciplinary matters. They can collaborate on approaches to maintain a positive learning environment and address any behavioral concerns.

Individualized Education Plans (IEPs) and Special Needs: If a student has an IEP or special educational needs, teachers and parents may discuss the student's progress, accommodations, and modifications. They can work together to ensure the student's needs are met and make any necessary adjustments to support their learning.

Extra-Curricular Activities: Teachers and parents may discuss participation in extracurricular activities, such as sports, clubs, or cultural events. They can share information about opportunities, requirements, and any upcoming events or competitions.

Support and Resources: Teachers can inform parents about available support services, resources, or interventions that may benefit their child. They can discuss strategies to reinforce learning at home and suggest additional resources or programs that align with the student's needs.

Social and Emotional Well-being: Teachers and parents may discuss the student's social and emotional well-being, including friendships, peer interactions, and any concerns related to mental health. They can collaborate on strategies to support the student's holistic development.

Conclusion

During our practicum I observation experience, we have observed and learned a lot of things. To mention some of them: we have learned how the classrooms are arranged, how the teacher prepares lesson plan and what things they include, the organizational structure of the school and different offices and also their duties and responsibilities. As our group we are familiar with the school activities, school environment and school community related issues. Finally, we are happy because, we have learned different things and realized that the importance of the course practicum I on our very near future career.