TEACHING PRACTICE STUDENT RECORD OF FOCUSED CONVERSATIONS

Student Teacher: ________________________________

School: _______________________________________

School Coordinating Mentor: ______________________

Focused Conversation 1: Start-of-TP Presentation to SCM

Key focus: What have you learnt from the courses at NIE that have influenced your conception of teaching and learning?  
(Your presentation should be supported by artefacts extracted from your e-Portfolio.)

Date held: ______-____-________

SCM’s Comments:

1. Student teacher was able to (please tick accordingly):
   - [ ] Share his/her learning experience in NIE
   - [ ] Articulate his/her teaching philosophy
   - [ ] Organise and showcase a number of his/her artefacts during the presentation

2. [ ] The Focused Conversation was useful and meaningful

Additional Comments:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Signature of SCM: ______________________________

Student Teacher’s Comments:

i. My reflections for Focused Conversation 1
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Signature of Student Teacher: ______________________________
Focused Conversation 2: Weeks 3-6 sharing with SCM and fellow student teachers

You may choose one of the 2 options below for your Focused Conversation.

Option 1: **Key focus: Classroom Management**
You are encouraged to bring up for discussion issues on classroom management which you have encountered in your lessons / with your students. For example, what seems to be going well / not going well in the management of learning experiences, management of students’ behaviours, and management of time.

Option 2: **Key focus: Motivation and Instructional Strategies**
You are encouraged to bring up issues related to motivating students and instructional strategies which you have encountered / practised in your lessons. For example, what you did to establish a positive learning environment where students felt supported in their learning, how you motivated your students, how you ensured clarity when explaining concepts, giving instructions, dealing with student confusions, and making connections during instruction.

SCM will ask some guided questions based on the “Reflective Practice Model” provided by NIE.

**Reflective Practice** is “a deliberate pause to assume an open perspective, to allow for higher-level thinking processes. Practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understandings that lead to actions that improve learning for students” (York-Barr, Sommers, Ghere, & Montie, 2001, p.6).

**Guided Questions** (adapted from York-Barr, Sommers, Ghere, & Montie, 2001; Richardson, 2002):
1. What happened? (What did I do? What did others do?)
2. Why? (Why did I think things happened this way? Why did I choose to act the way I did?)
3. So what? (What have I learned from this? How might this change my future thinking, behaviour and interactions?)
4. Now what? (What do I want to remember to think about in a similar situation? How do I want to act?)

Additional Input
SCM may provide his/her input after student teachers have shared the above points.

**Date held** : ______________________

**SCM’s Comments** :

1. **What?** Issue(s) raised: __________________________

2. **Now what?** Student teacher was able to propose follow-up action(s) based on (please tick accordingly):
   - Theories learnt\(^1\)
   - Good practices shared
   - Others: __________________________

3. □ The Focused Conversation was fruitful

**Additional Comments** :

____________________________________________________

____________________________________________________

____________________________________________________

Signature of SCM : __________________________

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\(^1\) Please refer to Annexes A and B for some of the educational theories covered in NIE.
Student Teacher’s Comments :

i. My reflections for Focused Conversation 2

ii. What data (observation, interview, test marks, etc.) will I collect to help me improve on my teaching practice?

Signature of Student Teacher : __________________________
Focused conversation 3: End-of-TP presentation to SCM

Key focus: What Graduand Teacher Competencies have you developed by the end of your practicum in this school?
(Your presentation should be supported by artefacts extracted from your e-Portfolio)

Date held : ____________________

SCM’s Comments :

1. Student teacher was able to (please tick accordingly):
   - [ ] Share his/her learning experience during practicum
   - [ ] Make clear reference to the Graduand Teaching Competencies framework
   - [ ] Organise and showcase a number of his/her artefacts during practicum

2. [ ] The Focused Conversation was useful and meaningful

Additional Comments :
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of SCM : __________________________

Student Teacher’s Comments :

i. How have I used my data (observation, interview, test marks, etc.) to inquire into my teaching practice?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ii. How have I used inquiry to develop one or more GTC(s)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Student Teacher : __________________________
Annex A: Examples of Theories for Classroom Management

1. Kounin’s Instructional Management

Kounin's instructional management is an ecological model which focuses on the dynamics in the classroom. He identified key teacher behaviours which can contribute to the effective management of whole-class and small-group activities:

<table>
<thead>
<tr>
<th>Withitness</th>
<th>Preventing misbehaviour or off-task activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Displays an awareness of students’ behaviours in the classroom</td>
<td></td>
</tr>
<tr>
<td>• Communicates to students this knowledge</td>
<td></td>
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<tr>
<td>• Operates with desists – prompt efforts taken to stop any misbehaviours; minimises disruptions</td>
<td></td>
</tr>
<tr>
<td>Overlapping</td>
<td></td>
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<tr>
<td>• Attends to two or more matters which may arise at the same time</td>
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<tr>
<td>• Facilitates withitness</td>
<td></td>
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<tr>
<td>Momentum and Smoothness</td>
<td>Managing lesson pacing</td>
</tr>
<tr>
<td>• Keeps lessons moving briskly, stays on track and minimises digression</td>
<td></td>
</tr>
<tr>
<td>• Avoids jerkiness, satiation, slowdowns, over-dwelling and fragmentation</td>
<td></td>
</tr>
<tr>
<td>Group Alerting</td>
<td>Managing group focus</td>
</tr>
<tr>
<td>• Engages whole-class attention while eliciting individuals’ responses</td>
<td></td>
</tr>
<tr>
<td>• Utilises strategies such as random calling of students</td>
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</tr>
<tr>
<td>Encouraging Accountability</td>
<td></td>
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<tr>
<td>• Holds students accountable for their own learning and behaviours</td>
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<tr>
<td>• Alerts students to how their performances will be observed or assessed</td>
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<td>High Participation Format</td>
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<tr>
<td>• Involves whole-class to work on some tasks concurrently when individuals are responding to teacher’s questions</td>
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2. Dreikurs’s Discipline Model

Dreikurs’s discipline model leverages on the motives of children’s behaviours and the concept of logical consequences for effective management of misbehaviours.

Identifying mistaken goals

- In dealing with problem behaviours, Dreikurs emphasised the importance of understanding the root problems.

- He proposed that misbehaviours are outcomes of four mistaken goals pursued by the students: gaining attention, seeking power, exacting revenge and displaying inadequacy.

- Identifying a student’s mistaken goal will be the first crucial step in helping the teachers to design suitable interventions to change their mistaken goals and arrest the problems.

Using logical consequences

- Teachers need to establish clear rules and procedures (routines) delineating students’ appropriate behaviours, and the consequences for any rule or procedural infractions. Students are encouraged to participate in the setting of rules, procedures and consequences. When students are imbued with a sense of ownership of the type of classroom conditions they desire, they will be more conscientious to uphold them.

- Logical consequences should be used to deal with infringements of rules and other misbehaviours. By designing consequences which relate specifically to the misbehaviours, instead of arbitrary punishments, students will be better able to grasp the consequences of their acts, accept the penalties and learn responsible behaviours. Punishments on the other hand are often inflicted with anger and create resentment within the students. They do not promote a positive and emotionally safe classroom environment.

References


Annex B: Examples of Motivational Theories & Strategies for Engagement in the Classroom

1. Goal-Orientation Theory

Goal orientations are the purposes or reasons for engaging in achievement behaviours (Pintrich, 2003). Goal orientation theory is highly relevant to the motivation to learn in the classroom. It explains human achievement behaviour and how different goal orientations can lead to either adaptive or maladaptive motivational, cognitive, affective, and behavioural outcomes. Research has shown that mastery goal orientations are related to better motivational and cognitive outcomes. It is essential for teachers to emphasise the mastery goal orientations in the classroom.

![Diagram of Academic Goal Orientations]

**Mastery goal oriented**
- Belief in effort as key to success
- Aims at task proficiency
- Directed towards skills acquisition
- Satisfied with personal improvement
  
  *e.g., I work hard to learn. Making mistakes is part of learning.*

**Performance goal oriented**
- Belief in ability as key to success
- Aims at external indicators e.g., grades
- Directed towards demonstration of ability relative to others
- Satisfied with superior performance and self-worth enhancement
  
  *e.g., I work hard to get a high grade. I really don’t like to make mistakes.*

Strategies to facilitate the adoption of mastery goal orientation in the classroom:

- Focus on meaningful aspects of learning activities; highlight the relevance of the academic tasks to the real world.
- Design tasks for novelty, variety, diversity, and interest.
- Design tasks that are challenging but reasonable in terms of students’ capacities.
- Provide opportunities for students to have some choice and control over activities in the classroom.
- Focus on individual improvement, effort, learning progress, and mastery.
- Make evaluation private, not public.
- Help students see mistakes as opportunities for learning.
- Use heterogeneous cooperative groups to foster peer interaction.

Adapted from Schunk (2010)
2. Self Determination Theory

According to Self-determination theory, basic psychological need satisfaction is assumed to represent the underlying motivational mechanism that energises and directs people’s behaviour (Deci & Ryan, 2000). The satisfaction of the basic psychological needs for autonomy, competence, and relatedness can help students to progress from lower levels of motivation to higher levels of motivation.

Strategies to facilitate the satisfaction of the three basic psychological needs in the classroom:

i. Relatedness – individuals’ inherent desire for a sense of belonging to a social group and connectedness with others
   - Create learning environment with positive feeling tones.
   - Promote the development of social relationships in class.

ii. Competence – individuals’ inherent desire to feel effective in interacting with the environment
   - Believe that every child can learn.
   - Provide positive feedback.
   - Promote moderately difficult goals.

iii. Autonomy – individuals’ inherent desire to feel volitional and to experience a sense of choice and psychological freedom when carrying out an activity
   - Provide a rationale for activities.
   - Provide choice of activities.
   - Promote mastery goals.
   - Use rewards carefully - use extrinsic rewards only when there is no intrinsic motivation to undermine.

References