Practicum Briefing

Part I

PGDE Pri / Sec / JC
Dec 2018 Intake

Inspiring Learning
Transforming Teaching
Advancing Research

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Assistant Dean, Practicum
October, 2019

Sharing by Practicum Book Prize Winners 2019

• Guest speakers: Lan Yingjie (PGDE-JC)
  Edwin Ong (PGDE-Pri)

• Possible focus of sharing
  – Tips to get ready for TP;
  – Ways to manage expectations during TP;
  – Advice on how to manage working relationships with colleagues, especially mentors;
  – Challenges faced during TP and how to overcome them;
  – success formula.

Briefing Overview

1. What? Why? When?
2. How?
   a. Administrative information
   b. Pre & Post-practicum conference with NIES
   c. Reflective practice
   d. Focused conversations
   e. Lesson observation and assessment
3. Survival Tips

To be covered
next week

1. What? Why? When?

• Practicum, or field experience, is linked to your courses and is critical to your growth and development as teachers.
• It provides the opportunity to make critical connections between theory and practice.
• It provides an opportunity for student teachers to practice and at the same time, to reflect about their practice.
• It provides a platform for inquiry, for trying ideas and for talking about teaching and learning in new ways.

Practicum

- the highlight of your learning journey
- the experience of learning from the practitioners
- the chance to flex your muscles
- the opportunity to make a difference
- the reality check!!

What? Why? When?

• Practicum duration: 6 Jan – 10 Mar 2020 (Pri/Sec/JC)
  [11-13 Mar 2020: Beginning Trs Orientation Programme]

• Go to ISSAC to check for posting
  – School posting perhaps end Nov
  – NIE Supervisor appointed early Dec
• Engagement of JC STs by ELIS and HUMB

GP:

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>2 Jan 2020 (Thu)</td>
</tr>
<tr>
<td>Time</td>
<td>1330-1700h</td>
</tr>
<tr>
<td>Venue</td>
<td>TR 06 [AST, Blk B, Level 2]</td>
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Econs:

<table>
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<tr>
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<tr>
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</tr>
<tr>
<td>Time</td>
<td>1400-1730h</td>
</tr>
<tr>
<td>Venue</td>
<td>MOE Grange Road, Block 8 Level 1 TR@8-1-2</td>
</tr>
</tbody>
</table>

2a. Administrative Information

• School
  – contact school
  – check date of staff meeting (if any) [last week of December]
  – update your email address/contact nos. with school

• NIE Supervisor (NIES)
  – contact NIES to set up pre-TP conference [dry run of e-portfolio]
  – first person to contact for TP-related problems

2a. Administrative Information

• Documents for CTs
  – Letter to Cooperating Teacher(s) (CTs)
  – Suggested guidelines for schools
    • subjects, class levels/streams and number of teaching periods (MUST teach ALL subjects trained in)
    • observations of CTs & other teachers’ lessons
    • CCA (only to observe)
    • number of relief periods (max 2 per day)
  – Roles of the CT, SCM, NIES
  – Responsibilities of Student Teacher

2a. Administrative Information

PGDE Primary

– teaching periods
  • PGDE Pri: 9 - 10 h per week (about 18 – 20 teaching periods)
  • PGDE Pri: 1 CS Art/Music: 7.5 – 8.5 h per week (about 15 - 17 teaching periods)

• lesson observation (week 1) [busy first week of year]
• independent teaching (with reflections)(weeks 2 – 10)
  • 6 formative assessments by CT(s)
  • 2 formative assessments by NIES
  • 3 Focused Conversations facilitated by SCM

PGDE Secondary

– a total of 9 - 10 hours per week (about 14 - 16 teaching periods per week, based on 35 - 40 minutes per period)

– lesson observation (week 1)
– independent teaching (with reflections)
  (weeks 2 – 10)
  • 6 formative assessments by CT(s)
  • 2 formative assessments by NIES
  • 3 Focused Conversations facilitated by SCM
2a. Administrative Information

PGDE JC
- a total of 6-7.5 hours (~8-10 periods, based on 45 minutes per period) per week
- a maximum of 2 lecture periods (Each lecture period is equivalent to 2 tutorial periods)
- observation of 1 Project Work (PW) lesson per week
- lesson observation (week 1)
- independent teaching (with reflections) (weeks 2 – 10)
- opportunities to participate in collaborative, multi-disciplinary work (example: GP, KI, or other enrichment activities)

PGDE JC (cont’d)
- a maximum of 2 CTs, of which one is the main CT
- 4 formative assessments by CT(s)
  - 1 Lecture + 3 Tutorial; all tutorial.
  - The APT form will be used for both lectures and tutorials.
  - 2 formative assessments by NIES
  - 3 Focused Conversations facilitated by SCM

2a. Administrative Information

• Documents for yourself
  - Blank time-table
    ➢ complete and hand in/email one copy to your NIES (use NIES’s email) as soon as it is available
    ➢ Do not use any other time-table formats
  - Blank CV and Blank Subject List
    ➢ complete and submit them to principal
  - Lesson Plan template
  - Blank APT form (2019 version)
    ➢ photocopy and give CTs for each formal lesson observation

• Maintain an updated Practicum file
  - all lesson plans and related materials
  - APT reports from CT(s) and NIES
  - school handouts
  - photocopies of MCs

• Absenteeism
  - only Medical Certificate or Leave approval letter from Office of Academic Administration & Services (OAAS) (applied at least 5 days in advance) are accepted. Personal letters not accepted.
  - submit medical certificates online via the NIE Portal or the NIE mobile app (provide photocopies of MCs to school and show original MCs upon request). More details from NIE Portal under Services -> Student Services -> Submission of Medical Certificates.
  - all leave must be applied thru OAAS (itpleave@nie.edu.sg), not school.
  - notify school and NIES early.

2b. Pre-Practicum Conference with NIES

• Issues to be discussed:
  - student teachers’ roles during practicum, i.e. as a learner and a co-teacher
  - Code of Professional Conduct
  - NIE requirements, e.g. timetable, reflection form, APT form, lesson plan, practicum file, etc.
  - Prepare a presentation of e-Portfolio
    ➢ Give NIES the access to your PPI e-Portfolio
    ➢ Share your teaching philosophy and learning in NIE with your NIES.

2b. Post-Practicum Conference with NIES

• Student teacher will
  - share about his/her learning experience during practicum: sharing must be accompanied by artefacts from his/her portfolio
  - identify areas of strength and areas of weakness
  - take stock of what he/she set out to achieve at the beginning of practicum
  - submit practicum file for perusal, and collect from NIES a week later
2c. Reflective Practice

- **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).
- To be used for lesson reflections and FC 2.

Guided Questions:
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?)

(adapted from York-Barr, Sommers, Ghere, & Montie, 2001)

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2d. Focused Conversations

<table>
<thead>
<tr>
<th>Number</th>
<th>Week</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>FC 1</td>
<td>1</td>
<td>Portfolio Sharing – My learning in NIE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teaching philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- learning in NIE (15 mins)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Start with generic before focusing on specifics</td>
</tr>
<tr>
<td>FC 2</td>
<td>3-6</td>
<td>Managing Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You may choose from one of the following 2 options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Key focus 1: Classroom Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Key focus 2: Motivation and Instructional Strategies</td>
</tr>
<tr>
<td>FC 3</td>
<td>9</td>
<td>Portfolio Sharing – My learning in school</td>
</tr>
</tbody>
</table>
|        |      | You will share your reflection on the use of inquiry to develop one or more graduand teacher competencies (GTC). (15 mins)

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2e. Lesson Observation-Feedback Cycle

The process comprises a 3-stage cycle:
1. Pre-Observation Conference
2. Lesson Observation
3. Feedback Conference

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2e. Lesson Observation-Feedback Cycle

**1. Pre-Observation Conference**
- Check to see that the lesson plan
  - Has definite, meaningful goals/objectives,
  - Is relevant to the topic/subject,
  - Is appropriate for the class/level,
  - Is workable in terms of methods/time given.
- Agree on **points of focus** for the observation
- Decide the time for the Feedback Conference (same day)
- Written report (APT form) to follow within that week

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2. Lesson Observation

2e. Lesson Observation-Feedback Cycle

**Assessment of Performance in Teaching (APT) form**

- the strengths and weaknesses of the student teacher’s teaching competencies in two main areas - Teaching Processes and Professional Attributes and Attitudes:

**Part A: Teaching Processes**
- Lesson Preparation
- Lesson Enactment
- Assessment and Feedback
- Positive Classroom Culture

**Part B: Professional Attributes and Attitudes**
- Learner-Centred Values
- Teacher Identity
- Service to School

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**APT Form : Part A (Teaching Processes)**

1. **Lesson Preparation**
   - Determines appropriate lesson objectives
   - Selects appropriate sequence and content
   - Decides on appropriate instructional strategies
   - Decides on teaching aids and learning resources
   - Plans key questions to ask
   - Considers learners’ profiles
   - Develops a workable/appropriate time schedule
   - Selects appropriate venue and set up (PE only)

2. **Lesson Enactment**
   - Introduces the lesson appropriately
   - Arouses and sustains learner interest
   - Encourages learner engagement
   - Provides clear explanations/demonstrations
   - Uses questions to deepen learning
   - Exercises flexibility to meet learners’ needs
   - Uses voice and language appropriately
   - Facilitates collaborative and individual learning effectively
   - Integrates ICT/resources effectively
   - Paces lesson appropriately
   - Concludes the lesson appropriately

3. **Assessment and Feedback**
   - Checks for understanding and provides feedback
   - Monitors and addresses understanding
   - Sets meaningful tasks
22/10/2019

APT Form: Part A (Teaching Processes)

(4) Positive Classroom Culture
- Establishes interaction and rapport
- Sets expectations and routines
- Enforces expectations and routines effectively
- Maintains positive discipline
- Creates a secure environment which encourages trust and respect
- Empowers learners

2e. Lesson Observation-Feedback Cycle

APT Form: Part B: Professional Attributes and Attitudes

PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES

LEARNER-CENTRED VALUES
- Shows care and concern for pupils
- Encourages pupils’ interest in the subject
- Has high expectations of pupils
- Respects diversity of pupils’ backgrounds

SERVICE to SCHOOL
- Shows initiative
- Works well with peers and colleagues
- Supports school’s events and programmes

2e. Lesson Observation-Feedback Cycle

The APT Form: Grading for processes 1 – 4 (Part A)

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>Not Yet</td>
<td>Unable to apply most of the relevant competencies of the process</td>
<td></td>
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</tr>
<tr>
<td>Emerging</td>
<td>Applies some of the relevant competencies of the process</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Satisfactory</td>
<td>Applies most of the relevant competencies of the process effectively</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Proficient</td>
<td>Applies most of the relevant competencies of the process effectively</td>
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</tr>
<tr>
<td>Excellent</td>
<td>Applies all the relevant competencies of the process confidently and skilfully</td>
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</tr>
</tbody>
</table>

2e. Lesson Observation-Feedback Cycle

APT Form: Part B: Professional Attributes and Attitudes

TEACHER IDENTITY
- Has professional integrity
- Able to adapt to different situations when necessary
- Shows perseverance
- Is receptive to feedback
- Is reflective
- Reports punctually for lessons and school events
- Completes and submits assigned tasks on time
- Marks pupils’ work promptly and accurately
- Is sensitive to socio-cultural diversity
- Projects a professional image

2e. Lesson Observation-Feedback Cycle

The APT Form: Grading for Professional Attributes and Attitudes (Part B)

Unacceptable
Fails to behave in a professional manner despite reminders

Acceptable
Exhibits professional qualities in some relevant situations

Good
Exhibits professional qualities in most relevant situations

Excellent
Exhibits professional qualities in an exemplary and consistent manner
3. Feedback Conference

- The conference should be held soon after the lesson observation.
  - Oral feedback preferably within the same day
  - Written feedback within a week (keep a photocopy in your Practicum File)
- It’s important that you reflect after each lesson and write down your thoughts.
  - What happened? (What did my students do? What did I do?)
  - Why? (Why did I think things happened this way? Why did I choose to act the way I did?)
  - So what? (What have I learnt from this?)
  - Now what? (What do I want to remember to think about in a similar situation? How do I want to act in future?)

2e. Lesson Observation-Feedback Cycle

- Maintain an updated Practicum File
  - all lesson plans and related materials
  - APT forms from CT(s) and NIES
  - school handouts
  - photocopies of MCs

2e. Assessment

Cooperating Teachers:
- Formative assessments via 6 lesson observations (4 for JC)
- points reflected in APT forms
- Summative APT report by Main CT

School Coordinating Mentor and Principal:
- Summative assessment, highlighting professional attitude and conduct, in consultation with CTs

NIE Supervisor:
- Formative assessment via 2 lesson observations and points reflected in APT forms
- Summative assessment based on APT reports and input from school personnel (CTs, P/V, SCM)

Overall grade for final practicums:
DISTINCTION / CREDIT / PASS / FAIL

- An additional visit by a moderator for potential DISTINCTION and FAIL cases.
- Moderator’s visit doesn’t have to be announced.

ALL FAIL cases must repeat practicum before they are allowed to graduate.

2e. Assessment

TP Incomplete/Failure
- NIE results in June 2020
- 10-week deferred/re-TP in Term 3 of this school calendar year
- Will be put on No Pay Leave scheme (MOE policy)
- Pay your own NIE fees
- NIE will release TP results officially only at end of semester – December 2020
- Graduate one semester later than your cohort