The vision of the Teacher Leaders Programmes (TLP) is to create a vibrant community of teacher leaders, providing pedagogical leadership and mentorship to enhance the quality and capability of the teaching fraternity. TLP Courses are taught by experts from the National Institute of Education as well as Academy of Singapore Teachers.

**Facts and Figures**

- Future-ready Teachers for Future-ready Learners
- **Office of Teacher Education**
- **ITP**
- **TLP**

**Our Team**

- **Sook Lai**
- **Therese**
- **Janice**
- **Tracy**
- **Bee Leng**
- **Dawn**
- **Sunny**
- **Michelle**
- **Zainah**
- **Stefanie**
- **Chris**
- **Berlinda**

- **Alex**
- **ISP**
- **PPI**

- **Office of Teacher Education**
- **Future-ready Teachers**
- **Future-ready Learners**

- **Professional Practice**
- **Rigorous Programmes**
- **Multiple Perspectives**
- **Innovative Pedagogies**

- **Strong theory-practice nexus**
- **Deep understanding of learners & learning**
- **Strong content & pedagogical mastery**
- **Inquiry-based**
- **Authentic & experiential**
- **Self-directed**
- **Technology-enhanced**

- **Group Endeavours in Service Learning (GESL)**
- **Building University Interns for Leadership Development (BUILD)**
- **Service and Leadership Training (SALT)**
- **International Practicum (IP) Semester Exchange**

- **Future-ready Teachers**
- **Future-ready Learners**

- **Confidential**
Enhanced Partnership Model

Under the Enhanced Partnership Model schools take on an active role in practicum, school attachments and other in-situ collaborative platforms that facilitate professional development and bridge the gap between campus-based learning and ‘real classroom settings’

Adapted from “TE21: A Teacher Education Model for the 21st Century”

AGENDA

1. Practicum schedules in 2020
2. Feedback from student teachers
3. Moderation
4. SLS
5. New “Template & Download” page on the practicum website

1 SCHEDULES OF PRACTICUM FOR FIRST HALF OF 2020

1) 6th Jan - 10th Mar: PGDE Pri, Sec & JC (Final TP)
   • [Cases where student teachers were asked to report to school on Week 0]
   • TP ends on 10th March (Tuesday)
   • 11th - 13th March (Wed-Fri) start of their BTOP
   • Report back to school after March holiday; school can assign them workload of BTs
   • NIE results in June

2) 24th Feb – 8th May: Dip Ed, Degree, PGDE (PE) (Final TP)
   • STs from all programmes to be involved in Focused Conversations

3) 23rd Mar – 17th Apr: PGDE (TA)
   • 4 weeks. Mondays at NIE, Tuesdays to Fridays in School
   • Weeks 1-4, Lesson Ob + reflection tasks; weeks 3-4, assisted teaching in 1 class for CS1
   • NIES to read and comment on reflections on a weekly basis
   • CTs may read reflections but no action is required

4) 2nd Mar – 10th Apr: 5 weeks re- or out-of-sync cases
1 SCHEDULES OF PRACTICUM FOR SECOND HALF OF 2020

1) 6th Jul – 17th Jul: 2 weeks
   • Degree, School Experience
   • NIES will not be assigned
2) 29th Jun – 31st Jul: 5 weeks
   • Dip Ed/Dip PE Ed/Dip Art Ed/ Dip Mu Ed
   • PGDE PE
   • Degree Yr 3 (and/or upgraders, if any)
   • Degree Yr 2: TA
   • 5 weeks re- or out-of-sync cases
3) 29th Jun – 4th Sep: 10 weeks
   • re- or out-of-sync cases or degree upgraders

2. FEEDBACK FROM STUDENT TEACHERS

• Support from school mentors (SCMs & CTS) play a crucial role in their professional development. They are appreciative to mentors who are nurturing and supportive
  — ‘should keep in mind that we do not want new and enthusiastic teachers to become drained, demoralised and helpless during practicum. Help channels should be made clearer to us during practicum so that we do not suffer in silence.’

2. FEEDBACK FROM STUDENT TEACHERS

• Access to school laptop, network and printer
  — ‘Please provide student teacher a school laptop and printing quota. It is very painful to beg other teachers to help print things/worksheets’
  — ‘I also had to spend a significant amount on a printer, printer ink and paper.’

2. FEEDBACK FROM STUDENT TEACHERS

• Consistency in expectations and assessment during practicum
  • CTs should treat student teachers as student teachers instead of BTs
    — ‘The CTs should also be assessing us as trainees, and not as trained teachers’
    — ‘The expectations of different CT/mentors are different, which makes it very difficult to plan the lesson. You have to tailor your lessons to suit the preference of the CT instead of what you know will engage the students better’

2. FEEDBACK FROM STUDENT TEACHERS

• Submission of lesson plans (for non formal-ob lessons, not realistic to submit 2-3 days in advanced)
  — ‘Very mentally and physically tiring to write lesson plans everyday (to be submitted 3 days in advance) for 10 weeks’

2. FEEDBACK FROM STUDENT TEACHERS

• Relief duties
  — ‘Most peers had no relief at all throughout the entire 10 weeks, while my peers and I in the same school had to do 2 periods (the cap) every day. Adding to the 20 -periods schedule that I have, this meant that I had 30 periods each week’
  • Cap at 2 periods a day; Cap at not more than 2.5 hours a week
3. PRACTICUM MODERATION

- Moderation of all potential DISTINCTION and FAIL cases is an NIE examination procedure to maintain quality control;
- Moderation deadline needs to be adhered to;
- Ensure proper documentation, especially for cases involving professional attributes and attitude

4. STUDENT LEARNING SPACE

- Student teachers have been introduced to SLS but many will still not be familiar with all the functions as they do not have full access

5. NEW “TEMPLATE & DOWNLOAD” PAGE ON THE PRACTICUM WEBSITE

- New “Template & Download” page for better user-experience:

   www.nie.edu.sg/teacher-education/practicum/templates-and-downloads

Thank you
Aims of International Practicum

For student teachers to:
• develop practical awareness and appreciation of the role of the teacher;
• gain practical experience in helping their CTs plan lessons, prepare resources, manage students, facilitate group work and/or conduct part of the lessons;

Fukui, Japan

Aims of International Practicum

• gain an understanding of classroom environment of a different educational system

Seoul, South Korea

Aims of International Practicum

• broaden their experience and understanding of the realities of teaching and learning from an international perspective;

Urbana-Champaign, Illinois, USA

Aims of International Practicum

• learn more about pupils in a different culture and develop skills to respond appropriately to their needs, interests and capacities;
• develop skills and capacities for observation and reflective learning;
• develop an awareness of service expectations and professional norms.

Their Experiences...

I had a unforgettable time at Griffith University, Australia. Besides fulfilling my IP, I had awesome offers to train with two local mixed clubs, join a tournament and even coach a police academy team for their tournament. I took on all the offers of course, and I’ve absolutely no regrets! Each of these opportunities has become a treasured memory of the amazing people I’ve had the good fortune of meeting. A special shout-out to Mark and his team from the Queensland Police Service Academy – it was an honour coaching you guys and even greater fun playing.

- Joshua Lee, BSc (Sec) Year 2, 2018

This experience in Zurich, Switzerland has inspired me to be an educator who will bring out the love for learning in students.

- Annabel Tay, BSc (Sec) Year 2, 2017

When do our BA/BSc Student-Teachers go for IP?

School Experience 2 weeks during vacation before Year 2

Teaching Assistantship 5 weeks during vacation before year 3

Teaching Practice 1 5 weeks during vacation before Year 4

Final Practicum (TP2) 10 weeks during year 4, semester 2
Their Experiences...

It was also such a joy to teach the students in Copenhagen, Denmark. They were very cooperative and participative, making our experience a positive and memorable one. Also, our CTs provided us with effective feedback to help us to improve and become a better teacher. One thing we learnt was the importance of class management to ensure the smooth delivery of lessons. - Aiswini Ong, BA (Pri) Year 2, 2018

It was an amazing learning opportunity in Waikato, New Zealand as we got to view the educational landscape beyond Singapore’s Context. It gave us new ideas for our future teaching. - Brenda Tan, BA (Pri) Year 2, 2018

Our Growing Numbers...

To date, we have **19 partner universities**
Since 2013 when IP started, **274 NIE student teachers** have gone abroad for IP
And we’ve hosted **153 international student teachers**

ABOUT INCOMING INTERNATIONAL STUDENT-TEACHERS:

THEIR SCHOOL ATTACHMENTS IN SINGAPORE

- West Grove Primary School
- Telok Kurau Primary School
- Boon Lay Garden Primary School
- Nanyang Primary School
- Wellington Primary School
- Keming Primary School
- Corporation Primary School
- St. Andrew’s Junior School
- Anderson Primary School
- Woodgrove Primary School
- Rosyth School
- Bukit View Primary School
- Fairfield Methodist Primary School
- Jurong Primary School
- Seng Kang Primary School
- Geylang Methodist Primary School
- Teck Whye Primary School
- Pei Hwa Presbyterian Primary School
- Montfort Junior School
- Tanjong Katong Primary School
- Cedar Primary School
- Catholic High School (Primary)
- Zhangde Primary School
- Frontier Primary School
- Pioneer Primary School
- Anglo Chinese School (Junior)
- Canossa Catholic Primary School
- St. Joseph’s Institution Junior
- Rulang Primary School
- Guangyang Primary School
- Anglo-Chinese School (Barker Road)
- Henry Park Primary School
Secondary Schools which Hosted International Student-Teachers for IP

- Bukit Batok Secondary School
- West Spring Secondary School
- Zhonghua Secondary School
- Yuan Ching Secondary School
- Crescent Girls’ School
- River Valley High Sch (Secondary)
- Fajar Secondary School
- Clementi Town Secondary School
- Unity Secondary School
- Queensway Secondary School
- CHIJ Katong Convent
- St. Margaret’s Secondary School
- Jurong West Secondary School
- Bowon Secondary School
- St. Gabriel’s Secondary School
- Bendemeer Secondary School
- Peicai Secondary School
- Deyi Secondary School
- Anderson Secondary School
- Presbyterian High School
- St Andrew’s Secondary School
- Dunman High School

What do International student teachers do during their Singapore school attachments

Examples of Assisted Teaching:

- helping with lesson preparation
- coaching a pupil one-to-one during class
- small-group teaching
- collection and grading of classwork/homework
- teaching a small portion of a lesson, or the bulk of a lesson if cooperating teacher also agrees
- observe and assist another teacher in other school activities (e.g. sports)

Attend staff meetings, school events and professional development discussions.

Assessment of International Student-Teachers

- Done by the School
  - CTs
    - Teaching competencies spelt out in documents from NIE or NIE’s partners → e.g. a short report
  - SCM and School Principal  
    - Comment on professional attitude and conduct → e.g. a paragraph in the report
- NIE Supervisor
  - Overall Assessment of whether practicum requirements have been met in consultation with the school  
    e.g. based on
    - Weekly tasks/reflections
    - General interaction with staff and students

When do our BA/BSC Student-Teachers go for SE?

- Year 3 Semester 1

How to apply

- NTU Office of Global and Mobility Education (OGEM) OR
- NIE
Thank you

Professional Practice & Inquiry (PPI)

Dr Chua Bee Leng
Associate Dean,
Professional Practice
January 2020

Overview

- Background of Professional Practice Course
- PPI Course Objectives
- PPI Course Outline
- PPI Course Deliverables
- Student Teachers’ Reflections

Background

1. The e-Portfolio initiative started in July 2010 (PGDE JC).
2. Renamed as the Professional Practice and Inquiry course in July 2014.
3. Rolled out to all Initial Teacher Preparation (exc. DISE and upgraders) programmes by July 2015.

Course Objectives

PPI is a meta-course that helps student teachers (i) integrate their learning in NIE (ii) shape their teacher identity and (iii) develop a disposition to inquire into their teaching practices.

Objectives

- Serves as the cognitive framework that allows the student teacher to form connections between the various courses undertaken at NIE.
- Instigate reflection on their teaching and learning beliefs, and their relationship to NIE’s Graduand Teacher Competencies (GTC).
- Reflect and inquire into their own practice with the focus on Theory-Practice Nexus.
Course Objectives

1. Formulate and articulate their personal teaching philosophy;
2. Share their conception of teaching and learning;
3. Integrate and aggregate their learning across the different courses and practicum;
4. Articulate the connection between theory and practice;
5. Articulate their teaching and learning experience using their personal Digital Portfolio;
6. Understand the importance of reflective practice and professional inquiry.

Course Outline

- The Start of a Journey
- The Importance of PPI
- The Teaching Philosophy
- The Reflective Practitioner
- The Teacher Inquirer
- The Data Collector
- Theory-Practice Nexus
- Stages of Teacher Development

Course Deliverables

Focused Conversation 1

Student teacher was able to
- Share his/her learning experience in NIE
- Articulate his/her teaching philosophy
- Organise and showcase artefacts to reflect his/her learning

Focused Conversation 2

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?

Focused Conversation 3

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)?

Notes: Conduct FC3 by week 9 and NIES may request to sit in school’s FC3
Digital Portfolio Template

Student teachers will upload their reflections to their PPI Digital Portfolios here.

e-Portfolio in Teacher Education: OUR JOURNEY
Launched: 28 May 2015

Practices of inquiry: Through the lens of the student teachers
Launched: 30 May 2017

Inquiring into Practice: Learning for Teaching, Learning from Teaching
Launched: 01 Aug 2019

Online e-Books available at http://www.nie.edu.sg/mpi

Preparation, Perseverance, Passion
Yvonne Koh
PGDE Secondary 2013

Making Sense of Teaching
Jonathan Yew
PGDE Junior College 2011

Mr Ang.
Keith Ang Wai Kin
PGDE Secondary 2014

Wisdom and Love
Sophia Lo Sing Hui
PGDE Primary 2015
It's What's Inside That Matters
Noah Zhang
BA (Ed) Secondary 2014

The Importance of Teacher-Student Relationship
Melodie Tan
PGDE Primary 2016

AGENDA

1. The Enhanced Practicum Model
2. Role of the SCM
3. Key tasks of the SCM
4. Practicum Structure
5. Lesson Observation-Feedback Cycle
6. Assessing Student Teachers
7. Final Practicums
8. Non-Final Practicums
9. Notes to SCM
1. THE ENHANCED PRACTICUM MODEL

- The robust partnership between NIE, MOE and schools is a key driver of NIE’s internationally recognised teacher education programmes.
- To strengthen the tripartite relationship along the whole continuum and reinforce the theory-practice nexus, NIE adopted an “Enhanced Partnership Model”.

2. ROLE OF THE SCM

School Coordinating Mentor (SCM) – Overall in charge of practicum-related matters in school

Principal

School Coordinating Assessment Panel

NIE Supervisor (NIES)

NIE Moderator

Cooperating Teachers (CT)

Student Teachers (ST)

3. KEY TASKS OF THE SCM

1. Overall in charge of practicum-related matters in school
2. Main liaison person with the NIES
3. Conduct briefing for induction of ST & CT
4. Facilitate focused conversations (FC) * & observation of lessons
5. Evaluate ST’s practicum performance

Before practicum

- Check for notification of practicum posting:
  - Send to Principal by post
  - Non-PGDE: posting by practicum office
  - PGDE/out-of-sync final TP: posting by MOE
- Time-tabling arrangement for ST
  - CSs, levels and number of teaching periods: refer to Suggested Guidelines for Schools
  - CT: experienced; nurturing; full-time staff
  - Observation of CTs’ and other experienced teachers’ lessons

*for all final practicums (pg 67)
3. KEY TASKS OF THE SCM

• Induction of CTs
• Induction of STs:
  – Conduct briefing for ST
  – Make seating arrangement for ST in staff room
  – Introduce ST to SLs, teaching and support staff
  – Facilitate ST’s access to network & loan of IT equipment and teaching materials

During practicum
• Meet NIES during courtesy visit
• Facilitate FCs
  – 3 FCs, each with a different focus
• Monitor and supervise ST’s performance
  – Observe lesson to better understand ST’s strengths and weaknesses in teaching (optional)
  – Alert NIES of potential moderation cases
  – For potential “Fail” case, render support to ST and prepare proper documentation
• Evaluate ST
  – Prepare Summative Report
  – Attend final assessment meeting chaired by SL

4. PRACTICUM STRUCTURE

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Practicum Type</th>
</tr>
</thead>
<tbody>
<tr>
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<td>SE</td>
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<tr>
<td>Bachelor Of Arts/Science (Education)</td>
<td>4 years</td>
<td>2 weeks</td>
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<tr>
<td>Postgraduate Diploma In Education</td>
<td>16 months</td>
<td>4 weeks#</td>
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<td>2 years</td>
<td>5 weeks</td>
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<tr>
<td>Diploma In Education</td>
<td>2 years</td>
<td>5 weeks</td>
</tr>
<tr>
<td></td>
<td>1 year</td>
<td>10 weeks</td>
</tr>
</tbody>
</table>

*local/international TA  
#4 days in school, 1 day in NIE

5. Lesson Observation-Feedback Cycle

The process comprises a 3-stage cycle:
1. Pre-Observation Conference
2. Lesson Observation
   - Using the APT form
3. Feedback Conference
5. Lesson Observation-Feedback Cycle

1) Pre-Observation Conference
   - Check to see that the lesson plan (not more than 5 pages)
     i. Has definite, meaningful goals/objectives,
     ii. Is relevant to the topic/subject,
     iii. Is appropriate for the class/level,
     iv. Is workable in terms of methods/time given.
   - Suggest modifications, only if it is really necessary*
   - To submit revised lesson plan (if necessary) one day before observation??
   - Agree on points of focus for the observation
   - Decide the time for the Feedback Conference (SAME day)

2) Lesson Observation -- Using the APT form

3) Feedback Conference
   - Hold the conference asap after the lesson observation
     - Oral feedback preferably within the same day
     - Written feedback within a week (original copy of the APT for CT/NIES, and a photocopy for the student teacher’s Practicum File):
       should be similar to oral feedback
     - What to remember during feedback conferencing:
       i. Examine those aspects of teaching that was jointly agreed upon as the observational focus during the pre-observation conference
       ii. May need to use counselling skills/mentoring language
       iii. May take the lead in analysis and interpretation, and may also play the more direct role of instructor, providing specific suggestions. Encourage student teacher to see both his/her strengths and weaknesses
       iv. Could use the Reflective Practice Framework

6. Assessing Student Teachers
   - APT Form
   - Grading Guidelines for Assessors

6.1 Assessment for Performance in Teaching (APT) Form

Part A: Teaching Processes
   1. Lesson Preparation
   2. Lesson Enactment
   3. Assessment & Feedback
   4. Positive Classroom Culture

Part B: Professional Attributes & Attitudes
   – Learner-centred Values
   – Teacher Identity
   – Service to School

6.2 Grading Guidelines for Assessors

<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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<td>Excellent</td>
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Grading for Teaching Processes 1 - 4

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<tr>
<th>Competency Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<td>Excellent</td>
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Grading for Professional Attributes & Attitudes

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<tr>
<th>Grading Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unacceptable</td>
<td>Fails to behave in a professional manner despite reminders</td>
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<tr>
<td>Acceptable</td>
<td>Exhibits professional qualities in some relevant situations</td>
</tr>
<tr>
<td>Good</td>
<td>Exhibits professional qualities in most relevant situations</td>
</tr>
<tr>
<td>Excellent</td>
<td>Exhibits professional qualities in an exemplary and consistent manner</td>
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</tbody>
</table>
6.2 Grading Guidelines for Assessors

<table>
<thead>
<tr>
<th>Grade descriptor in final Teaching Practice Summative Report (Part I)</th>
<th>Suggested overall grade (Distinction, Credit, Pass, Fail)</th>
</tr>
</thead>
</table>
| Rated mostly “Excellent” and some “Proficient” for the processes in Part A, and no lower than “Good” for the attributes/attitudes in Part B. | DISTINCTION  
Will have to be moderated. |
| CREDIT | |
| PASS | |
| FAIL  
Will have to be moderated. | |

6.2 Grading Guidelines for Assessors

<table>
<thead>
<tr>
<th>Grade descriptor in final Teaching Practice Summative Report (Part I)</th>
<th>Suggested overall grade (Distinction, Credit, Pass, Fail)</th>
</tr>
</thead>
</table>
| Rated mostly “Excellent” and some “Proficient” for the processes in Part A, and no lower than “Good” for the attributes/attitudes in Part B. | DISTINCTION  
Will have to be moderated. |
| CREDIT | |
| PASS | |
| FAIL  
Will have to be moderated. | |

6.2 Grading Guidelines for Assessors

<table>
<thead>
<tr>
<th>Grade descriptor in final Teaching Practice Summative Report (Part I)</th>
<th>Suggested overall grade (Distinction, Credit, Pass, Fail)</th>
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</table>
| Rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B. | CREDIT  
Rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B. |
| PASS | |
| FAIL  
Will have to be moderated. | |

6.2 Grading Guidelines for Assessors

<table>
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<tr>
<th>Grade descriptor in final Teaching Practice Summative Report (Part I)</th>
<th>Suggested overall grade (Distinction, Credit, Pass, Fail)</th>
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</thead>
</table>
| Rated a “Not yet/Emerging” competence for any of the processes in Part A, or “Unacceptable” for the attributes/attitudes in Part B. | FAIL  
Will have to be moderated. |

7. Final Practicums
- mainly Terms 1 & 2

<table>
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<tr>
<th>Type</th>
<th>Programme</th>
<th>No. of hours per week (no. of periods)</th>
<th>CT Lesson Observation</th>
<th>Grading</th>
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<td>6#</td>
<td>Distinction* / Credit/Pass/ Fail*</td>
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<td>TP</td>
<td>Sec</td>
<td>9-10 (14-16)</td>
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<td>TP</td>
<td>Pri – 1CS Art/Music PE (Pri)</td>
<td>7.5-8.5 (15-17)</td>
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<tr>
<td>TP2</td>
<td>PE (Sec)</td>
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Note:
NIES – 2 school visits and 2 lesson observations for all TP/TP2  
* Must be moderated  
# Student teachers will go through Focused Conversations & PPI assessment  
* For Details please see Suggested Guidelines for Schools on Practicum Arrangement for Student Teachers
7. Final Practicums

MODE OF ASSESSMENT

Cooperating Teachers:
• Formative assessments via lesson observations and points reflected in APT forms (refer to guidelines for details)
• Summative APT report by Main CT

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

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

THE SUMMATIVE REPORT

Part I (peach): Main CT’s summative APT report
Part II (peach): SCM’s and Principal’s comments
Part III (lilac): NIES’ summative report (includes endorsement of final grade agreed upon with Principal and SCM)

Note:
• Final grade entered in Parts II & III must be the same.

THE SUMMATIVE REPORT (PART I)
Main CT’s summative APT report:
• Review all the information collected over the 10 weeks
• Discuss the student teacher’s progress with the SCM (and NIES if necessary)
• Discuss with the student teacher before writing the report
• Consider the student teacher’s general progress from the initial stages to this final stage and make notes on developments
• Look ahead and consider the student teacher’s potential for future development

Ensure formative and summative grades align

MODE OF ASSESSMENT

Overall grade for final practicums:
DISTINCTION / CREDIT / PASS / FAIL
• Both school and NIES must come to a consensus during the final assessment meeting chaired by the Principal – can agree to disagree.
• Moderation is compulsory for DISTINCTION and FAIL cases: Decided collaboratively by school and NIES by deadline set by Practicum Office, NIE – check exact date from TP schedule.
• Moderation deadline MUST be adhered to.
ALL FAIL cases must repeat practicum before they are allowed to graduate.

Do NOT submit the APT forms used for individual lesson observations, unless requested by Practicum Office (no amendments to APT forms).

Submit the Summative Reports (peach) after CTs, SCM and Principal have discussed and completed them in consultation with the NIES, to the NIES at the Final Assessment Meeting, or to Practicum Office by the DEADLINE.
Moderation of potential DISTINCTION and FAIL cases (for relevant practicum type) is NIE’s examination procedure to maintain quality control, and must be adhered to.

A potential DISTINCTION or FAIL case identified either by the NIES and/or the school, must be based on the student teacher’s teaching performance as well as attitude. The moderation decision should be a joint one between the school and the NIES, even though it was initially suggested by one party.

7a. Moderation and Appeal Cases

Examples of issues

- Not given the recommended number of periods
- Given subjects that students are not trained in
- CT not qualified
- CT not willing to let student observe lessons
- Did not receive adequate mentoring
- Only received APT forms at the end of practicum
- APT forms did not show areas of weakness
- Was not told that he/she is at-risk of failing

In a discrepancy case, the Board of Examiners will make the final decision based on a holistic assessment of the student.

Students can appeal and challenge their grades. NIE and schools must be able to stand by our decisions.

8. Non-Final Practicums

-- Term 3:
- BA/BSc (Ed) Programmes – SE, TA, TP1
- Diploma Programmes – TP1
- PGDE (PE) – TP1

-- Term 2:
- PGDE (16-mth) -- TA
### 8. Non-Final Practicums

#### School Experience and Teaching Assistantship

<table>
<thead>
<tr>
<th>Programme</th>
<th>Type / Duration</th>
<th>Grading</th>
<th>No. of hours per week (&gt; No. of periods)</th>
<th>Observe CTs &amp; Other Teachers</th>
<th>Assisted Teaching</th>
<th>CT Lesson Observations</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BSc(Ed) Year 1</td>
<td>SE 2 weeks</td>
<td>Satisfactory / Unsatisfactory</td>
<td>Pri: 10-12 hrs (≈20-24)</td>
<td>2 weeks (1 week Pri, 1 week Soc)</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>NEU Year 2</td>
<td>TA 5 weeks</td>
<td>Pass / Fail</td>
<td>Sec/IP: 10-12 hrs (≈16-20)</td>
<td>2 weeks &amp; throughout + Weekly Reflections</td>
<td>3 weeks</td>
<td>NIL</td>
<td>2 school visits</td>
</tr>
<tr>
<td>PGDE (16-mth)</td>
<td>TA 4 weeks</td>
<td>Pass / Fail</td>
<td>JC: 8-9 hrs (≈10-12)</td>
<td>2 weeks &amp; throughout + Weekly Reflections</td>
<td>2 weeks</td>
<td>NIL</td>
<td>2 school visits</td>
</tr>
</tbody>
</table>

* Assisted Teaching: Degree Year 2 & PGDE student teachers doing TA have to do assisted teaching (1 class for CS1) during Weeks 3-5/3-4. They are not meant to be assessed. They are ONLY assisting their CTs.

#### Notes for SCM

- e-Portfolio, and Professional Practice and Inquiry (PPI)
  - Student teachers keep e-Portfolios to document their learning in NIE and school
  - Formalised pre- and post-practicum conferences with NIES (half an hour per student for each conference)
  - Inquiry tasks – to be assessed by NIES
9.2 Focused Conversations

1) **FORMATIVE** – not graded

2) Focused Conversation 1
   - 1st week of Practicum (10-15 mins each)
   - Portfolio Sharing (Student teacher’s learning in NIE)
     - Student teacher is to
       : introduce himself/herself
       : share his/her teaching philosophy
       : share what he/she has learnt from the courses at NIE that have influenced his/her conception of teaching and learning

Note: FC forms – see pp. 145-148 (handbook)

9.2 Focused Conversations

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?)

Example: Classroom Management

1. Is there anything related to classroom management that you want to share with the group? Tell us **what happened?** *(What did you do? What did others do?)*

   It was my 3rd lesson with this class and yet some students were still talking when I was teaching. I was annoyed with them.

9.2 Focused Conversations

Example: Classroom Management

2. So, you were upset. What, in your opinion, caused the students to behave in this way? *(Why did you think things happened this way?)*

   They behaved this way perhaps because it has become a habit; they have never been reprimanded; they have not been told that talking when a teacher is teaching is disrespectful, or because they are not interested in the lesson.

   -- What did you do?
   I didn’t do anything because I didn’t know what to do. *(Why did you choose to act the way you did?)*

9.2 Focused Conversations

Example: Classroom Management

3. **So, what** have you learnt from this? *(How might this change my future thinking, behaviour and interactions?)*

   Getting students to pay attention is not as easy as I thought. I can’t assume that ‘A’ class students are easy to manage.
Example: Classroom Management

4. It seems that you have realised that not all students in an 'A' class are easy to handle. **What do you want to remember to think about when you face a similar situation in future? (Now what? How do I want to act?)**

From next lesson onward, I must remember not to be agitated, praise those who pay attention, and speak to those who misbehave after class and get them to cooperate. I think I will ask Faridah [a qualified teacher in the same department] if she has the same problem and find out how she deals with it.

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Final Part ... SCM’s Comments

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

Date held: ___________________

SCM’s Comments:

**What? Issue(s) raised:**

**Now what?** Student teacher was able to propose follow-up action(s) based on (please tick accordingly):

- Theories learnt
- Good practices shared
- Others: ____________________________

The Focused Conversation was fruitful.

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Final Part ... SCM’s Comments

Final Part ... SCM’s Comments

**4) Focused Conversation 3**

- Week 10 sharing with SCM and fellow student teachers
- Portfolio Sharing – Student teacher’s learning in school

: With reference to the Graduand Teacher Competencies (GTC), student teacher is to share how his/her practicum experience has helped to develop his/her teaching competencies. (10-15 mins)

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Practicum Website


Content:

- PPT slides for induction of CTs
- Practicum Handbook
- Fillable APT/Practicum forms (egs. FCs, Summative reports, Checklists, etc.)
- Other Practicum-related documents for schools, NIE Supervisors (NIES) and student teachers

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Thank you