Practicum Briefings I & II
PGDE(PE) / Dip Ed / Degree

Dr Lim Seok Lai
Assistant Dean, Practicum 2020

Sharing by Practicum Book Prize Winner 2019

- Date: 4 February 2020
- Guest speakers: Mr Edwin Ong (PGDE-Pri)
- Focus of sharing: lesson planning

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?
- Final 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!!

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.
2. How

https://www.nie.edu.sg/teacher-education/practicum

2a. Administrative Information

• School
  • contact school
  • check date of induction/meeting (if any)
  • update your contact info with school
• NIE Supervisor (NIES)
  • contact full-time NIES (both FT & PT) to set up pre-TP conference
    (dry run of e-portfolio)
  • find out email address and tel. no. of NIES
  • Do NOT email materials for NIES to Practicum Office!
  • first person to contact for TP-related problems

2a. Administrative Information

• Documents for CTs
  • Letter to Coordinating Teacher(s) (CTs)
  • Suggested guidelines for schools
    » subjects, class levels/stream and number of teaching periods
    » 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

• 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 (2018 version)
    » photocopy and give CTs for each formal lesson observation

2a. Administrative Information

Final Practicum for PGDE(PE) / Dip Ed / Degree

• teaching periods
  » 2 CIs: 9 - 10 h per week (Primary: about 18 – 20 teaching
    periods; Secondary: about 14 – 16 periods)
  » 1 CI: 7.5 – 8.5 h per week (Primary: about 15 – 17 teaching
    periods; Secondary: about 12 – 14 periods)
• lesson observation (week 1)
• independent teaching (with reflections) (weeks 2 – 10)
  » 6 formative assessments by CTs
  » 2 formative assessments by NIES
  » 3 Focused Conversations

2a. Administrative Information

• Maintain an updated Practicum file
  • all lesson plans and related materials
  • APT reports from CT(s) and NIES
  • school handouts
  • MCs
• Absenteeism
  • only Medical Certificate or Leave approval letter from Office of
    Academic Administration & Services (OAAS) (applied at least 5 days in
    advance) accepted. Personal letters not accepted.
  • Scan and submit medical certificates online via the NIE Portal or the
    NIE mobile app (within 2 weeks), photocopy for school.
  • keep the MCs for a period of 6 months, during which they may be
    required to produce the MCs if requested.
  • all leave must be applied thru OAAS (leave@nie.edu.sg) NOT
    email.
  • 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.

2c. **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)

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>
<tr>
<td></td>
<td></td>
<td>You will share your reflection on the use of inquiry to develop one or more graduand teacher competencies (GTC), (15 mins)</td>
</tr>
</tbody>
</table>

Graduand Teacher Competencies Framework – a set of specified outcomes of ITP

<table>
<thead>
<tr>
<th>Performance Dimensions</th>
<th>Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Practice</strong></td>
<td>The competence expected of graduating teachers are specified in two focus levels:</td>
</tr>
<tr>
<td>1. Nurturing the child</td>
<td>Capacity building (CB)</td>
</tr>
<tr>
<td>2. Providing quality learning of child</td>
<td>- demonstrate</td>
</tr>
<tr>
<td>3. Providing quality learning of child (CB)</td>
<td>achievement of the</td>
</tr>
<tr>
<td>4. Cultivating knowledge</td>
<td>defined competence</td>
</tr>
<tr>
<td>5. Cultivating knowledge (CB)</td>
<td>Awareness raising</td>
</tr>
<tr>
<td>6. Cultivating knowledge (CB)</td>
<td>(AR) –</td>
</tr>
<tr>
<td>7. Cultivating knowledge (CB)</td>
<td>aware of what the</td>
</tr>
<tr>
<td>8. Cultivating knowledge (CB)</td>
<td>competence means</td>
</tr>
<tr>
<td>9. Cultivating knowledge (CB)</td>
<td>but not yet able to</td>
</tr>
<tr>
<td>10. Cultivating knowledge (CB)</td>
<td>fully demonstrate</td>
</tr>
</tbody>
</table>

| Leadership & Management | |
| 1. Working well with others | |
| 2. Building a community | |
| 3. Developing others | |
| 4. Sharing in teams | |

| Personal Effectiveness | |
| 1. Knowing self and others | |
| 2. Respecting personal beliefs | |
| 3. Understanding and respecting others | |
| 4. Reflecting and flexibility | |
2e. Lesson Observation-Feedback Cycle

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

2e. Lesson Observation-Feedback Cycle

2. Lesson Observation

- 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-Centered Values
  - Teacher Identity
  - Service to School

2e. Lesson Observation-Feedback Cycle

Sample of the APT Form:

2e. Lesson Observation-Feedback Cycle

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

2e. Lesson Observation-Feedback Cycle

APT Form: Part A (Teaching Processes)

2. Lesson Enactment
   - Introduces the lesson appropriately
   - Aroused 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
2e. Lesson Observation-Feedback Cycle

APT Form: Part A (Teaching Processes)

(3) Assessment and Feedback

- Checks for understanding and provides feedback
- Monitors and addresses understanding
- Sets meaningful tasks

(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

THE 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>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet</td>
<td>Emerging</td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>Unable to apply most of the relevant competencies of the process</td>
<td>Applies some of the relevant competencies of the process</td>
<td>Applies most of the relevant competencies of the process quite effectively</td>
<td>Applies all the relevant competencies of the process effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2e. Lesson Observation-Feedback Cycle

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

2e. Lesson Observation-Feedback Cycle

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

PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES

SERVICE to SCHOOL

- Shows initiative
- Works well with peers and colleagues
- Supports school’s events and programmes
2. Lesson Observation-Feedback Cycle

THE LESSON OBSERVATION-FEEDBACK CYCLE
The APT Form: Grading for Professional Attributes and Attitudes (Part B)

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Fails to behave in a professional manner despite reminders</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

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?)
  - 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?)

2. Assessment

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

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, PVP, 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.**

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

Special note from MOE for STs from the Dip Ed Programme

- DipEd officers are only confirmed offered the BA/BSC crossover option after they receive their NIE results in **early June 2020.**
- All DipEd officers should be prepared to be posted to schools from their AOD of 25 May 2020.
- For those who are offered and take up the BABSC crossover option, they will report to school from 25 May up till the last Friday before they commence their BABSC programme in NIE in August 2020.
3. Survival Tips

**Positivity**
- Ready smile, genuine warmth
  - student teachers have been faulted for being cold and uncaring
- Willingness to learn from SCM, CT, NIES and peers
- Take criticisms in your stride
  - it’s part of the learning process
  - don’t come across as being defensive
- See problems as they really are, and not worse than they need be

**Professionalism**
- You are a member of staff of the school
  - involve in all aspects of school life
  - conform to school ethos
  - subject to school/MOE rules governing staff conduct
- You are a teacher
  - dress and act like one (DO NOT CROSS the line!!)
  - be PUNCTUAL for school and classes
  - plan and prepare your lessons
  - detailed lesson plans must be written for every lesson
  - confirmed lesson plans must be given to your CTs 1 working day in advance (office hour)
  - mark and return students’ assignments promptly

**Practicum**
- MOE Dress Code Guidelines
  - **Ladies**
    - Short- or long-sleeved blouses or shirts
    - Skirts, not shorter than 5 cm above the knee
    - Well-cut, solid coloured pants
    - Dresses with well structured cuts
    - Court shoes with comfortable heels, open-toed shoes, cling back shoes (not sandals/slippers)
    - cover your tattoos, remove your multiple earrings, nose/tongue stud, etc.
    - make sure your hair colour is natural

**Proactivity**
- Be anticipatory
  - ‘Anything that can go wrong will go wrong’ – Murphy’s law
- Take charge of situations
  - Ask for help if you don’t know where to get resources or don’t know how to do something
  - It’s your students, your class and your lesson, NOT your CT’s, so prepare your materials, brief the lab technician and check the equipments.
  - Nobody has to remind you to go for staff meeting.
3. Survival Tips

Good teaching is as much about passion as it is about reason. It’s about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable.

Perseverance

Life’s never easy; always use the biggest, the strongest, or the sturdiest. It’s the hardest that will win.

Practicum Office

Location: NIE2-03-112G
Tel no.: 67903308/3311
Email: pract@nie.edu.sg
Website: https://www.nie.edu.sg/teacher-education/practicum

NIE Wellness Centre

NIE has a Wellness Centre that provides counselling for student teachers.

Appointments
Tel: 6790 3318
Email: nie.wellness@nie.edu.sg