

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background

Teaching Practice is an essential component of teacher preparation programme through the DLS, which is organized under the auspices of the National Teachers' Institute (NTI), Kaduna. It gives teacher trainees the opportunity to experience life in the classroom at first hand and to put into practice the theories of teaching learnt during contact sessions and classroom observation. The chance to interact with experienced teachers in schools provides a golden opportunity to beginning teachers. Even those who have been through some initial training have much to learn by observing other teachers teaching in an entirely different school.

This Practical Teaching Manual serves as a guide to all involved in teaching practice. It is intended to be a quick reference for all relevant staff at the headquarters, zonal and state offices, centre supervisors, teaching practice managers/supervisors and course facilitators/tutors, headteachers in cooperating schools, staff in tertiary institutions who participate in the moderation of teaching practice results in the DLS programmes and, especially student-teachers. The Manual has also been specially prepared for new senior staff, and more so for thousands of new students who may not be familiar with the operations of teaching practice in the NTI programmes. It is our sincere hope that all and sundry on our programmes will benefit from the contents of the Manual.

1.2 Overall Aims of Teaching Practice

Teacher education is an integrated, holistic approach which takes into account the need to prepare student-teachers for a qualitative and productive professional life in education, and teaching practice is central to this. The aims of teaching practice are to:

- (i) provide the student-teacher the opportunity to observe, at first hand, and learn from actual classroom situations under the guidance of an experienced cooperating teacher'
- (ii) provide the student-teacher the opportunity to demonstrate in real classroom situation his/her mastery of subject matter and the methodology of imparting it to learners;
- (iii) assess the extent to which the student-teacher satisfies the requirement for the award of the certificate he/she is pursuing;
- (iv) provide professional development for the student-teacher and foster a positive attitude to teaching; and
- (v) enable NTI to evaluate the adequacy, or otherwise, of its teacher education programmes, in this all-important practical component, i.e teacher practice.

1.3 **General Objectives of Teaching Practice**

Teaching practice is expected to enable you attain the following objectives:

- (i) gain general experience: academic, professional, social, physical, and curricula related to teaching as a profession;
- (ii) acquire a wealth of practical experiences from all staff you are likely to be in contact with and by your active participation in the school's assigned responsibilities;
- (iii) gain valuable insights for use as needed, through school and classroom observation and analysis;
- (iv) bring you into direct contact with such significant issues as the functions and responsibilities of various categories of school staff, academic and non-academic;

- (v) observe, at first hand, the different features of the school curriculum at work, i.e the core curriculum, the co-curriculum, and the extra-curriculum, and how each contributes to learning;
- (vi) become familiar with all statutory school records and the complex set of rules, regulations and records of all kinds that all teachers should know;
- (vii) learning to work in close collaboration with an experienced cooperating class teacher who is willing to share experiences with a beginner;
- (viii) develop competence in proper lesson preparation, delivery, and assessment;
- (ix) acquire those valuable personality attributes associated with outstanding teachers, e.g warmth, empathy, tolerance etc.
- (x) pass the teaching practice requirement in order to qualify as a teacher.

In order to achieve the above, student-teachers need a sound mastery of their subject specialization, and principles and practice of education, which all professional teachers should know, educational psychology especially as it relates to young persons, the methods and techniques of imparting their special subjects, and commitment to teaching in general. An understanding of the teaching-learning environment and a deep sense of mission are also critical factors. More specifically, the teaching practice exercise is intended to enable the student-teacher:

- (i) teach any given subject matter with the competence and zeal it deserves;
- (ii) prepare and present lessons according to a specified and approved format;
- (iii) manage the classroom effectively through diverse questioning techniques, especially a child-centred, interactive, and activity-based approach;
- (iv) learn from and share ideas with as many professionally qualified teachers as possible during the exercise;

- (v) evaluate lessons and self during and after teaching sessions;
- (vi) acquire and demonstrate attributes of a good teacher, which include concern for pupils, tolerance, warmth, and sensitivity to professional ethics;
- (vii) lay the foundation of an attitude of continual self-development academically and in teaching skills, human relations relevant to the profession, and leadership abilities;
- (viii) obtain the required grade level expected in order to fulfil the graduation requirement for the programme enrolled in by the students.

1.4 **Definition of Terms**

Cooperating schools are the schools in which student-teachers undertake their teaching practice exercise.

Cooperating teachers teach in cooperating schools and serve as mentors to student-teachers assigned to their classes. They are the normal or regular teachers appointed in the school, the permanent staff. It is assumed that he/she is a very competent teacher and has been selected because of this. By his/her examples and positive professional attitude in the class, the cooperating teacher serves as a role model for the student-teacher on teaching practice. It is hoped that the student-teacher would follow his/her example in all those aspects of the profession that make for effective teaching. It is also assumed that the intelligent student-teacher would regard all other teachers in his/her school as mentors or cooperating teachers, even though he may never teacher in their classes.

Coordinator refers to the field officer in charge of organizing distance-learning activities, including teaching practice, in a state and is normally referred to as State Coordinator.

External moderators are the highly qualified, experienced professionals appointed from education-based tertiary institutions (university faculties and institutes of

education, and colleges of education) for the moderation of teaching practice assessments/grades as part of quality assurance.

Evaluation here refers to assessment, judgement, and grades, based on the overall performance of the student-teacher.

Headteachers are the school headmasters/headmistresses, heads of primary schools or principals of secondary schools, or even the heads of departments of specific subject areas in schools.

Institute refers to the National Teachers' Institute (NTI) charged with the responsibility of producing competent teachers in Nigeria at various levels through distance learning techniques since 1976.

Teaching practice Monitoring is a form of visitation, observation, and evaluation of all aspects of the teaching practice exercise in the schools where the students have been posted.

Pre-teaching practice Activities are the activities done in preparation for the teaching practice exercise by student-teachers, coordinators, supervisors, course tutors and others involved in the teaching practice and which are aimed at ensuring a successful teaching practice exercise.

School Handbook is the document that contains relevant information about the essential information that new pupils, parents, and guardians of children need to know about a participating school.

Student-teachers (or teacher trainees) are students being trained at the various diploma levels by the National Teachers' Institute, i.e trainees who are undergoing teaching practice exercise as a requirement for graduating in the respective programmes for which they have enrolled and who follow the rules and regulations governing their specific programme.

Centre Manager/Supervisors are highly qualified professional teachers (with longstanding teaching experience) charged with the responsibility of heading a study centre as well as observing, participating, and sharing teaching-learning activities with student-teachers and course facilitators/course tutors in all aspects of the programme they supervise, including teaching practice. Managers and Supervisors are required to supervise as well as assess student-teachers on teaching practice. They are generally referred to as Centre Managers/Supervisors.

Note: That Centre Managers refer to those charged with the responsibility of overseeing the Institute's Advanced and/or Postgraduate Diploma or B.Ed Programmes while Course Facilitators are the guest lecturers employed to offer tutorial lessons to the students. Their counterparts for other programmes are called Centre Supervisors and Course tutors respectively.

CHAPTER TWO

TEACHING PRACTICE ROLE DEFINITIONS

2.0 This section stipulates the functions of the different categories of the significant players in the teaching practice exercise, beginning with the NTI itself whose staff, state coordinators, and centre supervisors actively participate in the exercise and give it the required sense of direction and set standards. There are also cooperating schools and their cooperating teachers whose classes student-teachers teach, the external moderators from relevant tertiary institutions, and the student-teachers themselves. It is hoped that the specification of functions here will enable all concerned to carry out these functions with optimum commitment and efficiency so that the Teaching practice exercise can, in turn, help produce very competent teachers.

2.1 **The National Teachers' Institute's Headquarters**

In a general way, and as the parent body, the **Institute** acts as the custodian of standards and initiator of all teaching practice activities. It draws up the guidelines, appoints all relevant officers in charge of the exercise, ensures the effective running of all teaching practice activities for all programmes through effective planning, organization and coordination of logistics, adequate provision of necessary funds, vehicles, equipment and facilities of all kinds, as well as manpower. In order to ensure proper understanding of all requirements, the NTI organizes a **state seminar** on teaching practice, which focuses on the general guidelines for the administration of the exercise across the nation. The seminar also serves as a way of reducing the communication gap between the **Institute**, state coordinators, study centre Managers/supervisors, and course facilitators /tutors. It is also a forum where issues concerning all matters regarding the running of the teaching practice are discussed. The participants at this seminar will be **state coordinators, centre Managers/supervisors, external moderators** as well as **professional staff** of the **NTI headquarters**. All relevant state NTI staff are also expected to attend both state and centre seminars before the teaching practice begins, since such seminars are

organized to familiarize them with the mechanisms, practice, and operations of teaching practice. The focus of the orientation will normally include:

- (i) teaching strategies and methodology
- (ii) assessment instruments and procedures
- (iii) discipline
- (iv) lesson notes format
- (v) supervisory duties
- (vi) monitoring strategies, etc.

2.2.0 **Monitoring Staff**

Monitoring staff from the NTI strive to ensure strict adherence to the issues contained in the teaching practice guidelines discussed during the State teaching practice seminar. The following are of special importance, that:

- (i) the supervisors are professionally qualified for the assignment;
- (ii) students are actually participating in the exercise;
- (iii) there is no trace of team supervision;
- (iv) appropriate external moderators are appointed for the random sampling assessment and that this is properly done;
- (v) student-teachers are found at their duty posts at all times throughout the teaching practice exercise;
- (vi) the exercise is taking place as it should;
- (vii) the headteachers are involved in the exercise.
- (viii) Discussions are held with state coordinators about any lapses that may be observed during visits to schools; and

- (ix) an overall high standard is maintained in all aspects of the Teaching practice exercise.

NTI monitoring staff are expected to adequately cover all the states where the teaching practice takes place. They are to observe, supervise, and monitor all teaching practice activities in the areas allocated to them. As monitoring officers, they review and endorse all students' supervision record forms and lessons, where applicable. They sign the visitors' book in schools visited and ensure that all monitoring activities end up with a comprehensive report, which clearly follows the relevant formats (see appendices). It is significant to note that each monitoring officer at the end of the exercise must submit a comprehensive report.

2.3.0 **The State Coordinators**

Being in charge of the states, state coordinators organize state seminars before teaching practice in order to correct any anomalies discovered during the previous ones. State seminars should normally cover the following:

- (i) expected behaviours throughout the exercise, especially discipline, assessment instruments or criteria;
- (ii) clarification of the roles of different categories of participants.
- (iii) Teaching strategies and methodology; and
- (iv) An overview of what it means to be a good teacher;

More specifically, State coordinators are expected to carry out the following functions:

- (i) educate supervisors and student-teachers on **all** aspect of the teaching practice exercise;
- (ii) ensure that proper arrangements are made with schools for student-teachers who are not already officially attached to any school and that all qualified students are engaged in the teaching practice experience;

- (iii) secure the release of student-teachers and supervisors from their employees;
- (iv) produce and make available all teaching practice guidelines and report forms to NTI monitoring staff, supervisors, student-teachers, headteachers, and external moderators;
- (v) provide a comprehensive list of student-teachers to be supervised in each state, the schools to which they are posted, the addresses of the schools, the classes to be taught and other necessary background information, to supervisors at least two weeks before the commencement of the teaching practice;
- (vi) ensure that dates for supervision visitation are fixed with the understanding that they must be strictly adhered to;
- (vii) ensure that teaching practice takes off the same time in all the centres in the states; and
- (viii) that all student supervision records and headteachers' forms are completed, signed, and submitted to them (coordinators).

2.4.0 Role of Centre Supervisor and Teaching practice Committees

Each field centre will serve as a coordinating centre for teaching practice in each of which a committee will be constituted to be headed by the coordinator himself/herself. Other members should include one external moderator nominated by a university or college of education in the state and all the centre Managers/supervisors. The committee will be involved in pre-and-post-teaching practice activities

2.4.1 Teaching practice Supervisors

Teaching practice supervisors are central to all teaching practice activities, and all must have at least the NCE or PGDE in addition to their first degree, if that degree was not in education, in the first instance. It is important to note that, ideally, only subject specialists are most qualified to mark lesson notes and supervise student-teachers teaching their subjects. All efforts should be made to see that this is the case for the maximum benefit of the student-teacher. Course Facilitators of the Institute's

Postgraduate Diploma in Education programme should possess a minimum of Masters degree in Education to be eligible to supervise the Teaching Practice exercise. Teaching practice supervisors should ensure effective teaching and constructive post-lesson discussion with student-teachers. They are also to ensure that all Teaching practice activities are conducted according to the stipulated guidelines and that correct information is given to student-teachers. Supervision should be conducted throughout the stipulated period.

The following are especially worth bearing in mind by supervisors:

- (i) Centre Managers/Supervisors are not expected to inform students of their date(s) of visit to classrooms, but such visits should be properly spaced.
- (ii) Centre Managers/Supervisors ensure that students' addresses are submitted to the state office before the exercise commences so as to ease monitoring.
- (iii) All teaching practice supervisors must endorse the students' lesson notes after editing them for all kinds of possible errors, if any, e.g errors of facts, format, grammar and usage, spelling, punctuation, paragraphing, etc.
- (iv) Both centre and teaching practice supervisors, should take accurate record of students supervised and dates of supervision, which should agree with the ones in the students' lesson notes.
- (v) Similarly, erring students, especially those who abscond from their duty posts before the end of teaching practice should have their results cancelled. The scores and grades awarded to each student, etc. should be carefully recorded.
- (vi) Team supervision is not allowed in whatever form.
- (vii) Centre Managers/Supervisors must ensure that all student-teachers collect their supervision record forms during the study centre seminar, i.e before the commencement of the teaching practice exercise. These and all other record forms are later completed, signed, and submitted by centre Managers/Supervisors to State Coordinators.

- (viii) Teaching practice supervisors are required to visit the student-teacher twice.
- (ix) Student-teachers should be given immediate feedback after supervision. An objective analysis of the student's lesson should begin with its strengths and end with suggestions for improvement. The student-teacher should always be given the opportunity to clarify why he/she did what happened during the lesson.
- (x) Every student must be evaluated by at least two (2) different supervisors and the final grade should take into consideration the evaluation report from the school where the teaching practice took place.
- (xi) All final assessments of student's performance should bear in mind the particular circumstances under which the student-teacher taught.

2.4.2 Pre-Teaching practice Activities

During the State seminars, the State Coordinator, NTI Desk Officer, and External Moderator (from the University or College of Education) brief the centre Manager/Supervisor on the following:

- (i) drawing up a time-table or roaster to ensure that every student-teacher is supervised by at least two different supervisors during the course of the exercise.
- (ii) Allocating student-teachers to be supervised to the existing course tutors/facilitators; and
- (iii) Discussing and explaining the grading format on teaching practice.
- (iv) Writing schemes of work and lesson plans;
- (v) Aspects of supervision that are to be conducted.
- (vi) Use of teaching materials and approaches to teaching;
- (vii) The rules and regulations for the conduct of the exercise;
- (viii) Disciplinary measures that they may be faced when rules and regulations of the exercise are broken;

The seminars also provide the student-teachers a forum for asking questions on the whole exercise.

At the study Centre, centre Managers/Supervisors in turn conduct the teaching practice seminar by briefing participating course tutors and student-teachers on details as listed above.

2.4.3 Preliminary Visit

This is a situation where student teachers are given the opportunity to visit their schools before the time of teaching practice formally begins. The preliminary visit may be referred to as an observation week or school attachments in the period leading up to the teaching practice. The following points are of importance to the student teachers: the purpose of the preliminary visit,; what to look for and what information to collect.

(a) **The purpose of the preliminary visit**

The preliminary visit enables the student teacher to meet the head-teacher, the co-operating teacher and the rest of the staff so as to become acquainted with his class or subject teachers; to see the children he will be teaching; to get to know the nature, layout and resources of the school; and to gather specific information relevant to the work he will undertake during the practice.

(b) **What to look for**

The student teacher is expected to know the physical features, the layout of the school, the classroom and particular information to record during the preliminary visit.

(i) **The Physical Features**

Investigating the physical features and resources of the neighbourhood in which the school is situated may be relevant to the lessons you will be teaching and organizing e.g. the social or nature of the area – is it urban, suburban or rural?

(ii) **Layout of the School**

As regards the layout of the school, the student teacher is supposed to observe the general architectural style of the school. He is to find out whether the school has an annex or other buildings on another site. Fine out where the head's room, the staff room, the general office and assembly hall are to be found.

(iii) **The School in General**

As a student teacher, find out how many students there are in a class. Make assessments of the quality of the relationships between the head and his staff, between staff and students, and among the staff themselves. A school with healthy atmosphere becomes easier for you to fit into and maintain. Where the atmosphere is less than wholesome, however, then you must decide what personal and professional qualities you can display to improve it.

Find out the rules of the school. Who decides the rules? Do all members of staff enforce them? What rewards and punishments are used? Who determines them? Who administers punishment? How are the more extreme forms of misbehaviour like classroom violence handled?

It can also be of importance for a student teacher to find out what the school's philosophy of education is. Some schools, for example, foster and encourage competition; others, co-operative behaviour. Some are restrictive and authoritarian; others, by contrast, encourage autonomy and freedom of expression. Teaching methods are another obvious indication of a school's philosophy or philosophies. Find out if they are mainly traditional or progressive. In a situation where an established system of teaching is given in the school, the student teacher is to generally adopt whatever method or methods are already in use, especially if they are well tried and effective. However, there is no

reason why he or she should not introduce alternative ones. One could, for example, employ group methods with a class that had only experienced the traditional or teacher-centred approach. As a matter of courtesy however, the class teacher should be consulted before introducing such a change.

It can also be helpful for the student teacher to know the school's expectations of him with respect to time of arrival, attendance at morning assembly, involvement with extra-curricular activities, free periods, leaving the school premises, dress, general appearance, preparation of lessons and behaviour.

(iv) **The Classroom**

It is more important for the student teacher to ascertain what management and control systems are needed in the class(es) he/she will be teaching. Where the class is taught by one teacher, note the established rules, especially those relating to day-to-day matters such as speaking to the teacher, moving about the room, asking and answering questions etc. If the class is taught by other teachers as well, you can subsequently compare the different methods of control used and check how the class responds to them. The advantages of ascertaining prior knowledge on these matters is that you will be able to relate your own control systems to the existing framework where this proves to be effective. However, in a situation where control systems are either ineffective or non-existent, you will have to decide what you can do to achieve some measure of control over the class when you eventually take over.

The student teacher also needs to study the classroom routines of an experienced and successful teacher by close observation. On the other hand, if you find a disorganised teacher who has no routines, you must decide what can be done to improve the situation. Between the

preliminary visit and the teaching practice, you should decide on a few basic classroom roles and routines to improve the original situation, at worst, marginally and at best, significantly.

(v) **Particular Information to Record**

A student teacher needs to record certain amount of information from his preliminary visit, chiefly for his own use. Thus, it is important for him to find out details of the resources and equipment available in the school; the schemes of work; information on the children he will be working with; details of topic work and related approaches; specific information on the class(es) he will be teaching; the nature of organization of the timetable operating in the school and finally details of his own timetable should be recorded.

However, in a situation when the essential information the student teacher needs is not forthcoming or when the source of it is unreliable or misleading, the best course is to ask the teacher in charge of students to help you or possibly the college tutor who will be supervising you during the practice.

2.4.4 **Mastering Essential Teaching Skills**

The following practical activities are intended to help you acquire effective teaching skills as you observe them in the behaviours of highly competent teachers and through your own focused repeated efforts.

- (i) **Analysing teaching videos:** Trainees should observe samples of competent teaching on video followed by analysis and class discussion on various aspects of the lessons.
- (ii) **Demonstrations** involving the teaching of specific primary school subjects by the course facilitator/tutor in a methodology class.
- (iii) **Collaborative teaching sessions** in which the course facilitator/tutor and the student collaboratively teach topics together.

- (iv) **Mini-teaching**, whereby the trainees teach in small groups within practical methodology classroom situations. Mini-teaching can enhance the effectiveness of the student-teacher during teaching practice.
- (v) **Peer-teaching** should be encouraged. This should give the student-teacher the opportunity to be familiar with teaching techniques and assessment instrument as well as good and poor lessons.
- (vi) **Lesson planning/notes and teaching aids projects:** whereby students practise these from lesson topics chosen directly from the school syllabuses of various subjects. Trainees also learn to produce real teaching aids in business-like manner for classroom use.

2.4.5 **Conducting the Actual Teaching practice**

The following procedures are to be followed in conducting the actual teaching practice:

(i) **Orientation of Staff Members**

The coordinators, managers, supervisors, facilitators, course tutors, and cooperating teachers should first of all undergo an orientation before teaching practice to familiarize themselves with the requirements for this category of trainees on teaching practice.

(ii) **Orientation of Student-Teachers**

The course Managers/Supervisors and the cooperating teachers should orientate the student-teachers in areas such as the concepts, modalities, procedures and guidelines for organizing teaching practice activities. This should last for the first week of the teaching practice.

(iii) **Guided Teaching practice**

The orientation activities are followed by guided teaching practice in which the student-teacher works under the cooperating teacher in the planning, implementing, and evaluating of lessons. The guided teaching practice should

be participatory, interactive, and collaborative. It should last two weeks of the semester preceding the teaching practice exercise.

(iv) **Full Teaching Practice Sessions**

The remaining teaching practice sessions of the programme are devoted to full teaching supervision in the sense of coaching and preliminary assessment of the students. These sessions should involve: observation of lesson notes' format, procedures, language and organization, supervision and assessment of the lesson (introduction, presentation, activities, evaluation, summary and conclusion); immediate feedback after each lesson observed; and the return of the students' assessment forms with comment.

(v) **Monitoring of Teaching practice Activities**

It is desirable that Teaching Practice activities are monitored by the State Ministries of Education, Federal Inspectorate Services and NTI State and Zonal offices. Their efforts will be complemented by NTI Headquarters Staff and the External Moderators. In each case, comprehensive report should be written and submitted to Headquarters.

2.4.6 **State and Centre Seminars:** Prior to the actual conduct of the teaching practice, state seminars are to be conducted nation-wide with the various zonal and state officers as well as the academic staff and centre Managers/Supervisors in attendance. Centre seminars should also be conducted as a follow-up to state seminars.

(i) **From Micro to Macro-teaching:** teaching practice should first of all start with micro/mini-teaching as a preparatory ground for the macro teaching in the form of actual teaching in the cooperating schools. The procedure should be peer teaching first, followed by mini-teaching in groups, and then real life teaching practice in the cooperating school.

(ii) **Teaching practice Arrangements:** Teaching practice arrangements involving posting of student-teachers, supervisory rosters, spacing of

supervisory duties, change of teaching practice venues, etc. should be done by the coordinators.

2.4.7 Post-teaching practice Activities

Post-teaching practice Activities

- (i) submission of all assessment scores and reports;
- (ii) collation of scores and award of grades;
- (iii) discussion of issues arising from the Teaching practice exercise; and
- (iv) payment of claims.

Duration of teaching practice

A minimum of twelve (12) weeks is assigned to teaching practice for the NCE(DLS) programme which is split in two sessions. The first session will be in cycle 2 and the second session in cycle 4. It takes place in cycles I & II in the case of TC II. For the Postgraduate Diploma in Education, the teaching practice exercise is scheduled for second semester of the programme and lasts for six (6) weeks only. The situation on the B.Ed programme follows that of the NCE closely. It is expected that trainees would have undertaken school and classroom observations as well as micro-teaching activities totaling not less than four weeks before the actual practical teaching exercise.

2.4.8 Teaching practice Monitoring Report

The objectives of teaching practice monitoring are to:

- (i) ascertain that the students were properly briefed on the expectations of the teaching practice;
- (ii) visit students at work in some randomly selected schools – (urban and rural) to ascertain that they are actually carrying out the exercise and that they are being supervised and moderated as planned;
- (iii) ascertain whether the student-teachers keep to the teaching practice guidelines, e.g use the recommended format in writing lesson notes;
 - write and state their lesson notes on a daily basis;

state behavioural objectives in measurable terms on each lesson notes;

participate in the exercise throughout the six weeks duration;

use properly prepared teaching aids in the delivery of lessons, etc.

- (iv) ascertain that all supervisors and external moderators are of the right calibre and are acquainted with the teaching practice guidelines.

The following questions should guide the completion of the monitoring report.

Timing of the Exercise

- (i) Was the teaching practice in the state conducted such that there was no interference from other end-of-term activities such as examinations?
- (ii) What was the duration of the teaching practice exercise in the State? _____

- (iii) Was the period of monitoring appropriate? Yes/No (Please state period) _____

Preparation for the Teaching practice

- (i) Was there any evidence that the students were briefed before the teaching practice exercise? (Specify the evidence, if applicable) _____

- (ii) From your observation, would you say that the supervisors and external moderators were aware of their roles during the exercise? Yes/No
- (iii) Were the records of student-teachers (e.g addresses) on the teaching practice available in the office as at the time of monitoring? Yes/No

Conduct of the Teaching Practice

- (i) Did the students write and date their lesson notes daily? Yes/No

- (ii) Were the behavioural objectives stated in clear and measurable terms?
Yes/No
- (iii) Were the number of lesson notes prepared by the students (those visited), commensurate with the duration of the exercise? Yes/No
- (iv) In writing the notes of lesson, did the students adhere to the recommended format? Yes/No
- (v) Did the students continue with the exercise throughout the six weeks period?
Yes/No

Supervision of Teaching Practice

- (i) Were the students supervised at the time of monitoring? Yes/No
- (ii) Did the supervisors adhere to the modalities on supervision? Yes/No
- (iii) Was there any indication of team supervision? Yes/No
- (iv) What were the problems encountered during the exercise by
- (a) the school? _____
- (b) Student-teachers? _____
- (c) The other officials? _____

General Information

- (i) How many Cycle II/IV study centres do you have in the state? _____
- (ii) How many are full-fledged centres? _____
- (iii) How many centres are satellite? _____
- (iv) How many schools did you visit? _____
- (v) How many Cycle II/IV students are enrolled in the state? _____
- (vi) Were there any Cycle II/IV carry-over students? Yes/No

(vii) If “yes” how many? _____

General Observations

Please, comment freely and attach additional sheets, if Required.) _____

Suggestions and Recommendations (Comment freely and attach additional sheet(s), if required.)

Name of monitoring officer _____
Signature and Date

2.4.9 Post-teaching practice Seminars

- (i) Post-teaching practice deliberations must be organized by the Centre Managers/Supervisors and the State Offices for the relevant staff members concerned with the exercise. The strengths and the weaknesses of the teaching practice should be identified and remedial actions taken.
- (ii) The report on the post-teaching practice seminar should be sent to the Zonal coordinator in each zone.

2.5.0 Cooperating Schools

The cooperating schools make available the classes, subjects to teach, school records, syllabuses, and schemes of work to the coordinators and supervisors before the teaching practice exercise begins. They also maintain a cordial relationship with the student-teachers, supervisors, Centre Managers and the Coordinators, as expected. Most of them often accept all student-teachers sent to them and provide a rich learning environment for them. Cooperating schools are best seen as laboratories

where student-teachers not only bring the most current innovative ideas gleaned from contact sessions and books to the receiving schools, but also come to learn from professionally qualified teachers in the trade. The presence of student-teachers must, therefore, in no way lead to a fall in standards of learning by children. In fact, it is indeed possible that some of the best student-teachers identified by schools may in future be staff there.

2.5.1 Cooperating Teachers

Cooperating teachers are expected to act as **resident supervisors**, since they are closer to the student-teacher during the teaching practice exercise than anybody else. The cooperating teacher, who will be directly involved with the student-teacher throughout the teaching practice exercise, has a vital role to play in guiding, directing, participating and sharing teaching-learning experiences with the student-teacher. Since this will have a lasting impression on the student-teacher, it is expected that the cooperating teacher lives up to expectation as an efficient role-model. He/she is expected to observe, induct, guide, and assist the student-teacher throughout the teaching practice. All of these clearly justify the inclusion of cooperating teachers among student-teacher assessors. Their assessment, moderated by the headteacher, often constitute a reasonable percentage, perhaps as much as 10%, in the final grade of the student-teacher.

In specific terms, it is expected that the cooperating teacher would take the student-teacher through an orientation period of at least two days, during which the latter is introduced to:

- other teachers, pupils, school resources, equipment, and other learning aids, the school handbook (if available), school rules and regulations,
- the syllabus, scheme of work, other class record books, and daily schedules, etc.

After the orientation period of one week, the student-teacher should then observe and discuss with the cooperating teacher details of general classroom management and control for a conducive learning environment, the teaching of lessons, paying

attention to specific items such as lesson introduction, review of previous knowledge, question techniques, improvisation of teaching aids, small group activities in large classes, how to help weak learners, lesson and pupil evaluation, etc.

The student-teacher should also be able to take on attainable classroom responsibilities assigned by the cooperating teacher, e.g taking attendance, working with small groups of pupils, grading assignments, homework or tests, preparation of lesson notes in collaboration with the cooperating teacher, etc. After a satisfactory period of mentoring by the cooperating teacher, the student-teacher is then allowed to teach one or two periods a day collaboratively. The lessons are analyzed and discussed with the cooperating teacher. Full class teaching responsibility is then handed over to the student-teacher, with the cooperating teacher playing the role of a supervisor/’consultant’, closely monitoring performance. That is, both the student-teacher and the pupils continue to look up to the class teacher to ensure high standards. The cooperating teacher is not expected to abandon the classroom or abdicate his/her responsibilities absolutely to the student-teacher during Teaching Practice. He/she should always be available as a mentor.

2.5.2 **Role of External Moderators**

The external moderators are normally seasoned teacher educators and are usually education lecturers from Faculties/Institutes of Education or Colleges of Education, who are, at least, at senior lecturer level. External moderators are expected to standardize all teaching practice scores through random sampling assessment of student-teachers grades within the state, schools, for the purpose of quality assurance, comparison of standards and overall teaching practice effectiveness. In doing these, they are expected to bring their long years of teaching, observing and assessing student-teachers at different levels of professional training to bear on standards. Their recommendations should go a long way towards improving the quality of teaching practice.

- (i) **Guidelines for External Moderators**
- (ii) It is mandatory to have external moderators for all teaching practice activities at the B.Ed, PGDE, NCE, PTPP, and TC II levels. The external moderators are expected to come in during the last two weeks of teaching practice to assess and moderate the scores awarded by the Teaching practice supervisors.
- (ii) They are to act as quality control for all teaching practice activities, standardize all teaching practice evaluative measures, and ensure **adequacy** and **comparability** of the exercise to teaching practice activities elsewhere in **standards**.
- (iii) They are expected to attend pre- and post-teaching practice State Seminars. External moderators are expected to sample and supervise an average of twenty (20) students per field centre.

2.6.0 **Role of student-Teachers**

2.6.1 **Pre-Teaching Activities for Students**

Some of the major activities expected of you before the actual teaching practice exercise would include the following:

- (i) participation in the micro-teaching exercise.
- (ii) familiarization with the school records, syllabuses, handbooks, curricula, and schemes of work of the cooperating school;
- (iii) revision of the relevant Distance Education Materials which deal with **Methodology** both in general way as well as those concerned with specific school subjects that you are expected to teach during teaching practice;
- (iv) familiarity with lesson plan format and drawing up of relevant lesson notes in line with the rules governing lesson plans;
- (v) preparation of relevant instructional materials, tests and other teaching-learning materials; and

- (vi) observation of the cooperating teachers teaching in the actual classroom situation before undertaking the actual teaching practice ; this is expected to help acquaint the student-teacher with various areas of teaching effectiveness.

2.6.2 Student Classroom Observation

After the orientation period, and for the rest of the first week of the Teaching practice exercise, you should first and foremost report to the Headteacher when you arrive in the school. This courtesy call will be followed by allocation to an experienced cooperating teacher with whom you are to work throughout the period. You are to observe the teacher-pupil interaction during lessons, paying attention to specific skills and techniques used in lesson presentation, lesson evaluation, etc. You should also learn the characteristics of the pupils in the class, including their learning styles and what works best with them. You are also expected to consult your cooperating teacher on all matters that need clarification.

2.6.3 Guidelines for Student-Teacher on Teaching practice

As much as possible, as a distance learner, you should do the teaching practice in your school and should never be pooled together in a school. However, once assigned to a school, you must consider yourself as part of the school system fully and in all aspects and behave accordingly with regard to rules and regulations and any responsibility that the Headteacher or Cooperating teacher may assign you. When you teach, you are especially required to note the following:

- (i) You are required to use relevant, appropriate, and properly produced instructional materials wherever necessary. Such materials should be carefully preserved, as they are considered an important additional input towards your final grade. The specific ways in which the materials are to be used in the lesson should be stated.
- (ii) You are advised to adopt a pupil-centred approach in teaching as much as possible. This means less teacher talk and more pupil activities in small groups and individually.

- (iii) If your subject(s) call for practical and laboratory or workshop activities, you must include these in your teaching and lesson preparation.
- (iv) Except where the mother tongue is firmly in use as a medium, especially in primaries 1-3, as required by the National Policy on Education, all teaching (with the exception of Nigerian languages and French) should be in English only, especially in the upper classes (4-6) of the primary school, so as to improve the level of the pupil's communication in the language.
- (v) If you have to teach in shift sessions (morning or afternoon), you should indicate this in your time-table schedule for the benefit of the supervising/monitoring staff.
- (vi) You should be at your duty post at all times to avoid stiff penalty. Genuine reasons, e.g. ill-health supported by evidence, e.g. medical report must be given for any absence from class at any time.

2.6.4 **Conditions for Deferment and Repetition**

All cases of ill-health are to be reported promptly to the NTI through the appropriate channels. Student-teachers who are unable to continue the teaching practice due to ill-health may be given the opportunity to do the teaching practice exercise afresh in the next session and will be considered as having **deferred** the exercise. Those who complete it, but fail to obtain a passing grade, will have the opportunity to **repeat** the teaching practice exercise. All fee defaulters will not be allowed to participate in the programme at all.

2.6.5 **Student-Teacher's Code of Conduct**

As future teachers, you should familiarize yourself with all education laws and all other moral responsibilities and values expected of professionals in education. You should specifically observe the following, among others:

- (i) You must strive to be good role models for learners; bearing in mind that character-education is as important as the subjects you teach.

- (ii) All disciplinary cases should first be discussed with the cooperating teacher who would advise appropriately.
- (iii) Where you are going to be justifiably absent, e.g because of ill-health you should let the school know as early as possible so that alternative arrangements can be made for your class. You are expected to report the next day or thereabout with medical evidence. You must be professional at all times and maintain professional ethics in **all** school relationships, e.g in respect of confidential information on all personnel and pupils. You should also maintain neat and appropriate dress, appearance, and speech throughout the teaching practice exercise and, hopefully, beyond.

2.6.6 Lesson Notes

- (i) **Full daily lesson notes** in all teaching subjects, using the recommended **format** are required throughout the duration of the teaching practice. (See Appendix C for additional elaboration on lesson notes).
- (ii) Student-teachers must at all times edit their lesson notes very carefully, submit them to head-teachers/supervisors for vetting and approval. All lesson notes must be well-written and vetted by the head-teacher before teaching. They must reflect the appropriate dates. You must write in good standard English, grammar and usage. The notes should be well-organized in line with the approved format. You should look out for correct spelling, punctuation, and paragraphing.
- (iii) Lesson notes should be written clearly; behavioural objectives should be clearly stated and in measurable terms, using appropriate action verbs.
- (iv) All students should strictly adhere to the required format.

2.7.0 INSTRUCTIONAL AND BEHAVIOURAL OBJECTIVES

2.7.1 MEANING OF BEHAVIOURAL OBJECTIVES

When a teacher picks up a topic to teach, one of the questions he must address his mind to, is why he wants to teach it. He does not teach mainly because he wants to fulfil his obligations to his employer. Primarily, he teaches in order to bring about some desirable changes in the pupils' behaviour. He therefore, focuses his attention on those aspects of the pupils' behaviour in which he wants these changes to occur. When he specifies these, we have what we refer to as instructional and behavioural objectives.

Behavioural objectives are what the teacher expects the pupils to learn at the end of the lesson. The emphasis here is that, these objectives or what you hope the pupils to learn are in relation to a given instruction or lesson. Hence, they are often referred to as instructional or lesson objectives. These may include a knowledge of some concepts, facts or information and competence in the application of some principles derived from the lesson. Other related outcomes or results from instructional objectives include the development of certain attitudes, values and aesthetics or appreciation.

The objectives of a lesson or an instruction are stated in terms of pupils' behaviour. In this way, you become very specific in terms of the changes you want to occur in the pupils' behaviour. Hence, they are referred to as behavioural objectives. They are behavioural in the sense that, they specify observable and measurable actions or activities of the pupils. These actions or activities may take the form of naming, listing, writing, drawing, defining, explaining, describing, distinguishing, stating, calculating, criticizing and so on. These are action verbs which, when used to state objectives of lessons, produce acceptable behavioural objectives. For example, by the end of the lesson on the “*occupations of the Binis*,” pupils should be able to:

1. define the term occupation;
2. state various occupations;
3. identify at least three major occupations of the Binis; and

4. give at least three reasons why the Binis are known for a named occupation.

The behavioural nature of the above objectives is that, they specify clearly what the pupils would be doing or performing during and immediately after the lesson as evidence that the desired learning has taken place. The behavioural objectives emphasize performance.

2.7.2 **Relationship between Instructional Objectives and Behavioural Objectives**

The term 'instructional objective' means the expected outcome of instruction. This expected outcome of instruction may be stated as a general or behavioural objective. A general objective is that statement of objective that is written to describe in broad terms the expected outcome of instruction. Such an objective may be stated using such terms as know, understand, show awareness of, etc. For example: "By the end of the unit of instruction lasting three weeks, the students should be able to:

1. know the meanings of technical terms encountered in the series of lessons,
2. understand how each of the terms has been used in the passages studied.

The above examples show that general objectives may be used when stating the objectives of a unit plan. A unit plan is a selected amount of content and learning experiences meant to be covered within a period of some weeks. This is different from a lesson plan which describes what should be taught or learned in one lesson period.

General objectives are therefore often used when writing unit plans while behavioural objectives are used when writing lesson plans (notes). The relationship between instructional objectives and behavioural objectives can be stated precisely: "*All behavioural objectives are instructional objectives but not all instructional objectives are behavioural objectives.*" When the instructional objective is stated in terms of observable learner's behaviour, we call it behavioural, specific or lesson objective. But when the instructional objective is stated in broad general term as is used for instructional plans meant to last a few weeks (unit plan), we call it general objective.

2.7.3 CHARACTERISTICS OF BEHAVIOURAL OBJECTIVES

In order to make behavioural objectives to be of practical use in the teaching and learning process, they should have the following characteristics:

(i) **Relevance:**

Behavioural objectives should be relevant to the topic to be taught. This is necessary because these objectives are intended to serve as guide for the teaching of the topic. They also point to the aspects or scope of the topic to be taught.

(ii) **Clarity:**

It is very important to write the behavioural objectives in a clear and precise manner. This means that, there should be no room for any one to be in doubt as to what the objectives imply. They should communicate immediately, the intent or what tasks the learner would be performing at the end of the lesson.

(iii) **Specificity**

One of the most important attributes of behavioural objectives which you must recognise is that, they are specific. Each objective points to a single task or performance and the action verbs used in stating it is such that gives no room for further interpretation. For example, to calculate, draw, label, arrange, and demonstrate are precise in their meanings. This precision helps to remove vagueness, ambiguity or a situation in which a statement may have more than one meaning. Thus, you are strongly advised never to use such verbs as to know, understand, see, comprehend, and so on when writing behavioural objectives.

(iv) **Measurability**

No behavioural objective is worthwhile if it does not possess the attribute of being measurable. In other words, it should be such that can be evaluated in terms of the extent to which it has been attained. It is for this purpose that behavioural objectives must be stated clearly, categorically and specifically. For example, it is possible to measure or evaluate the extent to which a pupil

can draw the map of Nigeria showing the thirty-six (36) states by asking him to draw it. We can also easily determine the extent to which he can recite the National Pledge by his being asked to recite it at the end of the lesson. This would be more measurable than trying to find out how much the pupils have appreciated the map of Nigeria showing the thirty-six (36) states or how much they have understood the National Anthem. These objectives cannot easily be measured or evaluated within the classroom setting.

(v) **Pupil-Centredness**

The teacher does not teach purposely to test how much of the subject-matter he knows. Rather, the focus of teaching is the pupils, that are to help them acquire certain desirable skills, knowledge, attitudes, capabilities and so on. Hence, the behavioural objectives must be stated in terms of observable pupils' behaviour. In other words, they should be statements of what the pupils would be doing and not what the teacher intends to do. For example, it is more appropriate to have behavioural objective stated as follows:

“By the end of the lesson, the pupils should be able to draw the map of Nigeria; instead of by the end of the lesson, the teacher should be able to help the pupils draw the map of Nigeria”.

The first is pupil-centred in that it focuses on what task the pupil would be performing by the end of the lesson. The second is teacher-centred in the sense that it focuses on the task the teacher would be performing and so is no behavioural objective.

2.7.4 **IMPORTANCE OF BEHAVIOURAL OBJECTIVES**

Modern approach to teaching lays much emphasis on behavioural objectives. This is so because these objectives play important roles in the entire teaching and learning process. The following are some of the values of behavioural objectives:

1. Behavioural Objectives Guide Teaching

To a large extent, behavioural objectives serve as guides for the teachers. The objectives dictate to teachers what to emphasize in the teaching of the subject-matter or topic. They also suggest the resource materials and activities to be used in the teaching and learning. As you teach along, one thing keeps striking your mind. That is, the objectives of the lesson. In this way, you try to ensure that every action you take and every activity of the lesson are geared towards achieving the lesson objective.

Without the behavioural objectives therefore, the teacher will have nothing on which to focus his lesson.

2. They Provide Motivation for Teaching and Learning

In the absence of behavioural objectives, you may not be able to relate the lesson to real life or carry all the pupils along. Behavioural objectives make the lesson to have purpose. This purpose motivates the teacher.

Furthermore, statements of objectives accommodate the needs of the learners. In other words, you would be expected to have all the pupils in mind while stating your instructional objectives. Similarly, you would be guided by the desire to see that as many of the pupils as possible attain these objectives.

3. They Facilitate Evaluation and Test Construction

A lesson begins with some set objectives. The question that must normally arise at the end of the lesson is therefore, the extent to which the objectives have been attained. The measurement and determination of the extent of attainment of the specified objectives is referred to as evaluation. But evaluation of the attainment of instructional objectives cannot be undertaken if the objectives do not possess certain attributes which make them quantifiable or measurable. If they have been stated in terms of pupil's behaviour, evaluation becomes very easy. Therefore, behavioural objectives facilitate the evaluation of the outcomes or results of an instruction.

Usually, pupils are examined or evaluated at the end of the term, year or even their course of study. The test questions used in these examinations are supposed to be based on the content covered as reflected in the lesson objectives all through the term, year or course. Behavioural objectives therefore give us an insight into what types of questions to set for examination purpose.

4. **They Make Teaching Child-Centred**

Gone are the days when the teacher dominated the entire teaching and learning. He was seen as one who knew everything to be imparted to the learners. It was entirely passive learning. Today, the trend has changed from passive to active learning whereby the learner himself is practically involved. The child or pupil is now the focus of teaching. Behavioural objectives provide one of the avenues for stressing the place of the learner in the teaching and learning process. The whole activities are expected to centre around him and this need is constantly brought to focus each time we state instructional and behavioural objectives.

2.7.5 **CLASS CONTROL AND DISCIPLINE**

Formal learning is not an activity for the market square or motor park because of their disturbing and uncontrolled atmosphere. It is ideal in a quiet and controlled environment. However, a classroom may equally not be conducive for learning if the atmosphere is similar to that of grave yard. This explains the importance of class control and discipline in teaching and learning situation.

The classroom atmosphere is no doubt determined by the control and discipline prevailing there. The teacher's leadership qualities and the cooperation of the pupils are among the factors which affect the classroom climate. The relationships among the students as well as between the teacher and the students are some other factors. Much as the classroom serves as a theatre stage for learning, the prevailing control and discipline are strong determinants of successful learning. However, the emphasis

in this unit is on reward and punishment which are instruments of class control and discipline.

2.7.6 **Meaning of Class Control and Discipline.**

Class control has to do with the ability to maintain order and discipline among the class pupils with the objective of creating a conducive learning.

The word discipline is perhaps difficult to define because it means different things to different people and professions. To the military, discipline means “*complete obedience to order*”. To some others it means “*total conformity to the laid down rules and norms*”. The word discipline is also used in higher institutions of learning i.e Universities, to denote *a branch of knowledge or a subject*. However, in classroom situation, discipline is viewed differently. If we go by the verb meaning, it means *to punish*. As a noun, discipline means having developed “*self control*”. In the classroom situation, the noun meaning is preferred.

Rewards in the classroom situation refers to the complimentary comments, gifts or marks students are given for their good performances, actions, behaviours or services. This is a counterpart of punishment. It is actually a worthy device to compensate the pupils for their praise- worthy actions. Equally, it is used to stimulate the pupils to more good actions or to work harder.

Punishment is the discomfort or pain inflicted on an offender solely as a result of some definite violation of agreed rules or regulations of the school. It is usually given by someone in authority.

Factors That Aid Class Control And Discipline

Classroom control is much influenced by the teacher's leadership qualities. The first assignment a teacher has to do is to bring the pupils under control and to use all possible stimulating activities to sustain the control as he teaches. Some of the ways of creating good classroom control are:

1. **Through preparation of his lesson:** A teacher who is not sure of his facts or who is shallow in the topic will not be able to control his class as expected.

2. **Teachers' own personality:** This refers to the teacher's human relations with the pupils, his physical appearance, the way he speaks, his temper and mannerism.
3. **Classroom arrangement and organization:** A teacher who organizes his class in such a way that he can get to any part or any material without disturbing the peace of the class, will sustain the control longer than a teacher who is unorganised. Equally, the teacher who lays out the materials he needed for his lesson in appropriate places and gets them without wasting time during the lesson, stands a better chance of sustaining the class control.
4. **Teacher's performances during teaching:** A teacher who is dull in presentation gives the pupils the opportunity to wander in their minds. A teacher who knows the names of all his pupils, who is brilliant and active in his presentation, who gives brisk and clear instructions and who has consideration for his pupils will have their cooperation and submission.
5. One of the factors that aid discipline in schools, is the making of few simple rules and regulations which the pupils must know.
6. **Interesting work and the involvement of the pupils in the lesson:** When the pupils are interested and involved in the lesson they have no time for indisciplinary activities.
7. **School studies:** The pupils' attention should be drawn to the lives of successful or great men of the past and present. Such people may be near or far away. The essence of this is for the pupils to emulate their lives.
8. **The School Societies are instruments of discipline.** The pupils and teachers should be encouraged to join them. There, they can develop good relationships which will help in the class discipline.
9. **Fairness in punishment:** The teacher's punishment must be commensurate with the offence. The exact offenders only should be punished. The pupils

must be made to know that there is no witch-hunting and all the teacher is doing is for their benefit individually and collectively.

10. **Teacher's strictness:** The teacher should be strict, firm but kind. There should be no favouritism or bias in all he does in class.

2.7.7 Classroom Environment

The classroom environment determines to a great extent what materials are to be selected for use in teaching and learning. If there is no electricity, it is no use thinking of a television or projector. If there is no darkroom, projector may not be thought of. Thus, student teachers should make sure that before they use any material resource for teaching they should ensure that the classroom environment is conducive for it. For example, to make use of audio materials as radio, the classroom should be as free of noise as possible so that the pupils can hear clearly.

For this reason, the importance of classroom environment cannot be over emphasized because it can determine the success or otherwise of teaching. Factors that determine classroom environment include: physical environment; emotional environment; teacher-student relationships and the use of modelling.

- (i) **Physical environment** entails arranging, organizing or utilizing satisfactorily things like seating and layout, teaching aids, equipment for practical lessons, audio-visual apparatus, activity corners and areas, notice boards, chalkboards and display tables. A student teacher that – thoroughly organizes his needs in this respect helps to establish an environment that is conducive to learning.
- (ii) **Emotional environment**, which is seen more important than the physical environment, embraces features as the teacher's voice, his attitudes and expectations, humour, techniques of control and leadership styles.
- (iii) **Effective teacher-student relations** lies in respect for persons. That is by treating children as individuals, recognizing and valuing their singular characteristics. A student – teacher needs to know that for a child to develop

and function as a person, he needs to be treated as someone who is important in his own right and not just as a member of a category.

Teacher-student relations, shows the influence of teachers on the immediate behaviour of their students and on their intellectual and social development, the contribution which teachers make to the mental health and adjustment of students, the students' likes and dislikes with regard to their teacher, and the effects of the teacher's daily contact on their students.

- (iv) **Modelling** by trying to understand and respond to only verbal explanation and instruction. This is especially for younger pupils whose abilities to follow detailed verbal instructions are limited. Thus, the process of modelling may be seen as a means of enabling a child to re-assemble components of behaviour he already possesses into new and alternative combinations.
- (i) What would be a suitable follow-up to the lesson?
 - (ii) Should I have employed alternative teaching strategies?
 - (iii) Will I teach the material in the same way next time? Why or why not.

2.7.8 **Evaluation, Assessment and Record-Keeping**

Evaluation is centrally concerned with the making of judgements. Thus it enables the student teacher to make appropriate decisions about his on-going classroom activities and to plan future activities more purposely and effectively in the light of his knowledge of the progress of his students.

Appropriate decisions depend upon correct judgements and these in turn can only derive from adequate information-gathering instruments. The following are information-gathering techniques: **Using questions**-questioning is the obvious way the student teacher can gather information about his pupils grasp of new material or their recall of previous work. He should be able to ask the right questions and it will be more appropriate to rehearse the questions rather than questioning on the spur of the moment.

Objective tests – these are generally composed of a number of items – for example, missing words, incomplete sentences, true/false statements, multiple – choice answers, matching pairs of statements and responses, etc; accompanied by precise instruction to the testee on how he is to record his responses.

Standardized test is unlikely to be used by student teachers, but it is of importance for them to be knowledgeable about it. It is a test that has been administered to a sample of individuals, i.e. representative of the population for whom the particular test is intended. From the performance of those individuals, sets of scores are calculated, for example, by age, by sex, or on the criterion of ‘above average’, ‘average’ and ‘below average.’ Since the individuals are representative of that population, any individual score can subsequently be evaluated by comparing it to these sets of scores or norms.

The essay test allows the candidate to organize his thoughts and to communicate them in his own style. This makes essays to be markedly more difficult to assess reliably because a considerable degree of subjectivity can creep in to its assessment. However, the following ways can reduce the subjective element:

by marking for substantive content rather than style, by fixing a maximum penalty for mistakes in grammar syntax and spelling;

by multiple marking followed by a further close scrutiny of those essays placed near the pass-fail line.

In conclusion, it is important to know that the appropriateness of any information gathering technique depends upon the purpose of the evaluation and the particular abilities the student teacher is seeking to assess.

Continuous Assessment is the constant updating of teachers’ judgements about their students’ performance. The educational objectives that guide the initial planning of any activity should be the major determinant of the form of assessment by which that activity is eventually evaluated.

For this reason, every student teacher should be able to evaluate every lesson on his/her own, using the following brief criteria. If he/she can use a cassette recorder occasionally, all the better. Alternatively, student-teachers teaching in the same

school can exchange visits to each other's class to critique lessons, using these or other similar criteria. Self-evaluative decisions are those which a teacher makes after a lesson has been taught. They arise from asking the following kinds of questions about the lesson:

- (iv) Was this lesson successful? Why or why not?
- (v) What were the main strengths and weaknesses of the lesson?
- (vi) Did the students learn what they were intended to learn?
- (vii) What did the pupils get out of the lesson?
- (viii) Did the lesson address the pupils' needs?
- (ix) Was the lesson at an appropriate level of difficulty?
- (x) Were all pupils involved in the lesson?
- (xi) Did the lesson arouse their interest in the subject matter?
- (xii) Did I prepare sufficiently for the lesson?
- (xiii) Do I need to re-teach any aspect of the lesson?

Record Keeping

It is mandatory for the school to keep some records which are vital to its existence and for the benefit of the pupils who pass through it. Records are meant to be used as occasions demand and are equally meant to assist the teacher to perform his duties efficiently. A well kept school record is an instrument to build a history of the pupils and as the society all over the world is becoming more and more complex, accurate record keeping in schools will be in the interest of the state, the teachers as well as the students. For this reason, a student teacher should keep record on the ongoing work of his class and the progress of individual students within it. Record keeping is guided by these four questions:

1. What do I need to record?
2. Why do I consider these things worth recording?
3. What use am I going to make of the information?
4. How can it be collected efficiently?

TYPES OF RECORDS

There are many statutory records kept in the school. Some are frequently or daily used while some are used occasionally. They include:

1. The Attendance register,
2. The School record and diary;
3. The Continuous Assessment Record;
4. The Store ledger or stock book; and
5. The cash account book.

These five are among those frequently kept and used. Others include:

6. The admission register;
7. The log book;
8. The punishment log book;
9. The visitor book; and
10. The transfer certificates, are among those not kept daily.
11. The Record of Handicraft,
12. The weather record, and
13. The agriculture record.

2.7.9 Extra – Curricular Activities

These are the out-of-school activities, which most teachers acknowledge as important. If well-prepared and well-organised, out-of-school visits and activities can widen students' understanding of the world in which they live. The value of extra – curricular activities lies in their relevance to the students and to the school curriculum.

2.7.10 Conclusion

- (i) Emphasis must be placed on very sound preparation for the teaching practice exercise if much quality is to be expected during the actual exercise.
- (ii) There should be detailed orientation and briefing sessions for both students and staff before the commencement of the teaching practice exercise.
- (iii) There should be periodic workshops at national, zonal and state levels for teaching practice monitors, coordinators. managers/supervisors, and course

facilitators/tutors for updating information and improving the quality of teaching practice at all levels.

- (iv) There should be a proper briefing and orientation of school heads and cooperating class teachers in whose schools students teach.
- (v) There should be post-teaching meetings immediately after the teaching practice in any given year which should bring together all involved in one way or another with the preparation, supervision, coordination, assessment, and moderation of teaching practice and Teaching practice results for the purpose of a comprehensive and valid assessment of the exercise.
- (vi) Clear rules and guidelines on the conduct of school staff and pupils in schools should be given to all student-teachers before the teaching practice exercise. Student-teachers who infringe on relevant rules and regulations expose themselves to appropriate discipline, including a failing grade in teaching practice.
- (vii) Every student-teacher should be aware of the rules and regulations governing Teaching practice in all details.
- (viii) Each NTI subject specialist should provide a brief summary of the essentials of his/her subject area and its teaching methods and techniques to students before they go on teaching practice. This is especially important in the core subject areas where this might not have been adequately treated or because of new knowledge.
- (ix) All relevant documents such as formats of all types, guidelines, prescriptions, note books for lesson plans, criteria for assessment, and the distribution/weighing of marks, including continuous assessment in teaching practice should be made available to all concerned, including student-teachers.
- (x) The functions of every participant should be very clearly spelt out as we had attempted to do early in this Manual.

REFERENCE

Jack C. Richards and Charles Lockhart, (eds.) (1994). **Reflective Teaching in Second Language Classrooms**, Cambridge: University press.

CHAPTER THREE**3.0 TEACHING PRACTICE PROCEDURES FOR THE NTI PROGRAMMES****3.1 Teaching practice Philosophy and Objectives**

The philosophy underlying teaching practice is to produce professionally competent teachers through exposure to well-structured and supervised field experience. The objectives are:

- (i) to provide adequate field experience for the professional development of teachers;
- (ii) to provide opportunities for student-teachers to engage in a professional exercise in observing, sharing participating in school activities and practical teaching;
- (iii) to serve as a means of assessing the professional competence of the student-teacher; and
- (iv) to provide student-trainees opportunities for translating theory into practice.

3.2 Sensitization Orientation

- (i) As part of pre-teaching practice activities for the trainees, the cooperating schools, teachers, supervisors/course tutors and the coordinators are to undergo a one-day orientation in order to familiarize themselves with the procedures, demands, and the issues related to organizing teaching practice for students.
- (ii) As a follow-up to the one-day sensitization workshop, the cooperating teacher in school takes the student-teacher through an orientation period of two to three days duration, during which the student-teacher is introduced to other teachers, school records, syllabuses, school handbooks (if available), class record books, school rules and regulations, daily schedules, and teaching practice demands.

3.3 PROCESS AND PRACTICE OF MICRO-TEACHING

Teaching as a profession has a range of skills that must be imparted to the teacher trainers before they can become competent teachers. One of the methods for doing this is micro-teaching.

In this section a brief discussion is done on practising this method to develop the necessary skills and competencies expected of you as a trained teacher.

3.4. The Concept of Micro-Teaching

The Teaching Task consists of so many discrete skills that must be brought into play before teaching can be successful. A competent teacher needs to master the use of these skills as well as the content. This makes teaching complex and the training of teachers in pedagogy an arduous task. In order to give the teacher trainee the necessary grounding in the art of teaching, micro-teaching technique was introduced.

The technique, which is one of the most effective innovative pedagogical strategies designed to maximize efficiency and effectiveness in the process of guiding student teachers to develop teaching skills and competences, was introduced at Stanford University, U.S.A in 1963 by Doughty Allen et al.

Micro-teaching is defined as a scaled down sample of actual teaching which generally lasts ten to thirty minutes and involves five to ten students (Olivere, 1970).

Microteaching is both a group and individualized teaching/learning competency-based instructional strategy. It is a controlled laboratory simulation of regular classroom instructions designed to break down the complex teaching task into its simple component elements or skills.

Allen and Ryan (1969) opined that micro-teaching is real teaching that lessens the complexities of normal classroom teaching by focusing on training you to accomplish specific tasks, thus allowing for increased control of your practice, which in turn gives a focus to your feedback that allows it to be greatly expanded beyond the usual knowledge of results dimension you would normally experience on teaching.

Micro-teaching is no way a substitute for real teaching or supervised practical teaching though it has all the ingredients of the normal classroom teaching but scaled down. It can be used in various situations to simulate teaching in a laboratory type of setting. This is why micro teaching is viewed by Gregory, (1972) as real teaching. He argued that the amount realised in micro teaching varies from situation to situation hence it is a simulation of real teaching. He explained that micro teaching is designed to give intense teaching experience in a highly structured laboratory setting where the range of feature is low and opportunity for retaining teaching skills are high for each student. The scaled down teaching encounter is short, about 10 to 30 minutes, the number of students is small, five to ten and the instructional task for a lesson is well defined.

To Izuwah and Ohuche (1985) :Micro-teaching is a scaled down teaching encounter. It is scaled down in terms of time, number of students, concepts taught and the teaching skills used. It may also be viewed as an attempt to use simulation techniques to break down the teaching process into smaller and more easily understood and manageable units for practice.

They pointed out further that micro-teaching provides an on-campus laboratory teaching experience in which student teachers practice in a non-threatening environment and that it has a built-in opportunity to help correct mistakes through its system of teach-critique-re-teach cycles.

Micro-teaching is quite different from the traditional method of introducing student teachers to teaching. In the traditional method, student-teachers are attached to a school and they attempt to implement the recommended theories and practices. Often, many student-teachers panic in the presence of numerous pupils they have to face. The students also have to cope with the presence of the supervisor who is often seen as a critic. The assessment of students is often norm-reference based.

Micro-teaching is a competency-based teacher education technique with in-built opportunities for inquiry and creativity in teaching. It tends to encourage innovation and cultural dynamism in teaching. Teachers are trained to adapt to changing

situations. Brown and Armstrong (1975), noted that “microteaching is designed to develop new teaching skills and refine old ones”

The use of micro-teaching no doubt exposes teacher-trainees to important teaching/learning behaviours which are relevant to the development of the necessary teaching skills required for effectiveness and efficiency in the classroom.

3.5 **Micro-Teaching Processes**

Micro-teaching involves a set of activities which teacher-trainees undergo to acquire teaching skills. These are referred to as the *micro-teaching processes*. Allen and Ryan (1968), developed the original micro-teaching process called “Teach-critique-Re-teach cycle.” Sequences of steps are adapted from the original processes:

1. Modelling
2. Planning teaching
3. Teach – Re-card stage
4. Play back critique stage (feedback)
5. Re-planning to re-teach
6. Re-teach
7. Re-observation of teaching.

1. **Modelling**

There is the need for a model to be evaluated by playing back a recorded video taped or compact Disc demonstrating clearly the particular skill or a set of skills by an expert. The expert must demonstrate a clear understanding of the particular skills or skills involved. The teacher trainees must be able to learn from this demonstration. However, this demonstration could also be done by:

- (1) Oral explanations and instructions alone or to complement the video tape.
- (2) Written expositions and directions only or to complement video tape and/or oral explanations.

- (3) Video recording of the master teacher or expert demonstrating the expected special teaching behaviour(s) or skill(s)

Whichever method or methods adopted, the teacher trainees should know what is expected of them and why.

II. **Planning Teaching**

You should start your Micro-teaching session with planning. Your plan should start with identifying the teaching skills to practice. Identify the teaching that illustrates well your chosen teaching skill and how the teaching skill is applied in a teaching situation. Taking note of the dos and don'ts prescribed for the practice of each teaching skill, identify the cues your colleagues will look for in their observation of your teaching and the control conditions. Finally, plan your Micro-lesson by providing answers to the following questions.

- who are my learners?
- What do I want them to learn?
- What is the most appropriate sequences of the learning topic and tasks?
- What are the behavioural objectives, what methods and materials will lead to achieving the objectives?
- How will the teaching and learning be evaluated against the set objectives?

You should summarise the answers to these key questions as your Micro lesson note.

III. **Teaching**

You should have the teaching skills explained and demonstrated for you before you teach or practice the teaching skills in a Micro teaching setting. You must imitate the models. When you want to teach, face your class of five to ten students with your prepared Micro lesson note. You should present the lesson in an acceptable English language; and present an acceptable

appearance too. Apply the particular teaching skill as you present your lesson. You should complete your presentation within the five to ten minutes prescribed time limit.

IV. Observation of Teaching

Immediately after your teaching, your colleagues who observed you teach will critique your performance in the light of your set objectives and examples of the model. You will receive a feedback or knowledge of result of how you performed and how you can improve your performance under the guidance of a supervisor. Self-analysis which involves asking you what good qualities and weaknesses you observed can as well will be used. Certain aspects of your teaching may be pinpointed by the supervisor for general discussion by you and your colleagues. The recording must be good. If your video tape is available, the supervisor can use the video tape playback to show you how you performed and how you can improve. Your colleagues may evaluate you on a point scale. If you receive a low score, you are expected to re-plan, re-teach your lesson and you should be re-observed by your colleagues until you improve your performance.

V. Re-planning Teaching

This involves re-examining your planned Micro-lesson to correct its defects. You may wish to plan a new micro-lesson on a different micro-lesson topic, but applying the skill under practice.

VI. Re-teaching/Re-recording

You re-teach the micro lesson in the light of suggestions made by your supervisor and colleagues. You should be encouraged to re-teach your micro lesson by the fact that practice makes perfect.

VII. Re-observation of Teaching/Re-Critiquing

Your colleagues will re-observe your teaching performance and give you an immediate feedback or knowledge of result on how well or how bad you taught your lesson by applying the teaching skill. If you earn a high score, it

shows you have improved your performance. It is also an indication that you have acquired the teaching skill practiced on. You can now move on to other skills.

3.6 PRACTICUM IN MICRO-TEACHING

3.6.1 OPERATIONS IN MICRO-TEACHING

The model teacher who may be the class-tutor or a video-taped expert teacher, the class-tutor who also is the supervisor, the practicing student teacher and his classmates are the personnel involved in a micro teaching session. Some of the classmates serve as the 'pupils' while the others watch with the class-tutor. The procedures in using micro teaching are broadly in four phases. These are:

1. Modelling Phase.
2. Teach-Record Phase
3. Play back Critique Phase
4. Re-teach Phase.

In practice, the detailed operations which we shall study here are as follows:

- i. the objectives of the skill should be made clear to the student-teacher.
- ii. the modeling or demonstration of the skill. This may be a video taped or film of an expert teacher brought for the demonstration. Equally, the class tutor may demonstrate the skill to the student teachers in the classroom. The demonstration is to be supported with verbal explanation of the aspects of the modelling which require more attention.
- iii. the student-teacher preparation stage. The trainee plans a short lesson of about 5 to 10 minutes on a topic of his choice incorporating the demonstrated skills.
- iv. the student teacher teaches the lesson to a small group of 5 pupils to his mates. His attempt is videotaped and or audio taped for play backs.
- v. feedback or playback critique is another operation. At this stage, the class-tutor/supervisor makes reinforcing remarks on the trainees' performance. This

may be in the form of asking for self analysis from the student teacher, or the supervisor. The video tape and audio tape should be played back to give the feedback. It should be noted that, both the good qualities and weaknesses in the attempt should be mentioned. This feedback is to give the student teacher an insight into how he could improve on his performance.

- vi. The replan is another operation. At this stage, the student teacher replans his lesson, incorporating both personal, peer and supervisor's observations.
- vii. The revised lesson is re-taught to another set of pupils or classmates. The reason for the change of learners is to avoid the effect of boredom on the pupils or students. The reteach is also videotaped and or audio-taped.
- viii. Another round of feedback takes place after the re-teach.

3.6.2 Practical Procedure for Micro-Teaching

The concrete steps involved in Micro-teaching as suggested by Singh (1977) are as follows:

1. **Orientation:** To attract the attention of student teachers and to stimulate them to use micro-teaching, there is the need to organize discussions on the theory of the technique as regards teacher education. The advantages and limitations of the technique should be known to the student-teacher.
- ii. **Discussion on Teaching Skills;** Singh suggests that the concept of teaching skill be clarified first. Each skill to be practiced should be thoroughly discussed before practice. Selected student-teachers should be trainees in observing the teaching skill.
- iii. **Presentation of Model Lesson.:** The model lessons on the skills to be practiced should be demonstrated by the model teacher preferably in all the subjects chosen by the student-teachers.
- iv. **Preparation of Micro-Lesson Plan:** The student teacher is expected to plan for a skill at a time.

- v. **Micro-teaching Setting:** The following timing and setting are suggested by Singh:
- (a) Time Teach-6 minutes
 Feedback-6 minutes
 Re-plan-12 minutes
 Re-teach-6 minutes
 Re-feedback-6 minutes
 Number of Students - 10
 Supervisors-1 or 2.
 Feedback by the Supervisor(s)
- vi. **Simulated Condition:** The student-teachers (classmates) should act as pupils. The micro-teaching is conducted in the College itself.
- vii. **Practice of teaching skills**
Singh suggests that five skills may be practiced by a student-teacher, using the following processes:
1. Probing questions.
 2. Stimulus Variation
 3. Re-inforcement
 4. Silence and non-verbal cues
 5. Illustrating with examples
 6. Encouraging pupils participation
 7. Explaining
 8. Effective use of blackboard
 9. Set induction
 10. Closure
 11. Planned repetition
 12. Use of instructional media.
- viii. **Observation of Teaching Skills**
The student teacher's attempts are to be observed by the classmates as well as the Teaching Practice supervisor(s).

ix. Feedback

Immediate feedback may be given to the student-teachers individually.

x. Teaching Time

The teach-feedback-replan-reteach-refeedback, a complete cycle, is expected to take about 35 minutes.

Singh's suggestions may not be the same with the timing suggested by some other researchers.

Teaching Skills are numerous. Those suggested in (vii) are only a sample. You should suggest many of such skills.

You are advised to keep practicing a skill repeatedly until you become a perfect user of the skill. Practice, they say, makes perfect. You should attempt to practice the non-verbal cues with your friend or before a mirror or in front of a video camera before using them in a lesson. This will improve your ability to use them. Some of these are:

- motioning with your hand for someone to come nearer, go away, keep quiet etc.
- shake head to indicate no
- scratch head
- hold chin in hand and look thoughtful
- tap foot
- squint eyes
- wink
- look at the ceiling
- look at the floor
- look intently as if at a student
- gesture to stand up
- gesture to sit down
- panic briefly for 2 seconds.

SUMMARY

- The following procedure had been discussed as appropriate for a microteaching practicum class:

- Step I** You choose the micro-teaching setting or space. You can call this your micro-teaching laboratory.
- Step II** You choose your micro-teaching colleagues about 3 to 10 in number who will play the role of your class as well as observe/critique and provide you with a feedback.
- Step III** Time table the practical programme or activities, write your name on the time table and underline. Indicate the hours and days for each member's practice session, assign 5 minutes for teaching and skill performance. Assign time for observation or viewing and for discussion of performance.
- Step IV** You choose a supervisor and give him or her your time table of events.
- Step V** Prepare the space and provide facilities – seats, clocks, videotape if available, a bell to announce end of your teaching.
- Step VI** Prepare appraisal guide with rating scales for the supervisor and your colleagues to observe and critique your skill practice performance.
- Step VII** Choose a topic and plan a five (5) minutes lesson.
- Step VIII** Write a lesson note from the lesson planned.
- Step IX** Choose a skill or clusters of skills to perform while teaching the lesson but you are advised to practice a skill at a time.
- Step X** Teach the lesson and perform the skill(s). You are observed by your colleagues.
- Step XI** You receive feedback on your performance, if your score is below 50 points you try again.
- Step XII** You re-plan the lesson.

Step XIII Your re-teach it.

Step XIV You are re-observed once again.

- You were also advised to keep repeating this procedure for each of the teaching skills until you are perfect.

3.6.3 **RESOURCES IN THE CLASSROOM**

Ordinarily, resources are materials which help in doing something. For example, flour, sugar, water and so on serve as resources for the preparation of bread or cake. In the classroom situation, resources become materials or devices which are used to facilitate teaching and learning. Resources in the classroom can be classified into two broad categories. Those which appeal to the sense of sight are classified as visual material resources and those which appeal to the sense of hearing are classified as audio materials. There are also those which combine both features and are classified as audio-visual(A-V) materials. Below are examples of material resources according to the above classifications:

1. **Audio-Materials**

Radio

Tape-recorded material.

Record Player

2. **Visual Materials**

Pictures

Objects like pen, tin, cup

Specimens like feather, egg, frog, fish

Textbooks

Workbook

Newspapers

Magazines

Chalkboard

Projected materials like slides, films and film- strips, over-head projector

Charts

Maps and globes

Posters

Diagrams

3. **Audio-Visual Materials**

Television

Cinema

3.6.4 **Video tape recorder and TV.**

While it should be noted that the above list is not exhaustive, it should also be noted that all of them may not be available in a single school. Also, each of these materials or resources has its advantages and disadvantages when selected for use in teaching. For example, the radio has the following advantages:

- (i) **It is informative.** Pupils get information and news from radio. In this way, they become aware of what is happening in the state or country. For example, pupils get to know about most government policies and programmes on the radio.
- (ii) **The radio serves educative purpose.** In addition to the informal experiences it provides, there are also educational programmes on radio. These programmes are based on selected topics in the major school subjects like English, Mathematics and the Sciences and presented by professional teachers in these areas.

Unfortunately, radio has the following disadvantages: **It does not repeat itself.** If a pupil fails to hear what the radio says, he forfeits the opportunity as the radio does not repeat itself.

Most of the educational programmes on radio are often not aired or broadcast at suitable times. They are hardly broadcast during schools hours. Hence, the teacher is unable to adapt them to facilitate teaching during the normal lesson for the subjects.

At times, a number of factors could make the use of radio in teaching to fail. For example, thunder could disturb the radio wave and the volume of the radio such that pupils may lose trend of the radio programme.

3.6.5 SELECTION OF RESOURCES

When the resources in the classroom are employed in teaching and learning situation, they become teaching aids. Since these resources aid teaching and learning, they must be carefully selected in order to facilitate the attainment of the set objectives. The following guidelines for the selection of resources have been suggested:

1. Visibility:

Whenever a visual material is to be selected for use in teaching, an important factor to be considered is the ease with which the pupils can see the materials be they objects, models or specimens. For example, if a diagram showing the parts of a leaf is used to illustrate the topic, it is only sensible for the diagram and the labelling to be as bold as possible. This is necessary so that pupils sitting at the back of the class can see without straining their eyes.

2. Audibility:

If the material resources to be used are those which make sense or meaning when heard, they should be audible. In other words, they should be easily heard by all the pupils in the class without straining their ears. For example, if a taped or recorded educational programme is to be used, the recording should be well done to produce good output. Where there is no electricity, good batteries should be used so that the sounds produced can be distinct and clear.

3. Relevance:

Resources selected for use become useless if they are not relevant to the topic to be taught. They are supposed to promote the lesson objectives. Therefore, the relationship between the resources and these objectives should always be the guiding principle in the selection of material resources for teaching and learning.

4. Attractiveness:

One of the roles of teaching aids or material resources is to stimulate and sustain pupils' interest in the lesson. Therefore, whatever materials you select

for use must be attractive and carefully arranged. A well drawn and neatly labelled diagram is likely to be more attractive than a mutilated one.

5. **Simplicity:**

Any material resources selected for use is supposed to convey a given information which is relevant to the behavioural objectives for the lesson. It should not contain at the same time, other information not relevant to the lesson. If the material contains too many information at the same time, there may be the tendency for pupils' attention to be distracted. Therefore, for the selected material to be helpful, it should be simple and not too complex. For example, if you want to teach the parts of a feather, it would be more appropriate to use a single feather rather than drawing a complete fowl. Otherwise, some pupils' attention would be taken by the other parts of the fowl.

6. **Easy usage:**

Before you choose to use a given material resource, be it visual or audio, you must ensure that you can manipulate it with ease. It becomes ridiculous and embarrassing if you come to the class with an equipment which you cannot operate. Today, there are numerous electronic media or resources which are being used to improve teaching and learning. These include films and filmstrips, projector, and so on. Some of these demand little technical skill to manipulate. The ease with which you can use a given material resource should always guide your selection.

7. **Availability:**

One thing is to conceive of a very important and effective material resource and another is for it to be readily available. Therefore, you should always consider the availability of the materials you intend to select for use. Availability here includes locating the materials and their prices. Those to be selected should be what the school can afford. It is however more appropriate

to make use of simple and cheap materials so that the teacher can improvise some of them when the school cannot afford them.

8. **Class/School environment:**

The classroom and school environment determines to a great extent what materials are to be selected for use in teaching and learning. If there is no electricity it is no use thinking of a television or projector. If there is no dark-room, projector may not be thought of.

9. **Durability:**

When materials are used to illustrate or demonstrate teaching, they are supposed to be kept or preserved for sometime. At times, pupils may want to demonstrate the use of such materials at the end of the lesson. In fact, the lesson period may be too short for the pupils to fully appreciate the meaning of the materials. As soon as the lesson ends, they try to pay more attention to the study of the diagram or specimen or object. Therefore, the materials to be selected should be such that is durable and capable of being preserved for a fairly long time. Besides, other teachers may want to make use of the materials such as maps, specimens, objects and equipment in their lessons.

3.6.6 **Learning Resource Corner**

The importance of instructional materials in teaching/learning process can never be overemphasized. This makes it imperative for any teacher that wishes to accomplish desired objective(s) for a particular lesson at hand to create a corner in the classroom where he will keep the pool of items he intends to use as teaching aids. These aids should be as varied and interesting as possible and could be obtained and kept even before the need for their use arises. Any conscientious teacher is expected to be resourceful and enterprising in his use of teaching aids for his lessons. Student teachers usually get credit for being innovative in setting up rich Learning Resource Corners in their classrooms. They would do well by initiating to establish the LRCs where one was not already in existence prior to their arrival at the school.

Despite the importance attached to the LRCs, student teachers are advised to note the following in setting them up in their classrooms.

- (i) The items should be simple and accessible; materials to be brought for use in the LRCs should be such that are simple to obtain and easy to handle by the pupils and should also be common within the locality.
- (ii) Pupils understand things (in this case teaching aids) faster if they are familiar with their socio-cultural backgrounds. Strange things usually put off pupils' attention.
- (iii) Coloration of the items must be modest; colours of the items should be modestly light so as not to distract pupils' attention from the lesson.
- (iv) The items must be affordable and cost effective; many items that are hard to obtain on account of their costs are liable to discourage parents, head teachers, teachers and other stakeholders from procuring them for their children's use

3.6.7 **CHILDREN WITH LEARNING PROBLEMS**

The main aim of teaching is to help someone acquire or change some skill, attitude, knowledge, idea or appreciation. In other words, it is to bring about some desirable changes in the learners' behaviour. Teaching is said to be effective only when the learners have been able to achieve the set behavioural objectives. Thus, teaching and learning go together. It is like buying and selling. If nobody buys, it means nobody sells. Similarly, if nobody learns, it follows that nobody teaches.

However, it should be pointed out that, it is not every teaching that brings about pupils' learning. In fact, you can force the horse to the stream but you cannot force it to drink water. In a sense, it is possible that you could put in your best efforts to teach and yet some pupils fail to learn. That should not be seen as if you have not done your job, for there are pupils who find it difficult to learn due to some learning problems.

As you teach, you should be able to monitor the pupils' reactions or feedback so as to know which of them are following. In doing this, it is sometimes easy to detect children with learning problems.

In addition to their inability to participate actively in the lesson, they exhibit some traits which reveal that they are finding learning difficult. You may observe that a pupil is trying to copy from the work of others. You may find that a pupil has covered his note-book, folding his hands while his mates are busy doing an exercise. And you may find that a pupil is consistently scoring low marks in his exercises. You may even observe that a particular pupil is fond of asking irrelevant questions. Some continue to draw the class back on issues already resolved. Some are always asking for a repetition of the lesson. These are some of the symptoms of a child with learning problems. But what are the causes of learning problems? You will find answers to this question in the next section.

3.6.8 CAUSES OF LEARNING PROBLEMS IN CHILDREN

Some children are unable to learn as much as others due to a number of factors including the following.

1. **Physical handicaps**

When a child is physically handicapped, he would find it difficult to apply himself fully to the learning situation. Physical handicaps take many forms including hearing and sight difficulties.

If a child does not hear properly, or does not hear at all, your message will not reach him. As a result, he cannot respond or make a feedback to show that he has had some experiences. Sometimes, you will observe that a particular pupil is always restless or looking very straight into your face in an attempt to hear what you are saying. There could be others whose parents would be courageous enough to come to tell you that their child is hard at hearing. Another sign could be for the child to always turn his ear to the direction where the sound or message is coming from. If they are unfortunate not to have heard you, learning will fail to take place as expected.

Another aspect of physical handicap is sight difficulty. A child may find it difficult to see what is too near to him. Under this condition, if such a child is seated in front of the class, he is less likely to see what is written on the

chalkboard. You should remember that, the purpose of writing on the chalkboard is to communicate. If the child cannot see what is written, communication will break down and learning cannot take place effectively. The same holds for a child who can only see things which are near but cannot see those at a distance. Thus, if he is seated at the back of the class, he will find it difficult to receive your message.

2. **Dependence**

As a result of the way a child has been brought up in the home, he may grow up to remain dependent on others in whatever he does. If he has been too petted or pampered at home, there is the tendency that he would always want someone to do a number of things for him. In the classroom situation, he may find learning difficult because he has never learnt to apply himself or use his personal efforts to solve problems. This is rather common in the African tradition whereby if one happens to be the only child of the parents, he is over-pampered and hardly allowed to do a number of things on his own. In the classroom, such a child does not put in efforts to learn. In fact, trying to learn means a new life to him which he has to adapt to. Since he does not possess the needed capabilities, desires and attitude to be initiative, he would normally find learning difficult. At this stage, he does not have confidence in his ability to achieve.

3. **Lack of attention and concentration**

If a child is not comfortable and well-fed at home, he may not be able to give the needed attention and concentration for classroom learning. A hungry pupil is likely to be ill- looking and restless in the class. While you are teaching, he is more concerned with other problems and needs than the need to learn.

Similarly, if the child does not like you as the teacher because you fail to show love or fairness to him, that hatred may be extended to your lesson. He is in the class so that he would not be punished for being absent and not for purpose

of learning. In this way, your message does not get to him and learning does not occur as expected.

Inattention may be caused by emotional problems. A child may come from a broken home or be under the care of a step-mother who is harsh and cruel to him. He sees his home as insecure and gets scared to get back there. The anxiety and depression caused him by the home can easily be extended to the classroom. The result is that, he finds it difficult to concentrate because his mind is not settled.

4. **Absenteeism and lateness**

A child that is constantly absent from class work is likely to have some learning problems. It has been pointed out that learning proceeds in a predetermined sequence and in stages. If one stage is jumped, a problem will be created. A child that is absent always misses the trend of the lesson sequence and finds it difficult to learn. For example, if a child was absent when 'Conjugation of verbs' was taught, he would find it difficult to cope when 'Sentence Construction' is taught. This is because he does not possess the basic information or ideas for sentence construction.

A child's absenteeism may be due to a number of factors including illness, accidental death of relations, domestic work and lack of school materials like books. Lateness has the same effect as absenteeism.

5. **Mental retardation**

Learning becomes a problem for a child when he is mentally retarded, that is, if his brain is naturally not developed to facilitate learning. Mental retardation can be shown in many ways. A child may find it difficult to recognise objects; letters of the alphabet or numbers; or associate object or even remember what he has learnt. These arise because the parts of the brain which coordinate learning and memory are deficient.

Mental retardation may be due to early childhood events such as prolonged convulsion, epilepsy, accidental falls and even dangerous drugs taken by the

mother during pregnancy. It could also be due to natural malformation of the appropriate organs of the body, that is, where they are not well formed just as some people are born with twisted limbs.

3.6.9 **COPING WITH CHILDREN WITH LEARNING PROBLEMS**

One of the greatest tasks of the teacher is to help children learn according to their capabilities. At the same time, the teacher is expected to be of help to the children in solving their learning problems. In doing this, the following suggestions have been made.

1. **Effective sitting arrangement**

As soon as you identify a child with hearing difficulty, make him sit in front of the class. In this way, he would be able to hear most of what you say in the class. Similarly, on identifying those who cannot see faraway objects clearly, make them, sit in front of the class. Those who cannot see close objects clearly should be seated behind the class. This may help them, to cope with learning.

2. **Encouragement and Counselling**

For the child to get out of dependence, he needs to have faith in his own ability. You should try and get this into his head that he can do most things. Make him believe that he possesses the capabilities for working on his own. You should follow this up by providing him with the opportunities for demonstrating his potentials and initiatives. For example, the use of simple exercises.

Also, what the child needs in order to become more attentive in the class is counselling. You should try to find out why he is restless and inattentive. If it originates from the home, you may need to speak with his parents or guardians to make them realise the need for conducive home environment for the child's progress in learning.

The child himself should be made to realise that paying attention in the class helps him to achieve something, that is, knowledge which is important for his

future prospect. You may use cases of school drop-outs to show the effect of inattentiveness in the class.

3. **Variation in learning experiences**

A child may have got tired or bored by your way of teaching. You may have to vary your teaching methods and provide varied learning experiences like story telling, drama, singing, games and so on to revitalise or refresh the child's interest and desire to learn. You may use the Parents-Teachers-Association as a means of talking to the parents not to over-burden children at home. They should be made to realise that children need good food, clean and well ventilated room and above all sufficient rest at home. These make them strong and lively in the class.

4. **Psychiatric treatment**

There is little or nothing by way of medical treatment a teacher can do for a mentally retarded child. The most he can do here is to identify him for reference to the psychiatric specialists for possible medical assistance.

CHAPTER FOUR**GENERAL GUIDELINES ON TEACHING PRACTICE ASSESSMENT****4.0 INTRODUCTION**

Assessment is a crucial part of the teaching practice exercise, as it brings out the strengths and weaknesses of not only the student-teacher, but also all those associated with his/her training. For example, it helps to show where more emphasis needs to be placed including knowledge of subject matter, and even choice of school for the teaching practice. It is also important that assessment should come only after adequate input in order to ensure fairness and justice in assigning grades. Many supervisors are prone to immediate assessment without sharing any useful practical experience with the student-teachers in the classroom or after the teaching sessions. To this end, supervisor may be restricted to observing lessons and teaching, instructing, collaborating with, directing and correcting the student-teacher. Suggestions for improvement are expected to be made before, during and after supervision.

The rest of this section of the Manual deals with:

- (i) When to assess student-teachers
- (ii) How to assess them, and
- (iii) Assessment formats

4.1 When to Assess Students on Teaching practice

The actual time to assess student-teachers on teaching practice will vary from programme to programme. One thing that is common to all programmes is that assessment should not be immediate. Students on teaching practice should be given adequate time to get familiar with the teaching practice guidelines, classroom situations, teaching-learning techniques, lesson notes writing procedures, and classroom evaluation procedures before assessment is undertaken. Indeed, assessment should never be done in the first few weeks of teaching practice. These weeks should be devoted more to supervision as an interactive process between the

student-teacher and his immediate cooperating class teacher as well as his course tutors and supervisors. It is only after an established process of learning by doing accompanied by systematic feedback that any assessment can make sense.

5.2 **How to Assess Students on Teaching Practice**

- (i) A student-teacher should be assessed at least four times during a twelve-week (12) teaching practice period.
- (ii) Both the school headteacher and the cooperating teacher have a vital role to play in teaching practice assessment since the student-teacher spends a long period in the school, it can even be urged that they see him better and more often than all the supervisors coming to visit him/her. It is with this mind that the school and the classroom teacher may be allotted as much as 10% of the overall teaching practice score of the student-teacher. The assessment should focus comprehensively on the candidate's stay in the school, including any assigned school responsibility. He/she should be allowed to assess the student-teacher. The cooperating teacher's assessment may account for 10% of the overall teaching practice score of the student
- (iv) The assessment should be based on valid assessment instruments (See Appendix C) and all assessors should be familiar with the instruments. It is also assumed that all supervisors will be familiar with the subject matter and the methodology of teaching the lessons they supervise.
- (v) The whole lesson, and not merely part of it, should be assessed.
- (vi) Scoring should never be delayed as time lag between observation and scoring increases chances of subjectivity. Scoring should be systematic and consistent.
- (vii) The student-teacher should be given immediate feedback after each lesson observed. Comments should be written on the students' assessment form, duly signed and given to the student. Comments should motivate and encourage the student to do better.

- (viii) All assessment procedures should end with useful discussions with the student-teacher with a view to identifying strengths and weaknesses as a basis for improving the quality of teaching.

4.3 **Assessment Format**

As noted above, the assessment format recommended for assessing teaching practice is presented in Appendix C. The format consists of:

- (a) Statement of Objectives
- (b) Content
- (c) Presentation
 - (i) **Presentation**
 - (a) Introduction
 - (b) Development of lesson
 - (c) Mastery of subject matter
 - (d) Use of chalkboard
 - (e) Time management
 - (f) Questioning techniques
 - (g) Effective use of instructional materials
 - (h) Class participation
 - (i) Summary/conclusion
 - (ii) **Class management**
 - (a) Class control
 - (b) Class arrangement
 - (c) Pupils' responses
 - (iii) **Evaluation**
 - (a) Suitability

- (b) Attainment of stated objectives
- (iv) **Teacher Personality**
 - (c) Communication skills
 - (d) Neatness
 - (e) Comportment
 - (f) Warmth/friendliness

Appendix A
SAMPLE LESSON NOTES

A lesson note on Social Studies

Topic	-	Occupations of the Binis
Class	-	Primary 5
Average	-	Age: 9+
Sex	-	Mixed
Duration	-	25 minutes

Behavioural Objectives: By the end to this lesson, the pupils should be able to:

- (i) define the term occupation;
- (ii) list various occupations;
- (iii) identify at least two main occupations of the Binis; and
- (iv) explain with reasons why the Binis are known for a named occupation.

Teaching Aid:

Picture showing the Bini works of art; pictures showing vegetation of the region occupied by the Binis.

Previous Knowledge:

The pupils already know that people work to earn a living, and that their parents do something to sustain their families.

Introduction: Questions posed to the pupils include:

Question 1	-	What work do your parents do?
Expected answers	-	Farming, trading, teaching, fishing, painting, etc.
Question 2	-	What would you like to do when you grow up?
Expected answer	-	I will like to be a Professor of Education
Development Step 1	-	Meaning of occupation. Any lawful work which a person does for a living is occupation.

Question 3	Give examples of occupations you know.
Expected answer	Medicine, law, engineering, teaching, trading, farming, fishing, barbing, driving, hunting.
Question 4	Can a single individual engage in all these occupations at the same time?
Expected answers	No. To carry out an occupation needs specialization and depends on many other factors.
Teacher	It follows that some people are known for certain occupations such as the Binis (Topic written on the Board).
Step II	Occupations of the Binis The Binis are known for a number of occupations including farming, hunting, carving, bronze-casting, etc
Question 5	- Why do you think most Binis are farmers?
Expected answers	- May be they have surplus land or they have good vegetation.
Step III	- Factors influencing the occupations of the Binis Most Binis are farmers and hunters due to the nature of the climate and vegetation in their environment.
Step IV	- Use of teaching aids. A picture showing the rain forest vegetation is shown to the pupils and explanation made on their suitability for agriculture and hunting.

Summary

- (i) An occupation is any lawful activity carried out by a person for the purpose of earning a living.
- (ii) The main occupations of the Binis are farming and hunting.
- (ii) Natural conditions (climate and vegetation) account for the popularity of farming and hunting among the Binis.

Evaluation – Oral questioning and answers

- (i) Define the term 'occupation'.
- (ii) Identify any two main occupations of the Binis.
- (iii) Explain with reasons why the Binis are known for either farming or hunting.

Assignment

When you get back home, find out from your elder brothers or sisters the main occupation of the Ijaws.

Appendix C

TEACHING PRACTICE ASSESSMENT FORM

1. Programme _____
2. Name of student _____
3. Name of state/centre _____
4. Topic taught _____
5. Name of school _____

<i>S/No</i>	<i>Skill Indicators</i>	<i>Rating</i>	<i>Comments</i>
A	Lesson plan (15%) i. Accuracy of format ii. Statement of objectives in behavioural terms iii. Content: (i) accuracy, adequacy and sequencing	543210 543210 543210	
B	Presentation (65%) i. Introduction (relevant, interesting, motivational) ii. Development of lesson (logical/sequential) iii. Mastery of subject (adequate and accurate) iv. Command of language (accurate, fluent, to the point) v. Questioning (good quality, well-distributed) vi. Pupil participation (learner-centre approach, lots of activities) vii. Effective use of relevant teaching aids viii. Use of the chalk board (neat, legible, orderly) ix. Time management (equitable distribution) x. Summary and conclusion (good evaluation Questions/exercises) xi. Teacher-pupil relationship (healthy, cooperative and productive) xii. Assessment of pupils progress (frequent Immediate reinforcement, and positive) xiii. Teachers' personality (5%) (enthusiastic, neat, and considerate)	543210 543210 543210 543210 543210 543210 543210 543210 543210 543210 543210 543210 543210 543210	
C.	Instructional Aid (lab/workshop experience) (20%) i. Relevance and appropriateness to topic ii. Effective use (enhances learning, adequate emphasis	543210	

MODULE 2*Teaching Practice Manual (PDE 111)*

	on relevant features)	543210	
iii.	Appropriate evaluation techniques of student's mastery of concepts(s)	543210	
iv.	Skillful/efficient handling of apparatus)	543210	

General comments

Professional competence (overall rating)

Grading	Marks %	Interpretation
A	70 and above Excellent	Distinction
B	69 60 Good	Credit
C	59 – 50 Good	Merit
D	49 – 45 Fair	Pass
E.	44 – 40 Pass	Pass
F.	39 – below Fail	Fail

Total _____

*Supervisor's name*_____
Signature and date

Appendix D**STUDENT SUPERVISION RECORD FORM**

State _____ Programme _____

Name of Centre _____ Student's No. _____

Name of Student _____

S/N	Name of Supervisor	Subject Supervised	Period	Time From	To	Signature and Date
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						

Appendix E

PARTICIPATORY SUPERVISION OF STUDENT - TEACHERS

(To be completed by supervisors)

Programme _____

Name of Student – teacher _____ Student’s No. _____

Day of visit _____ Is this the 1st, 2nd, 3rd ..visit? _____

School _____ Location _____ Class _____

Subject _____ Topic _____

Number in class _____

1. What are the three most important specific problems of the student-teacher?
 - (a) _____
 - (b) _____
 - (c) _____

2. What assistance were **you** able to give him/her with regard to the following goals:
 - (a) Three solutions to the three problems cited above:
 - (i) _____
 - (ii) _____
 - (iii) _____
 - (b) Effective lesson presentation _____

 - (c) Developing better teaching strategies _____

 - (d) Better classroom organization _____

(e) Increased confidence of the teacher _____

(f) Increased pupil-learning opportunities _____

(g) Making children enjoy learning _____

(h) Maximum pupil participation _____

(i) Pupil-centred teaching _____

(j) Effective use of teaching aids _____

(k) Getting the student-teacher to evaluate the lesson _____

3. Assess the following components regarding the student's performance on a five-point scale: (Circle appropriately)

(a) Comprehensiveness of lesson notes according to format: 5, 4, 3, 2, 1.
Comments _____

(b) Lesson presentation: 5, 4, 3, 2, 1
Comments _____

(c) Number and quality of pupil activities in the lesson: 5, 4, 3, 2, 1

Comments _____

(d) Use of relevant teaching aids: 5, 4, 3, 2, 1

Comments _____

(e) Language competence: 5, 4, 3, 2, 1

Comments _____

(f) Attainment of lesson objectives: 5, 4, 3, 2, 1

Comments _____

4. Student – teacher’s post-lesson responses to the above: 5, 4, 3, 2, 1

Comments _____

Final Grade: _____

Name of supervisor

Signature and date

Appendix F

SCHOOL RECORDS

S/N	Records	Available	Utilized
1.	Log Book		
2.	Visitor’s Book		
3.	Time Book		
4.	Daily Duty Book		
5.	Punishment Book		
6.	Staff Movement Book		
7.	Continuous Assessment Booklet		
8.	Impressed Cash Book		
9.	Donations Cash Book		
10.	Cash Book		
11.	PTA Cash Book		
12.	Teachers Record of Work Book		
13.	Schemes and Record of Work Book		
14.	Past students Association Book		
15.	Prep Assignment Book		
16.	Principal’s Announcement Book		
17.	Staff Meeting Minute Book		
18.	Duty Master’s Report Book		
19.	Medical Report/Hospital Book		
20.	Staff Information Book		
21.	Duty Prefect’s Report Book		
22.	Parents/Teachers Association Minute Book		
23.	School’s Insurance File		
24.	School’s Inventory File		
25.	Staff File		
26.	School Leaving Certificate File		
27.	Certificates/Statement of Results File		
28.	Examination Results File		
29.	PTA File		
30.	Subject File		
31.	Inspection Report File		
32.	Student’s Individual File		
33.	Disciplinary Committee File		
34.	Auditor’s Report File		
35.	Correspondence File, e.g. SPEB, ZEO, LGEA, MOE, FMOE		
36.	Admission Register		
37.	Attendance Register		
38.	Transfer Register		
39.	Health Register		
40.	School/Boarding Fees Register		
41.	Caution Fees Register		
42.	Class Register showing weekly and termly summaries of attendance.		
43.	General Time-Table		
44.	Prep Time – Table		

MODULE 2*Teaching Practice Manual (PDE 111)*

45.	Time-Table		
46.	School Diary		
47.	Minutes of Staff Meeting		
48.	Curriculum Modules		
49.	Board of Governors		
50.	Principal's Annual Report		
51.	Staff Responsibilities		
52.	Past Examination Paper (Internal)		
53.	Past NTI, WAEC or NECO, NABTEL External Question papers.		
54.	NTI, WAEC, NECO, NABTEC Results		
55.	School Album		
56.	School List		
57.	Students Representative Council		
58.	Transfer Certificate		
59.	National Policy on Education		
60.	School Magazine		
61.	Store Ledger		

General Comments _____
