



GUIDE

For Examination School Practice

Version for National Teachers Colleges





Guide for Examination School Practice





Colophon

The Teaching Agriculture Practically (TAP) programme started in 2019 and is funded by the Belgium government. It focuses on the professional development of teachers and instructors in agricultural education and agri-entrepreneurship education. Partners are the Ministry of Education and Sports, National Teacher Colleges (NTCs) Mubende & Unyama, National Instructors College Abilonino (NICA) and VVOB - education for development. More information at <https://www.vvob.org/en/programmes/uganda-teaching-agriculture-practically>.

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List of abbreviations

- NTC** National Teacher's College
- TAP** Teaching Agriculture Practically
- CBET** Competence Based Education and Training
- BTVET** Business, Technical, Vocational Education and Training



Introduction

What is Examination School Practice?

School Practice is a teacher training process which involves teacher trainees putting theory and skills learnt at College into practice to handle real teaching situations by planning lessons, conducting teaching and learning from experienced teachers. It involves using teaching strategies or pedagogical skills to teach knowledge, skills, attitudes and values to create behavioural change among learners. In the Diploma in Education Secondary (DES) programme, school practice is conducted twice, at the end of every year i.e. year one and two, each taking a period of seven weeks under NTCs.



School practice course units



ETSD 1301 School Practice 1
conducted during Recess Term I



ETSD 2302 School Practice II
conducted during Recess Term II



Course Credit: 5 CU



DITTE 1 and 2 School Practice
conducted during Term II of TVET
institutions (May - Mid July) of every
year

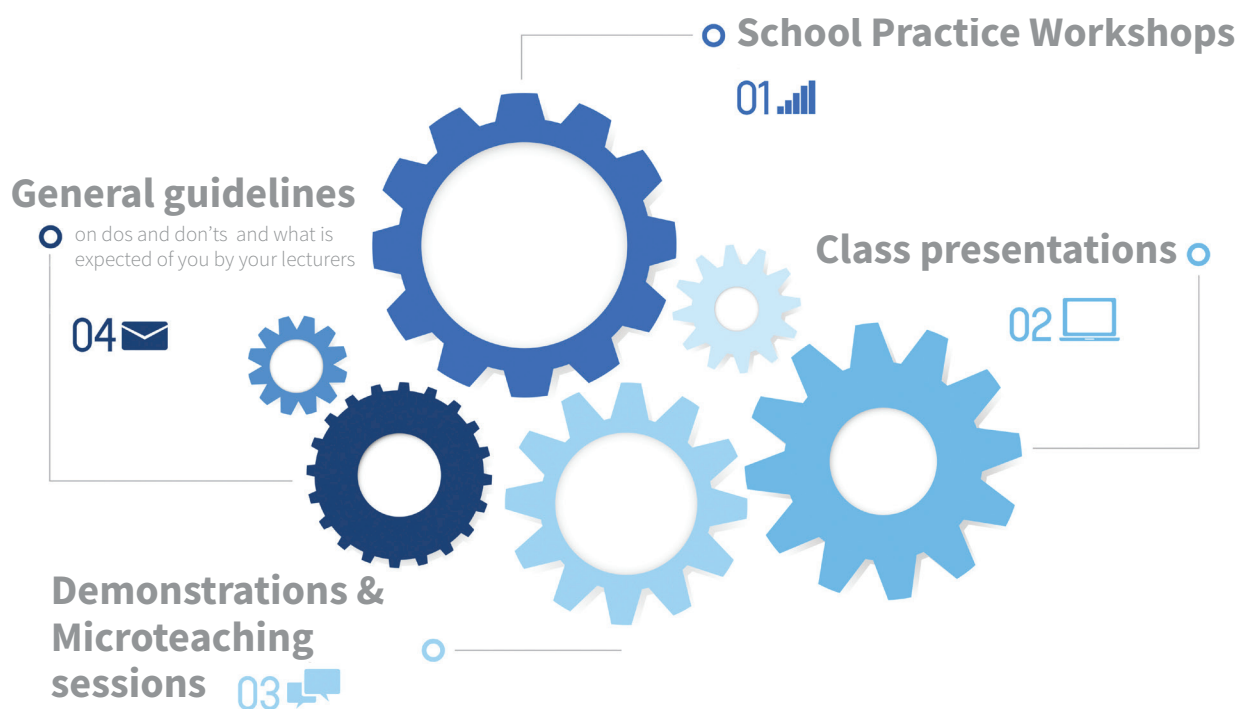
School Practice is an integral part of teacher education which occupies a phase of its own. During this phase, you are sent out by your institution, for purposes of putting into practice the skills you have learnt, under the supervision of an experienced teacher. It is therefore important that you make the necessary preparations before going for the practice. It also involves adequate orientation.

NOTE

School practice
is conducted
in secondary
schools.



Adequate orientation prepares you and your teachers for the exercise through:



It empowers you with the skills and confidence to teach in secondary schools; so that you can competently analyse curriculum and select appropriate content to meet the needs of the learners.



ESP objectives will enable you to:

Apply relevant pedagogical skills in institutions to effect learning.

Apply the relevant theories of human learning to teaching in secondary schools.

Be exposed to preparation of training documents such as schemes of work, lesson plans, information sheets, work sheets, etc.

Identify and prepare relevant materials or resources and conduct institutional practice.

Master work dynamics and adjust to the world of work.

Master the art of construction of relevant performance outcomes, competencies, etc.

Evaluate the extent to which you either possess or lack teaching related abilities and skills.

Develop competencies, personal characteristics, understanding, knowledge and skills needed by a professional teacher



The assessment of ESP involves a practical examination/practicum at the end of every year in the last semester that is marked out of 100%. Each has an equivalent of 5 credit units. Assessment is based on what you learnt in class and tutorials for quality development. Assessment is done at two levels – internally and externally. It is only when you pass both theory papers and practical training exams that you are considered trained and certified.

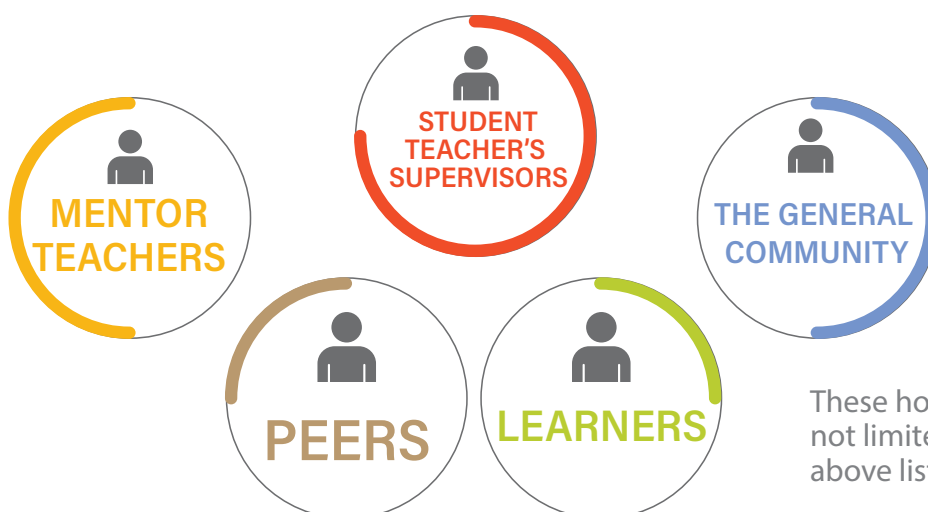


Chapter One: Student Guide

1.1 Chapter overview

The student guide covers the first chapter of this Guide for Examination School Practice (ESP). It concentrates on the role of the student teacher during school practice. It spells out what the student teacher is expected to do in order to benefit from this very important activity. The student teacher is availed with all the vital information regarding school practice right from the preparation and planning stage, through the actual conducting of the of the school practice, up to the end including the time after completion of the school practice when the student teacher is back to college and has to make a reflection on the school practice.

Stakeholders involved in this exercise



These however are not limited to the above list

It is therefore of prime importance that the student teacher knows how to appropriately interact with each of these to ensure success in his school practice.



The student teacher is also expected to



This student guide therefore comes in as a vital and handy tool for the student teacher.

1.2 Teaching practically within the schools during ESP

1.2.1 Introduction

Teaching Agriculture Practically (TAP) is a process of instruction that facilitates you to acquire basic knowledge and practical skills in the field of Agriculture.

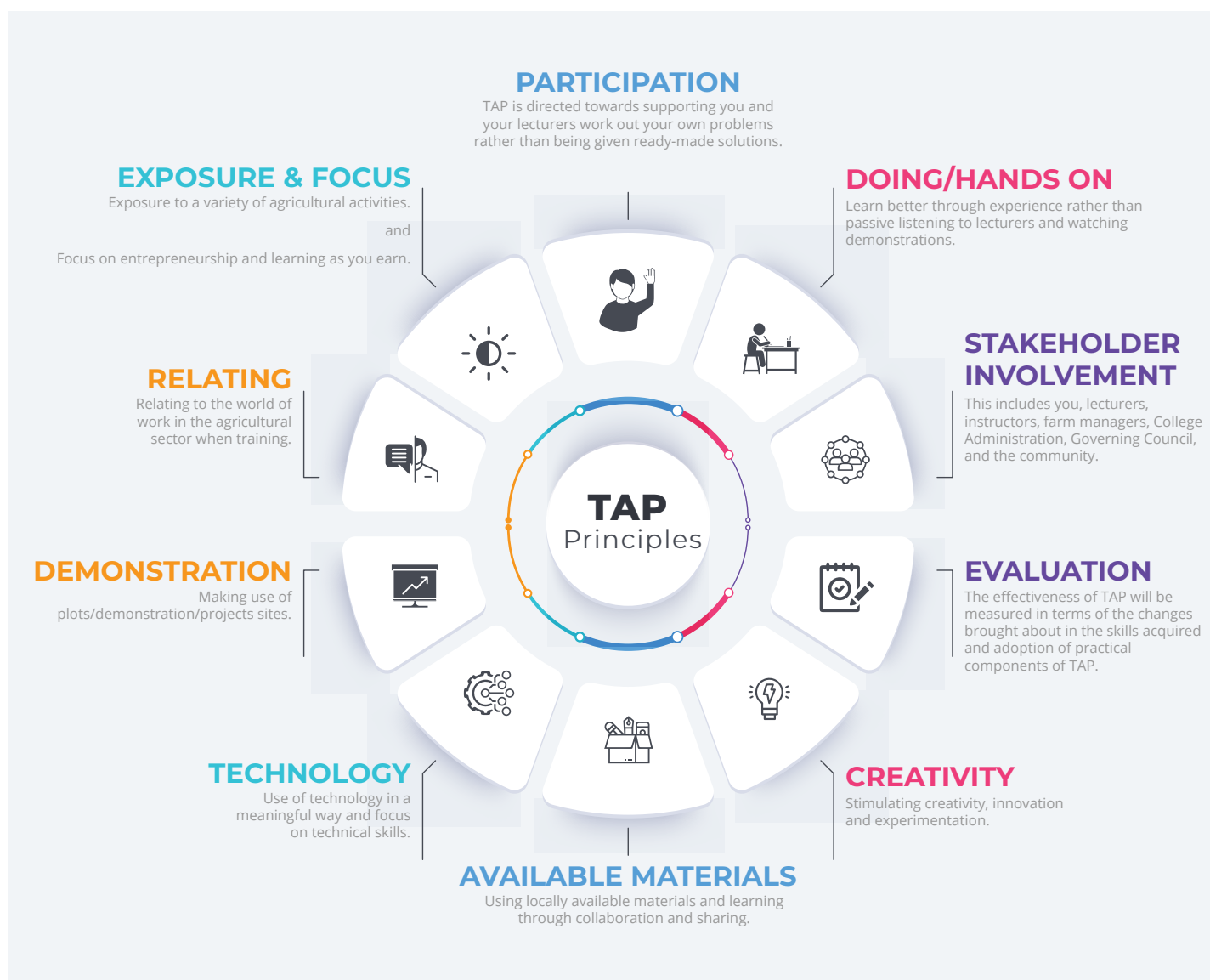
Modes of making TAP possible



The TAP programme at VVOB has an objective of strengthening your professional development as a certificate O-level secondary teacher to teach agriculture practically (TAP). The programme will enable you develop the competencies, skills, and attitudes for practical teaching / learning of Agriculture. The TAP program focuses on several principles that ensure its effective implementation and learning outcomes.



1.2.2 Principles of TAP



1.2.3 What does the TAP program mean for ESP?

The teaching within the new O-level curriculum takes a competency-based approach, CBET requires the learners to advance in knowledge, skills and attitudes that they can apply in their day-to-day life situations. As a teacher of Agriculture, you need to bring all academic concepts to life with visual or practical learning experiences in order to enable the learners relate what they are studying to their day-to-day life experiences. It is important to include cooperation and inquiry-based strategies while taking care of behaviour variations and how to manage them. Management and Integration of technology in your classroom is a recommended approach to enable learners visualise those concepts that cannot be found within their local settings. Thus, when designing your lessons during and after the Examination School Practice period, endeavour to embrace the Teach Agriculture Practically (TAP) approach as this will enable you acquire skills that you will apply in your day-to-day work life during and after school.



1.3 Preparing for ESP

1.3.1 Introduction

This section explores the extent to which the school practice department in teacher training institutions prepares you to teach Agriculture in secondary schools. Effective preparation in such a practical subject helps you teach Agriculture efficiently, by promoting learners' skills, specifically the creative and practical skills that support development and quality education for learners. It is therefore very important that thorough planning is done before hand.

What is considered when planning for School Practice

1

The process of ESP is planned and included in Kyambogo University year calendar as well as the college calendar. It is carried out after theory examinations for NICA, and before theory examinations for NTCs.

2

It is important that facilitation is availed for you and your supervisors. A budget is usually prepared to cater for scholastic materials such as lesson preparation books, (not done to NTCs) manila paper, pens, rulers, double ruled sheets for making schemes of work, school practice allowances and supervisors' transport and per diem.

3

It also involves adequate orientation to prepare you and your lecturers for the exercise through School Practice Workshops / School Practice Bonanza, class presentations, demonstrations and microteaching sessions and general guidelines on dos and don'ts and what to expect from you on the side of lecturers.

4

When you go for Christmas break, you are given an introductory letter to your institution of choice. You cannot choose an institution alone. At least two of you have to go to the same institution. When acceptance letters are received from institutions, they are then entered into a data base to produce all students' placement list and supervisors' supervision schedule. This is then used by lecturers when going out for support supervision.

5

Take note of the following key players: College administration, Lecturers, Headteacher, Deputies, Director of studies, Heads of Departments, Subject teachers, Kyambogo University, Ministry of Education and Sports, Parents.



1.3.2 When at the college

You are responsible for planning and preparing for Examination School Practice by:

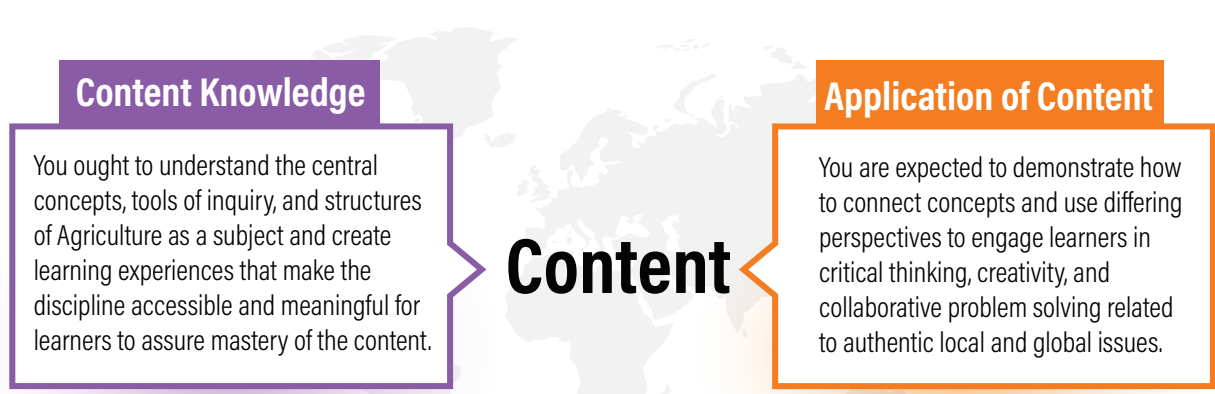
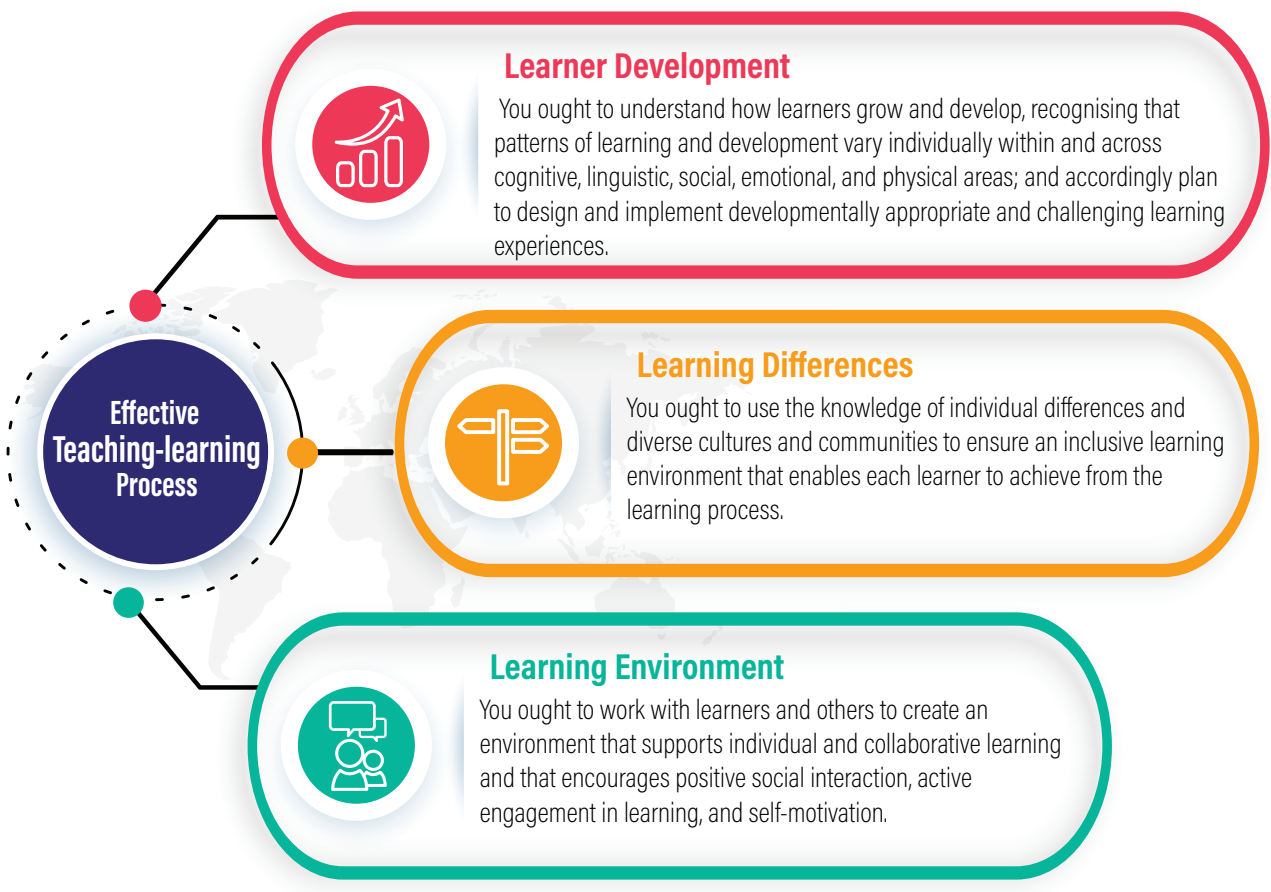
- Attending all lectures, workshops, field trips and engaging in micro teaching sessions.
- Participating in continuous school practice, and do all course works, tests and examinations.
- Developing teaching-learning resources using low cost and no cost materials.
- Asking and seeking for guidance from peers, teachers and other responsible persons and ensure that syllabus coverage is done by teachers.
- Designing your portfolio early enough and keep developing it.
- Getting acquainted with both curriculum (the NCDC, new and old, and the school).
- Being in position to draw, use and be equipped with necessary documents like the syllabus, schemes of work, lesson plans, records of work, assessment, register and policy documents.
- Being familiar with and able to use at least three of the four methods of teaching (Project Based Learning, Learning Stations, Problem Based Learning, Learning Contracts)
- Being exposed to a variety of teaching-learning materials to include useful links that can guide the TAP.
- Be in position to set an Agriculture classroom for theory lessons, laboratory, and at the farm.
- Having an idea on how to prepare a field trip excursion, trade show and exhibition.
- Being in position to pass on at least ten skills as practical working exercises, e.g. seed selection, milking, planting... etc.
- Having at least one project to be done at the school of practice, e.g. urban farming.
- Being equipped with knowledge and skills of safety and environmental concerns, e.g. how to handle chemicals and fertilizers; and protection of tools and machines.
- Demonstrating the ability to administer first aid, like burns, cuts, snake bites, fire, etc
- Having some basic skills / knowledge on marketing of produce, entrepreneurship skills and financial literacy.



1.3.3 What you need to learn before going for ESP?

The Department of School Practice is dedicated to helping you develop individual goals for a meaningful life, realise full personal potential, and maintain a values-based perspective, to view education as a lifelong process, and to function productively. The department, therefore, prepares highly competent educators who are reflective decision-makers with appropriate professional knowledge, skills, and dispositions required of a secondary school teacher.

You are expected to start your preparation in the college in order to get assistance from teachers, in the areas like the curriculum, course objectives and activities; and the assessment of your achievement in the areas of professional knowledge, skills, and dispositions.





INSTRUCTIONAL PRACTICE



Assessment

You should have learnt how to prepare and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.



Planning for instruction

You should be prepared to plan for instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.



Instructional strategies

You ought to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

PROFESSIONAL LEARNING AND ETHICAL PRACTICE

Engage in ongoing professional learning and use evidence continually to evaluate your practice, particularly the effects of your choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.



LEADERSHIP AND COLLABORATION

Seek for appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.





1.3.4 What to bring?



1.3.5 How to select a school - placement

01

During the initial months at the college, you should familiarise with the school system. You are introduced to the schools in which you will be conducting your practice, you collect topics to be taught, and you are assigned the classes you will be teaching. You then return to the college to draw up lesson plans and discuss these with the school practice office.

02

The school where you will conduct your practice should be one that offers you high quality field experience and clinical practice opportunity and constant support from supervisors and mentors so that you are well prepared to teach effectively and raise academic achievement of your learners.

03

The school should be in position to portray best practices and have facilities like school farm, or one that can allow urban farming, a laboratory, library, text books and other reference materials and good community relationship, that result in greater teacher effectiveness and increases the quality of the school, resulting in the overall improvement in the academic performance of all learners.

04

Use the list of schools from which to select an appropriate school from the School Practice Office.



SELECTION OF SCHOOL OF PLACEMENT

You should select a school which offers Agriculture as a subject with the required teaching workload, well-equipped teaching learning resources like libraries, laboratory and school farm or garden. It should also have a permanent Agriculture teacher to be the mentor teacher.



ACCESSIBILITY

The school should have good road networks with reliable means of transport. This will facilitate easy movement of both you and your supervisor during supervision.



ACCOMMODATION AND SECURITY

The school should have good accommodation within the school or nearby surrounding community with good security. Where possible, the school should provide breakfast, lunch and supper to reduce on your cost of living.

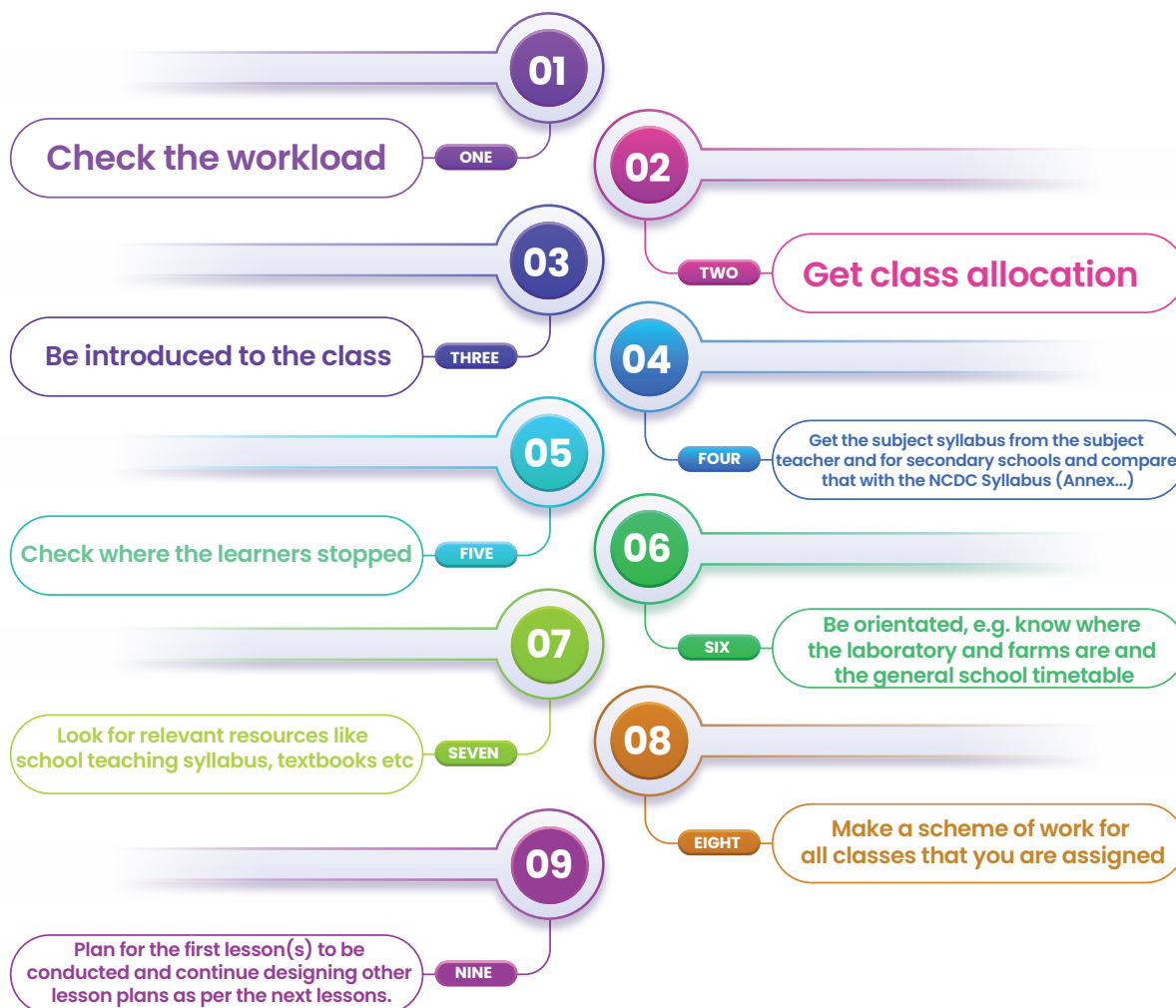
1.4 The school practice phase

1.4.1 Introduction

At the start of your ESP, you are required to go to the school you agreed with, with the ESP officer of the college. That means an agreement letter is already signed. Before starting at the ESP school, it is clear where you will stay for the period of the ESP, the 7 weeks.

THE ATTENTION POINTS

These are to be taken into account in the first week, for a successful ESP





1.4.2 Planning for the ESP period: Scheme of Work

The Scheme of Work is a teacher's plan to cover the syllabus content systematically for a term, semester or a year. The key contents/columns are stated below.

SCHEME OF WORK

- 01 Duration states the week, number of periods/hours taught during a particular week.
- 02 Content shows the practical/theoretical knowledge which must lead to achievement of the intended learning competences and outcomes as stated in the syllabus.
- 03 Competences are behavioural changes exhibited after learning the content. These must be stated in terms of the SMART concept i.e. specific, measurable, attainable, realistic and time bound. Competences should be stated in action verbs and in present simple tense. They should cover the three domains of Blooms Taxonomy of Educational Objectives namely, psychomotor domain, cognitive domain and affective domain. Cognitive domain involves knowledge and development of intellectual skills. Psychomotor domain involves muscular or physical skills/manipulation of skills and objects. The five levels are imitation, manipulation, precision, articulation and naturalisation. Affective domain seeks and focuses on the attitudes, emotions and feelings of the learner. The levels in the affective domain in the ascending order of complexity are receiving, responding, valuing, organising and characterising.
- 04 Methodology is a strategy adopted to convey knowledge/skills given the resources. The adopted methodology should be in line with the active teaching and learning methods (Problem Based Learning, Project Based Learning, Learning Stations and Contract Method)
- 05 Teaching Resources are the suitable materials needed to convey specific content.
- 06 Assessment/Evaluation refers to the process by which an individual or group's performance is judged through observation, monitoring and documenting the desirable change in behaviour of the learners. This can be defined as the process of designing, collecting and interpreting information about skills, knowledge and values of a learner(s). It can be done by a teacher, learner(s) themselves or peers.
- 07 Evaluation is the means of analysing information about one's encounter with a learning experience by focusing on grades to make a judgement of quality. For example, how good the performance or something is can be determined using terms like: excellent, very good, satisfactory, etc. In evaluation, teachers wish to know which learning outcomes have been achieved or not and the degree or level of learners' performance. It involves use of assessment techniques such as; Classroom Assessment Techniques (CATs), Assessment Rubrics, Student Progress Portraits, Graphic Organiser, Students Portfolios, etc.
- 08 References also form an important component. When writing an assignment, you will read various books, articles and websites to find information. You must acknowledge the ideas you get from these sources, to:
 - 01 avoid plagiarism
 - 02 credit the author from whom you got an idea
 - 03 allow others to read the same resources
 - 04 back up your ideas with authoritative work by another author
 - 05 show you have looked at a variety of resources
- 09 Make reference to the page of the syllabus that you are using for the lesson(s).
- 10 Referencing consists of two parts; the Full entry in the Reference list and the in-text citation within your assignment.
- 11 For detailed information on referencing, refer to The Publication Manual of the American Psychological Association.

An example of the scheme of work can be found in annex X.



1.4.3 Teaching during the ESP

For the teaching activities during ESP, it is important to understand how to prepare and what tools and formats are in place to support you. In this section the preparatory steps, as well as several formats and tools will be explained.

1.4.3.1 The lesson plan

A lesson plan is a teacher's plan to deliver content systematically within a given time and resources to achieve intended learning outcomes.

A teacher trainee like you, teacher trainers and mentors should have sound knowledge, practical skills in preparing and an understanding of a good lesson and lesson plan. You should have:

- A prepared scheme of work in place from which the lesson shall be derived.
- Knowledge and understanding of expected learning outcomes and expected behaviour as required by the syllabus to construct an appropriate statement of the competences in line with the three domains, which are cognitive, affective and psychomotor.
- You should have basic resources such as paper, a complete portfolio file and reference materials.
- Appropriate preparation and selection of instructional materials.
- Preliminary information comprising of class, subject, topic, size of class, date, etc.
- Integration of TAP principles to lesson plan preparation and development.
- Accuracy, adequacy and proper sequencing of content.
- Have a coherent lesson design involving teacher/ learner activities that facilitate active learning and are hands-on according to the learners' level and competences stated.
- Proper timing of the lesson phases and appropriate instructional activities within.



Well-designed practical/theoretical content to meet the needs of the learners.



Clear terminal performance outcomes.



Planned use of suitable methodology and teaching resources to enhance learning.



Well-stated lesson competences.



Carefully designed teacher's and learners' activities.



Purposeful and proper use of the available time, etc.



1.4.3.2 Lesson Stages

Within a lesson plan, the following lesson stages can always be found:



A carefully prepared TAP lesson should have clearly set teacher and learner activities at every stage. The planned activities should encourage high level learner participation in all respects.

1.4.3.3 Use of teaching aids/resources

Teaching resources are materials/equipment used in the implementation of the lesson, i.e. teaching-learning process to enhance learning. The teaching-learning process depends upon the different type of equipment available in the classroom or outside. There are many aids available these days. As we all know that today's age is the age of science and technology, the teaching-learning programmes have also been affected by science and technology. At the college, the teaching aids are introduced and are practised with, including those that are using for teaching practically. For convenience, a full explanation of types of teaching aids/resources and how to use them in teaching, can be found in annex 1.

1.4.3.4 Teaching outside the classroom

Practical teaching is something that will help the learners in schools to get hands-on experience. It will translate theory into practice and is seen as a very rich learning experience. For that reason, it will be needed to get out of the classroom, especially when teaching Agriculture.

An agricultural project refers to farm activities undertaken by the learners to demonstrate some

theory and practice or to demonstrate some procedures involved in an identified agricultural activity. It is important in a school setting because it promotes experiential and hands-on learning.

HOW TO PLAN FOR A PROJECT IN THE GARDEN?



DEVELOPMENT OF THE PROJECT IDEAS

This involves developing perceived alternative solutions to problems identified. For each problem, several solutions should be generated. The ideas should be subjected to analysis before making a choice.



PROJECT IDENTIFICATION

After making a constructive idea, a decision can be taken on which project to pursue.



PROJECT PLANNING/ PREPARATION

This is vital because it allows one to identify key activities involved in that specific project. It also makes one develop alternative choices in case the project fails. One also identifies relevant sources of finance, tools and equipment to be used in implementing the project.



PROJECT EVALUATION

You should carry out two types of evaluation.

- (i) Process evaluation: This involves evaluating every stage of the project.
- (ii) Summative evaluation: This involves writing a report or narrating all the activities which took place during the project. This will give an overview whether the learners understood and mastered the practical bit of the project.



DRAWING THE CALENDAR FOR THE ACTIVITIES

This is necessary because it helps to project and identify when a specific activity should be done.



STARTING THE PROJECT

This is a stage of implementation. It involves financing the different activities planned in the calendar.



MONITORING THE PROJECT

This should be a continuous process to assess the implementation of the project. Therefore, this should form part of day-to-day management activities.

1.4.3.5 Lesson notes

Each lesson needs to be accompanied by some notes that explain further the main points discussed or identified during the practical sessions. These notes are intended to provide some more reading to the learners to be able to fully understand the main concepts within the topic or area covered. These notes also provide further reading materials and videos to be consulted. You can dictate the notes while in class or give them out as a handout. If you decide to dictate the notes, then you should consider to use limited time for this. See annex 5 NTC for an example.

1.4.3.6 Worksheets

A worksheet is an instruction sheet to guide performance of practical tasks. The key components are; content to cover, task to be executed, terminal performance outcome, competences, working drawing, procedure, tools and materials; and safety and health precautions. You need to prepare worksheets for each of your lessons in order to guide the learners carefully on the tasks to be done and the outcomes expected. See 4b NTC for an example.



1.4.3.7 An example of a lesson plan

To get an idea of how the teaching could be prepared, a sample of the practical Agriculture lesson plan is given below. The empty format for a lesson plan can be found in 2b (NTC).

College	NTC's
Module	Crop Production
Sub module	Annual crops
Topic	Maize Production
Sub topic	Application of Ammonium Phosphate (DAP)
Competences:	By the end of the practical lesson, the learner will be able to; <ul style="list-style-type: none"> • State the benefits of planting maize with fertilisers • Identify the different types of fertilisers recommended for maize production • Apply DAP fertiliser correctly during the time of planting maize seeds
Methodology	Problem based, learning station, contract group work, brainstorming and demonstration
Instructional Resources	Maize seeds, hoes, different fertilizers, tape measure, soda bottle top cover /a tea spoonful, chart, marker, masking tape and garden
Assessment criteria	Oral questions, peer assessment, rubrics
Practical hours	6 hours

Duration	Stages	Competences	Teacher's Activity	Learners' Activity
20 mins	Introduction	State the benefits of using fertilisers to maize production.	Reviews the last lesson by asking questions, links the previous lesson (theory on fertiliser application) to the practical lesson on application of DAP fertilisers during planting of maize seeds and arouse the interest of learners to the practical lesson.	Listen and respond to questions.
30 mins	Presentation	Identify the different types of fertilisers recommended for maize during planting time.	Display different types of fertilisers to be observed by learners; guide learners to observe; ask learners to state the name of each type of fertilisers displayed; ask learners to identify the type recommended for maize during planting; respond to learners' questions.	Observe different types of fertilisers; state the name of each type of fertiliser displayed; identify the fertilizers recommended for maize during planting time and ask questions.

4 hours and 40 minutes	Application	Apply DAP fertiliser correctly during the time of planting maize.	Ask learners to be in their 4 groups formed during the previous theory lesson ; tell learners what they are going to do in the College demonstration garden ; tell learners to move to the College demonstration garden; ask learners if anyone is familiar with how to apply DAP fertiliser during planting of maize; demonstrate and supervise the discussion and correct errors; and demonstrate how to apply DAP fertiliser ask each group to apply DAP fertiliser; watch the group as they apply DAP fertiliser and assess them.	Gather in their 4 previous groups ; listen to teacher; leave the classroom and move to the College demonstration garden a learner demonstrates DAP fertiliser application during planting of maize; learners brainstorm on how to apply DAP fertiliser; observe the demonstration conducted and each group performs the task.
40 minutes	Conclusion	Summary of the key issues in the practical lesson.	Recaps on the key issues; gives feedback to each group; links the practical lesson to the next lesson; asks each group to write a report and submit in the next two days; gives the individual contract assignment and asks the individual group leaders to demobilise the tools, equipment and materials back to the store.	Listen and note the key issues from the summary given; each group writes a report and submits in next two days; contract assignment taken and group leaders take back to store tools and equipment.

Self-evaluation...

Strengths	<ul style="list-style-type: none"> Content covered within the stipulated time in the lesson plan. Methods of instruction were used as indicated in the lesson plan. All the competences stated in the plan were achieved.
Areas of improvement	<ul style="list-style-type: none"> Demonstration trials were not done by some learners because of large class number. Teaching-learning materials for demonstration were inadequate.
Way forward	<ul style="list-style-type: none"> Continue perfecting on the areas of strength. Put learners into smaller groups for demonstration practical. Increase the number of the teaching learning materials.

Two other examples of a practical teaching lesson can be found in 12b (NTC).

1.4.3.8 Record of work

It is important to record down the work taught after every lesson in the record workbook/sheet. The record of work template includes; date, topic/module, content and comment. This record is very important to track what has been covered within the schemed content. It is useful for your supervisor to see the work covered on a weekly basis and within a specified period of time. It will also be important to the subject teacher you replaced in that class to track the depth of coverage in that class during your teaching practice period.



1.4.4 Assessment of the lesson(s)

You should carry out self-assessment as part of the lesson activity and it must be planned before using a rubric/guide. Examples of how practical assessment is done are shown here below:

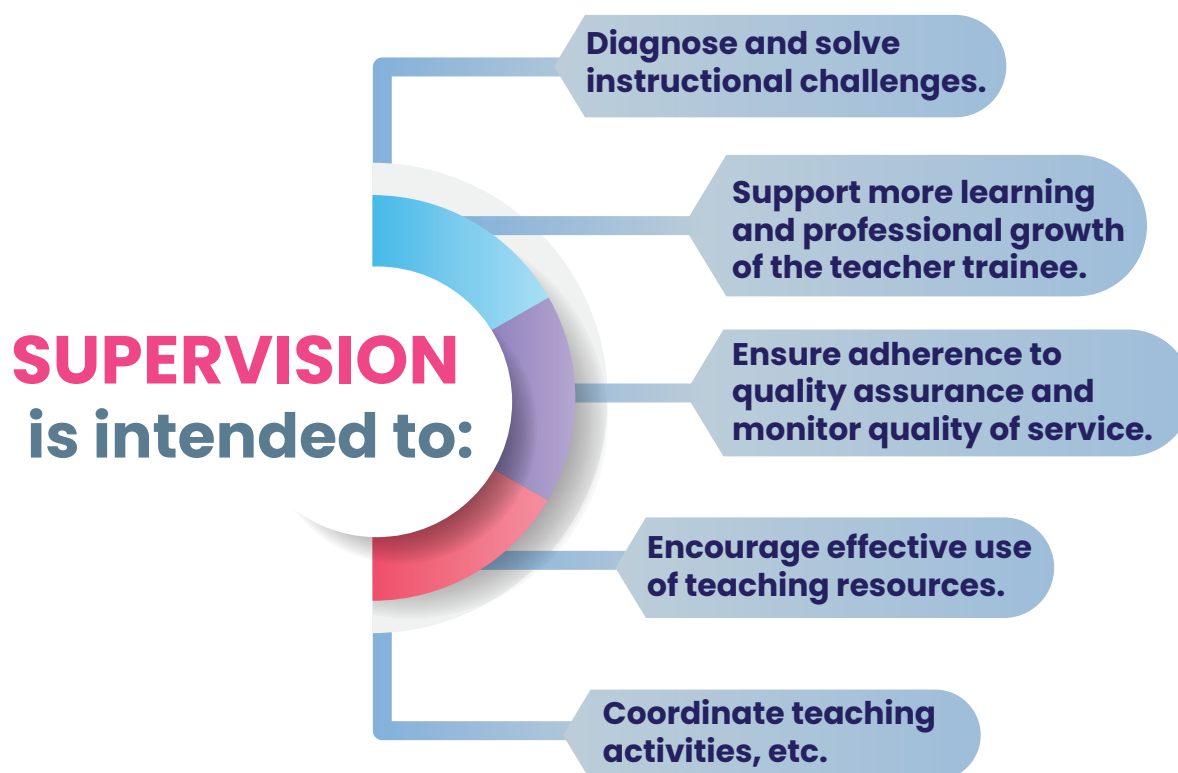
Assessment tools	Explanation
Annex 8: Holistic Rubric Tool for Assessment	This is an assessment rubric which scores the overall process without judging component parts separately. A single score/grade is given based on your performance with no marks for individual parts or stages.
Annex 7: Using Analytical Rubric	This is an assessment rubric which scores component parts separately following specific details marked to indicate strength and weaknesses. Marks are assigned to each component which then produce a total score.
Annex 9: Performance Guide	This is a guide prepared by a teacher to aid learners in execution of tasks. It helps them on how to carry out tasks and expected standards.



1.5 Supervision of ESP

1.5.1 Introduction

Supervision is a process where a person with either experience, expertise, specialised knowledge, competent or trained, oversees or supervises a teacher trainee on school practice in order to improve on his/her current state of performance.



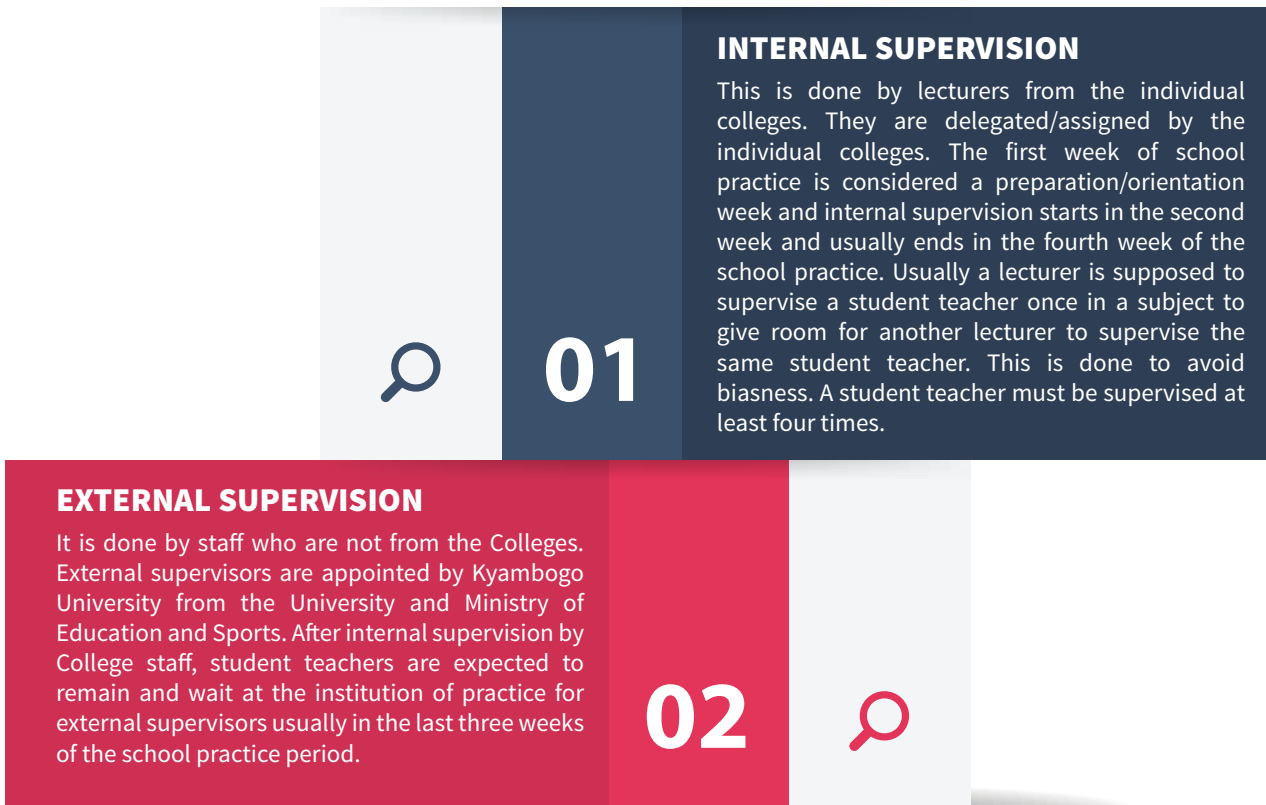
School Practice is carried out under Kyambogo University general regulations and Faculty of Education specific regulations. The process involves a number of stakeholders ranging from internal supervisors nominated by the College and external supervisors appointed by the University. The external supervisors are nominated from the University and Ministry of Education and Sports.

1.5.2 Process of Supervision

At College, each supervisor is given a school practice supervision book with different sheets for each lesson supervised. The teacher plans of when to supervise you by having a face-to-face interaction with you before the lesson, during the lesson and after the lesson. During the lesson the supervisor observes you teaching, notes key issues and provides feedback using the criteria given. After the lesson, areas of improvement and strong areas to be maintained are shared. The marks given by internal supervisors may vary due to marks of external supervisors. This is done in the second and third week of supervision. The fourth and fifth weeks are left out for the external supervisors.



1.5.3 Forms of supervision



The purpose of external supervision is to oversee how the student teachers have been supervised, whether they have been supervised or not and the nature of comments/support provided in the student teachers' School Practice files. The external supervisors may sample those student teachers who have excelled, performed poorly or those who are moderate to confirm their capability or performance after which they give a report to the university.

1.6 Working with subject teachers as mentors during ESP

1.6.1 Introduction

School practice is a totally unique experience because it occurs in a different type of learning environment, involves several different types of teachers, and is highly dependent upon the cooperation of many different personnel. You, the student teacher, the mentor teacher, and the college supervisor are the ones most directly involved in your teaching experience. Each of you must fulfil responsibilities, recognise dependence on others, and be willing to share. Only then can the partnership truly be effective.

A mentor teacher is the subject teacher in whose classroom you are placed for your teaching practice or internship. He is also known as the "co-operating teacher" who observes, provides feedback, guides, holds professional conversations and works together with you throughout your placement.

Mentoring is a nurturing process in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development.



1.6.2 What you should expect from a mentor:

The mentor should:

- Be ready and willing to accept you as a developing professional and a co-teacher in the classroom and school, and hence should assist you to make the transition from a college student to a co-teacher in the classroom.
- Introduce you as a professional co-teacher to the staff in the department, other staff, learners, and parents and provide you with a desk and workspace within the classroom.
- Continue stressing to you the importance of the professional and ethical responsibilities of the teaching profession, model appropriate teacher-learner relationships and a commitment to the teaching profession. He/she should set an example for you by maintaining a professional working relationship with colleagues, school staff, and parents. He/she should stress to you the need to keep abreast of current information involving subject matter and teaching strategies through workshops, and professional meetings. He/she should as well stress the necessity of maintaining the confidentiality of information about learners and exhibit model exemplary behaviour in fairness, honesty, and equity with all learners in the classroom.
- Emphasise the teacher's potential influence upon individual learners, by sharing information with you concerning remedial resources and referral procedures for special programmes within the school, and additional educational resources available outside of the school and within the communities in which the learners reside.
- Assist you in developing instructional strategies and classroom management techniques. He/she should introduce educational expectations, and curriculum materials and ensure that you incorporate these guidelines and requirements into your teaching.
- Assist you in arranging formal observations of various teaching styles and classroom environments throughout the school and district. You must observe other classrooms during your school practice.
- Include you in the preparation of units, lessons, and classroom activities and assist you in gradually adopting major responsibilities for teaching and learning until you assume full-day co-teaching. In a seven weeks' placement, the following guidelines may be utilised in transitioning the class from the teacher to you as a co-teacher:
 - The first week of your placement is an orientation period and observing and assisting the teacher.
 - From the second to the fifth week, you should be co-teaching and assuming responsibility for certain parts of the day.



- By the sixth to the eighth week, you should have assumed responsibility for the entire school day. (In an eight-week placement, the time periods may be adjusted accordingly. See the suggested student teaching calendar, distributed at the college during the orientation meeting at the beginning of the term).
- Regularly confer with you regarding your proposed units, lessons, and teaching strategies and determine whether these are effectively meeting the needs of all learners.
- Assist you in the adoption of appropriate discipline and classroom management strategies to meet the needs of all learners.
- Assist and advise you in making videos of sequential lessons and in conducting an impact on the teaching-learning process, which are required assignments for your portfolio to be completed during your teaching practice. You must submit the portfolio to the internal and external supervisors for assessment.
- Provide on-going evaluation of your performance and maintain a continuing process of conferencing and offering constructive feedback. (See evaluation procedures)
- Complete initial progress form a (provided in the mentor teacher folder distributed at the orientation meeting) and return to the spo, by the end of the student teacher's placement.
- Establish a continuous process of providing you with prompt and constructive feedback throughout the school practice period.
- Contact the college immediately when a serious problem or concern occurs to you.
- Work with the college supervisor to confer and document your progress and submit formative (mid-placement) and summative (final) assessments to the school practice office.
- Provide for a formal midterm and exit interview with you and the college supervisor to discuss your professional growth, including areas of strength as well as areas of concern.
- Complete and submit the programme evaluation form (appendix xx) to the director of studies and school practice office.
- Complete and sign appendix xx (with your suggested grade) and give this document to the college supervisor during the exit interview.
- Attend collaborative seminars of mentor teachers as scheduled by the college.



1.7 How to work with peers.

1.7.1 Introduction

Your primary responsibility as a student teacher should be to support and learn from others where you are doing your school practice in order to adapt to the assigned placement. A good peer relationship is one of the most valuable things you can cultivate in a work environment so you should ensure you have a good working relationship with those around you.

1.7.2 How to successfully work with peers



Developing a structure of administration, and choosing a leadership among yourselves, to include your welfare. It is always good to offer yourself to lead on tasks but always remember to involve everybody in leadership.



Engaging in continuous personal and professional growth by promoting team preparations and if possible organizing team-teaching sessions. If there is an opportunity for student teachers to join in the classes conducted by senior teachers, please take up that chance to enable you learn quickly how lessons are organised. It is also an opportunity for one to evaluate a lesson and quickly improve in the way you plan your own lessons.



Providing constructive criticism / feedback to one another through short conference and seek for clarity from mentors to add relevance and meaning to learning. It is important to take positive criticism from your peers and senior teachers as it is a great way to learn. Reflecting on each other's lesson can be done using the feedback lesson form attached as Annex....(pg29?)



Through co-curricular activities and attending staff meetings student teachers can develop social and interpersonal skills that result into intrinsic motivation and interest in the course. If the school allows for implementation of classroom projects, it might be helpful to plan together any possible class projects. This would help to lend support to each other but also create learning opportunities for each other on project design, implementation and evaluation. However, seek for good guidance from the school administration and department teachers before you start planning any project.



When compiling their final SP report, everyone is supposed to contribute ideas and hence support each other. Working as a team helps to evaluate what is important to report about and for one to cover all the necessary grounds.



The student teacher is always expected to exhibit professional behaviour, realizing that he or she is a representative of the college. Together you are a team and contrary behaviour will create a misunderstanding of who you are by the public. Read the teachers' code of conduct document and try to understand the personal and professional standards as a basic minimum. Whenever you find yourself in a problem find a friend to confide in but later on speak to your mentor or senior teacher responsible for staff matters.



1.8 Reflecting on ESP (Back at college)

1.8.1 Introduction

Reflective practice is learning through and from experience towards gaining new insights of self and practice. Reflection is a systematic reviewing process which allows you to make links from one experience to the next by considering new ways of teaching which can improve the quality of learning. This is done by reviewing one's strengths and weaknesses leading to reflection as to why you are strong in certain areas and weak in others. This helps in perfecting your strengths and improving on your weaknesses. Reflection is a basic part of teaching and learning. It aims at making you more aware of your abilities and critically evaluate them. The reflective process encourages you to work with others as you can share best practice and draw on others for support.

1.8.2 How to reflect on your ESP

School Practice reflection is immediately after six weeks. It focuses on how the practice was, learnings and support from hosts. The reflective form is given to you as you go for the ESP. You fill it in immediately after your ESP and return it to the ESP officer. It is eventually submitted to the Colleges to provide information for decision making and designing improvements on ESP. The analysis of the results should be done and a plan to disseminate the information made. A session is organised in the following term for the Year 1 students. A form for the evaluation by the student of the ESP is in 17b (NTC)

1.9 Code of conduct

1.9.1 Introduction

A code of conduct is a set of rules outlining the norms, rules, responsibilities and desirable practices expected of an individual or society. As a teacher in making, you are expected to set a good example of good behaviour since you have a responsibility of grooming young people into responsible and useful individuals to themselves and society.

1.9.2 The Teachers' Professional Code of conduct

The section below is an extract from The Education Service (Teachers' Professional Code of Conduct), Notice 2012. This extract has been included here to ensure a rapid assimilation of the key issues related to your conduct and your relationship with the community for effective school practice. This, however, does not invalidate the need for you to carefully read and understand the full document, which is an addendum on annex 18.

PROFESSIONAL CODE OF CONDUCT

The conduct of teachers is governed by The Education Service Commission Teachers' Professional Code of Conduct 2012. With reference to the above, a teacher trainee, like you, shall project the good image of the College and:



The teacher and the Community

A teacher shall:

- 01** project a good image in the community where he or she lives by participating where required in activities of the community.
- 02** be law-abiding.
- 03** attend where practically possible, religious functions of his or her persuasion and respect other recognised religions within the school where he or she is teaching.
- 04** through his or her own conduct be a good example to the community and the school.
- 05** encourage parents and work closely with the community to ensure that all children in the community access, attend and complete school.
- 06** participate in networks and partnerships both formal and informal which have as their focus curriculum delivery and the learners' well-being.



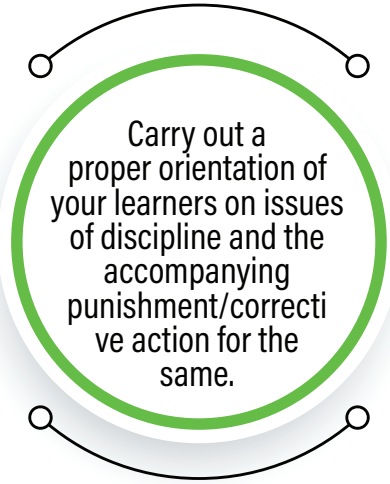
1.10 Safety and discipline

1.10.1 Introduction

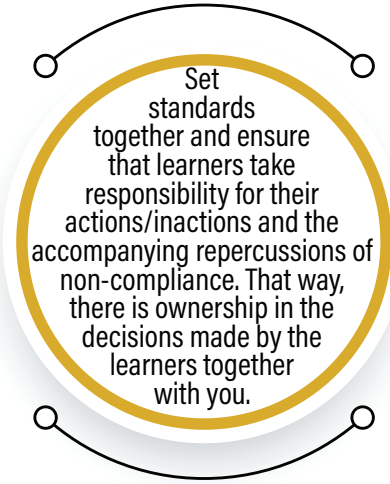
Safety and discipline are key issues that you should observe while performing your teaching role both in and outside the normal classroom environment. It even becomes more important for a staff working with learners within a farm environment. It should be noted that safety cannot be upheld and controlled without a proper discipline protocol in place.

1.10.2 Safety and discipline guidelines

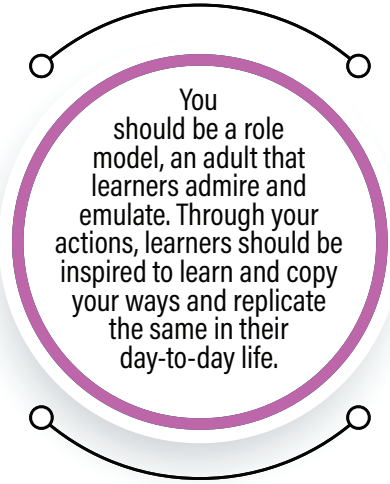
You should follow these guidelines in maintaining safety and discipline within the environment of training both at the school and outside of it.



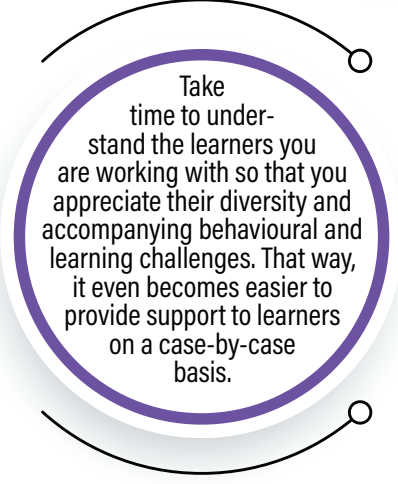
Carry out a proper orientation of your learners on issues of discipline and the accompanying punishment/corrective action for the same.




Set standards together and ensure that learners take responsibility for their actions/inactions and the accompanying repercussions of non-compliance. That way, there is ownership in the decisions made by the learners together with you.



You should be a role model, an adult that learners admire and emulate. Through your actions, learners should be inspired to learn and copy your ways and replicate the same in their day-to-day life.



Take time to understand the learners you are working with so that you appreciate their diversity and accompanying behavioural and learning challenges. That way, it even becomes easier to provide support to learners on a case-by-case basis.



Lastly, review safety protocols and guidelines and the rules governing the school together with your learners. Share with them the concerns of the community around the school and let them give relevant feedback on the same.



Chapter Two:

ESP for the teacher/ supervisor

2.1 Chapter overview

When you are a teacher going for supervision, you act like the public relation officer of your college. Just like your student teachers, you need adequate orientation to prepare for ESP through School Practice Workshops, micro-teaching sessions and interacting with your student teachers. You play a very big role in the success of the student teachers during ESP. You are instrumental in preparing the student teacher for ESP and you continue to play this role throughout ESP up to when the student teachers complete ESP including the student teacher's reflective phase of ESP when the student teachers are back to college. Equally, your behaviour, what you say, and how you say it influences greatly what host institutions and the general public view teacher training institutions. It further influences subsequent acceptance or refusal to offer placement for student teachers.



2.2 Code of conduct for the supervisor

2.2.1 Introduction

Your conduct as the supervisor greatly influences the success of the ESP process. Therefore, it is of paramount importance that you observe an acceptable code of account as you go about your duties.

2.2.2 Behaviour expected of the supervisor

Supervisor Behaviour

1

not conduct yourself in a manner which may bring the profession and the Education Service into disrepute.

2

guide the student teacher/trainee to develop the learners in body, mind, soul, character and personality.

3

not divulge information about a student teacher received in confidence or in the course of your professional duties as a supervisor except when required by law.

4

shall while supervising and in the host institutions or community use proper channels of communication and agreed language and ensure flow of information.

5

observe the regulations and instructions regarding host activities and community well-being.

6

respect appropriate authorities in the host institution and the community.

7

recognise that a privileged and professional relationship exists between you and the student teacher and others and shall refrain from exploiting this relationship by misconduct.

8

not go for school practice supervision while intoxicated or under influence of drugs.

9

be respectful and courteous to student teachers, parents, and others and consider their perspective when making decisions which have an impact on the education or wellbeing.

10

communicate and consult with teacher trainees, administration of host institutions or parents in a timely way, etc.

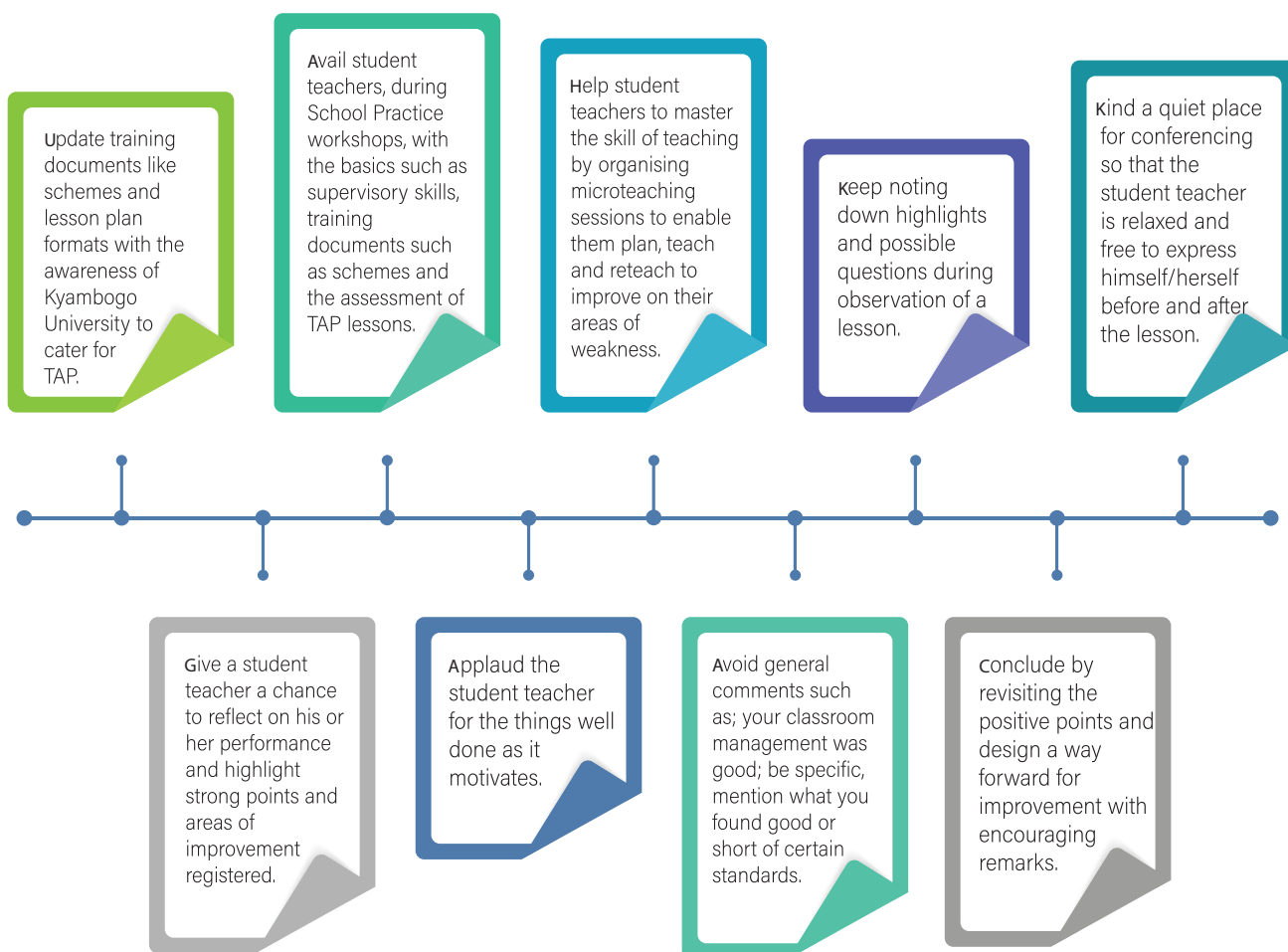
2.3 Duties and roles of a supervisor

2.3.1 Introduction

Your role in guiding the student teacher in having a fruitful ESP cannot be underestimated. It is through your input that the student teacher can be able to realise his full potential as a teacher trainee. Therefore, you are required to play your utmost role in ensuring that that the ESP is successfully conducted and concluded.

2.3.2 Duties and roles

As a supervisor, your duties and roles are to:





2.3.3 Supervision criteria

During the visit, you will use a supervision sheet to assess the teaching of the student teacher. The areas to assess are:



Preparation

Nature of portfolio; Schemes of work, Lesson plans, Teaching / Learning resources and general Classroom Physical environment.

➤ 25MKS; 5mks each

Presentation

Introduction, Lesson development, mastery of subject content, use of instructional materials, motivation level, voice and communication, use of chalk board and handwriting

➤ 40MKS; 5mks each

Class management

Personality, Positive reinforcement and encouragement, time management, self-motivation, monitoring of classroom activities and learner participation

➤ 40MKS; 5mks each

Assessment harmonising, Summary and feedback

Evaluation & conclusion, record of marks, record of work & working in children books plus general feedback

➤ 10MKS; 2mks each



Chapter Three:

Mentoring Students During ESP

3.1 Chapter overview

Mentoring is a nurturing process in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development.

We have already observed that school practice is a totally unique experience because it occurs in a different type of learning environment, involving several different types of teachers, and is highly dependent upon the cooperation of many different actors. The mentor teacher is one of those important actors.

3.2 Who is a mentor teacher?

3.2.1 Introduction

A mentor teacher is the subject teacher in whose classroom a student teacher is placed for his or her teaching practice or internship. He observes, provides feedback, guides, holds professional conversations and works together with the student teacher throughout his or her placement. He is a professional who prepares student teachers and strengthens their capacity in Teaching Agriculture practically (TAP). Mentors constitute the core team for support at college and secondary level in the implementation of TAP activities.

3.2.2. Duties of a mentor teacher

As a mentor teacher, you are required to:



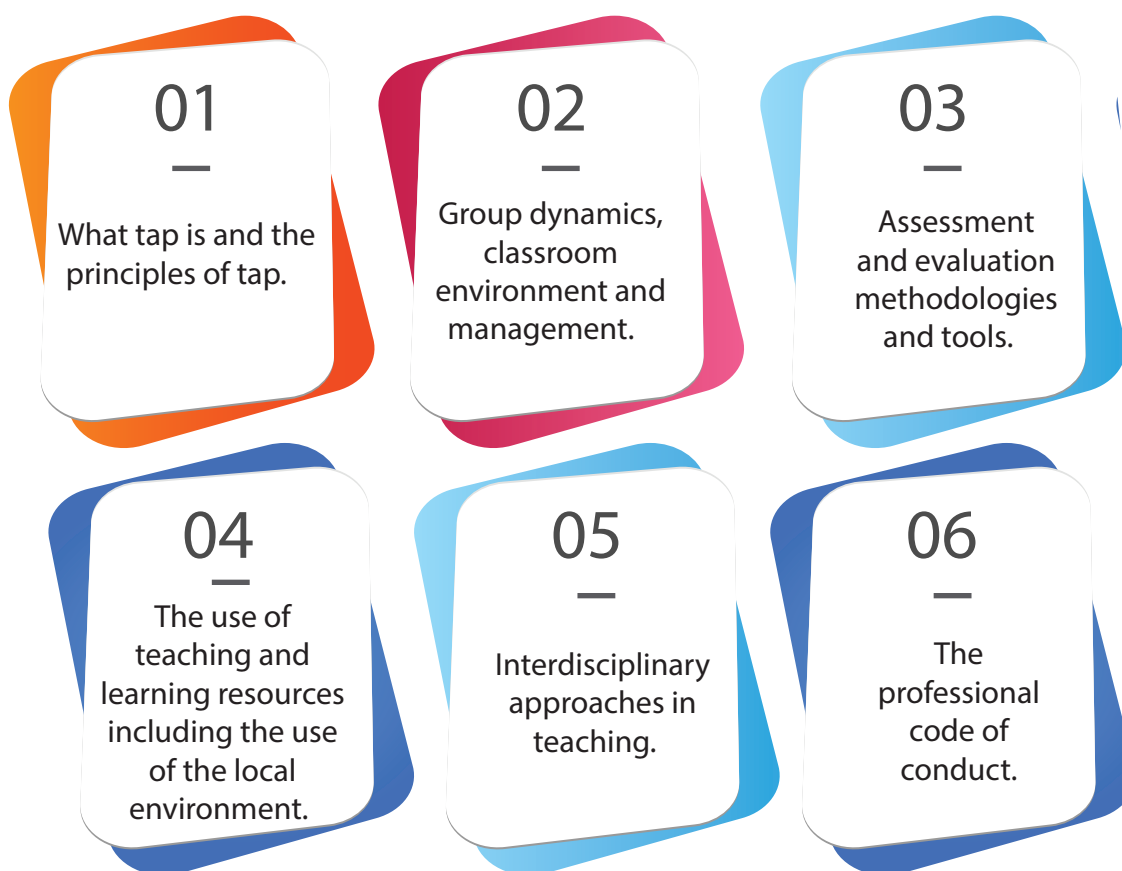
3.3 Knowledge and skills of a mentor

3.3.1 Introduction

Being a mentor necessitates having specialised knowledge and skills in order to be able to be a role model; and be a person who can teach, sponsor, encourage, counsel less skilled and less experienced persons than you for the purpose of promoting their professional development.

3.3.2 A mentor's knowledge and skills

You require to have knowledge of:

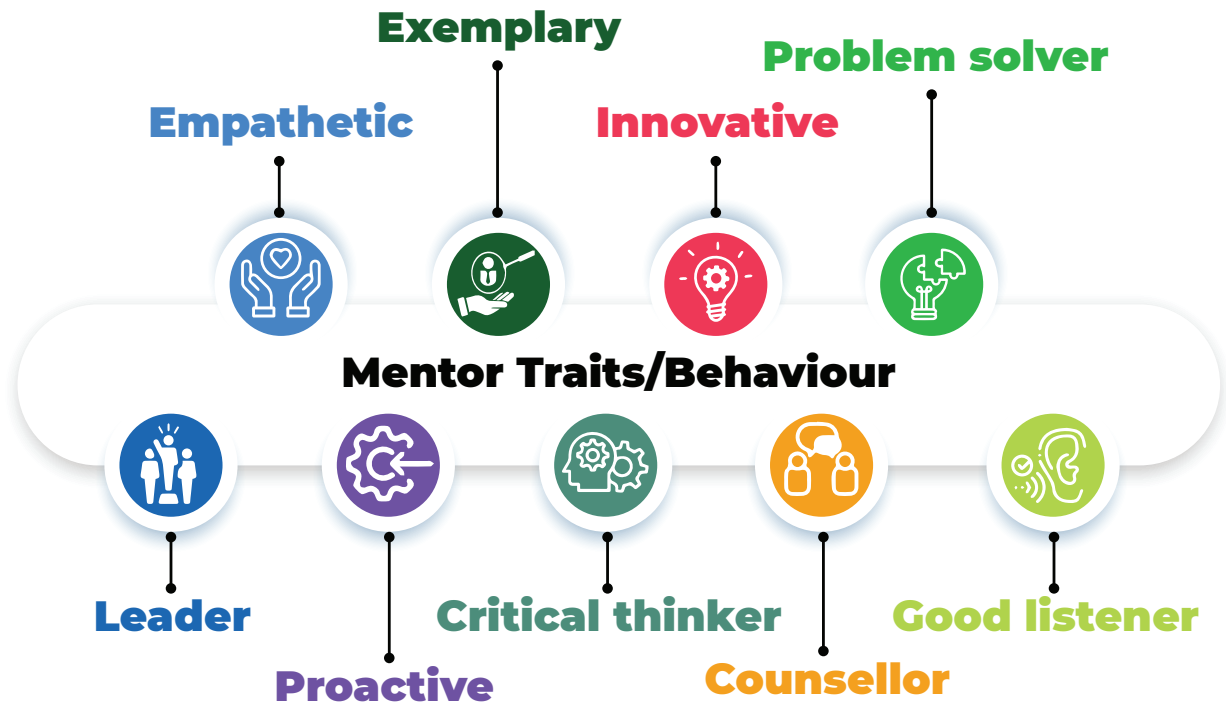


You also require skills to:



3.3.3 Traits/Behaviour of a mentor

You also need to have distinguished and outstanding traits/behaviour as shown





ANNEXES



Annex 1. Use of Teaching Resources

Meaning of Teaching Aids/resources

Teaching resources are materials/equipment used in the implementation of the lesson, i.e. the teaching-learning process to enhance learning. The teaching-learning process depends upon the different type of equipment available in the classroom. There are many aids available these days such as; audio, visual and audio-visual aids. As we all know that today's age is the age of science and technology, the teaching-learning programmes have also been affected by it.

What does it mean to use Teaching Resources and Materials?

The following guidelines should be followed when planning for teaching resources/materials:

- Teaching resources for the lesson must be carefully selected and suitable to help clarify or simplify what is being taught.
- Safety measures must be observed in the use and management of the materials as some have a potential of being harmful, for example, pesticides, herbicides, acids, etc.
- Resources like chalkboard should be used only when necessary.
- Instructional materials like pictures, videos, and photographs must offer clear illustration and help learners get abstract concepts.
- Resources and aids should be appropriate to content level of learners and lesson competences.
- Encourage learners' involvement in the mobilisation, use and management of the materials.
- Teaching aids should be so large that every detail depicted should be visible to every learner in the class from wherever he or she is sitting.
- Teaching aids should display information about one specific content/area only in a subject and teacher-made resources should be preferred.
- Teaching aids should be centrally placed for proper viewing by the learners and should not contain too much written material/details.
- When a teaching aid is to be used in the classroom, the teacher should make sure that there is provision for /viewing/hanging the chart at a vantage point.
- The teacher should have a pointer to point out specific factors in the teaching aid.
- Teaching resources should be carefully stored and preserved for use in future.

Need for Teaching Aids/Importance/Benefits of Teaching Aids

All teacher trainees, lecturers and mentors in educational practice need to understand the value attached to the use and importance of teaching resources. They are useful as follows:

- Every individual has the tendency to forget. Proper use of teaching aids helps to retain more content permanently.
- Learners can learn better when they are motivated properly through different teaching aids.



Teaching aids:

- Offer easier clarification. Through teaching aids, the teacher clarifies the subject matter more easily.
- Develop the proper image when the students see, hear taste and smell properly.
- Discourage cramming. They facilitate proper understanding among learners which discourages the act of cramming.
- Provide complete examples for conceptual thinking.
- Create an environment of interest for learners and thus they avoid feeling dull.
- Make the classroom lively and active and thus increase the vocabulary of the learners.
- Help the teacher make learning permanent.
- Provide direct experience to the learners.

Qualities of Good Teaching Aids

Good teaching aids should:

- Provide a stimulus to the learners for greater thinking and activity.
- Motivate the learners.
- Be simple and portable,
- Be cheap and up-to-date.
- Be large enough to be properly seen by learners.
- Be meaningful and purposeful.
- Be accurate in every respect and durable where possible.
- Measure to the mental level of the learners.

Types of Teaching Aids

There are many aids available these days:

- **Visual Aids:** The aids which use sense of vision are called Visual aids. Examples of these are actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these blackboard and chalkboard are the commonest ones.
- **Audio Aids:** The aids that involve the sense of hearing are called Audio aids. Examples are radio, tape recorder, gramophone etc.
- **Audio-visual Aids:** The aids which involve the sense of vision as well as hearing are called Audio-visual aids. Examples are television, film projector, film strips, videos, etc.



- **Non-Projected Aids:** These do not cast on the screen and under these we have:
 - Graphic Aids: Cartoons, Charts, Comics, Diagrams, Flashcards, Graphs, Maps, Photographs.
 - Pictures and Posters.
 - Display boards: Chalkboard, Bulletin board, Flannel board, Magnetic board, Peg board.
 - Plastic board, Soft board.
 - 3Dimensional Aids: Diagrams, Models, Mock-Ups, Objects, Puppets (doll that can be moved), Specimens.
 - Audio aids: Radio, Recordings, Television, Address systems such as a megaphone.
- **Activity Aids:** Computer aided instruction, Demonstration, Experimentation, Field trips, Programmed instruction, Teaching machine.

Principles of using teaching aids

Principle of selection

Teaching aids prove effective only when they suit the teaching objectives and unique characteristics of the special group of learners. The following may be kept in mind when selecting teaching aids:

- Does it consider the age level, grade-level and other features of the learners?
- Does it possess specific education value besides being interesting and motivating?
- Is it a true representative of the real thing?
- Does it help in the realisation of the desired objectives?

NB: Select teaching aids which are appropriate to the topic at hand.

Principle of preparation

This requires the following considerations to be attended to:

- Whenever possible, locally available materials should be used in the preparation of an aid.
- Teachers should receive some training in the preparation of aids.
- Teachers themselves should prepare some of the teaching aids whenever possible.
- Learners may be involved in the preparation of aids.

Principle of physical control

This relates to keeping aids safely and also make them available for teachers use.

Principle of proper presentation

This principle is based on the following considerations:

- The teacher should carefully visualise the use of teaching aids before their actual presentation.



- The teachers should acquaint themselves with the use and manipulation of the aids to be shown in the classroom.
- Adequate care should be taken in handling an aid so that no damage is done it.
- the aids should be displayed properly so that all the learners are able to observe them for their maximum benefit.
- As far as possible, distraction of all kinds should be eliminated so that full attention is paid to the teaching aid.

Principle of response

This principle demands that the teacher guides the learners to respond actively to the audio-visual stimuli so that they derive maximum benefit in learning.

Principle of evaluation

This stipulates that there should be continuous evaluation of both the audio-visual material and accompanying techniques in order to realise the desired objectives.

Self-Evaluation

Strengths	High learner involvement and sustaining interest The teacher's presentation was okay Good time management. Proper use of teaching resources
Areas for improvement	Exercise was not marked because of a large number of learners
Way forward	The teacher will give the exercise in groups or learners will mark each other's exercise



Annex 2b. Example of a lesson plan about Soil identification (NTC)

Agriculture Practical Lesson Plan

Topic	SOIL CLASSIFICATION
Sub-Topic	SOIL IDENTIFICATION
Content	Characteristics of soil Procedures of soil classification and identification Methods of soil improvement
Competences	Learners: Outline the characteristics of soil State the procedure of classifying a soil sample State the methods of improving each of the soil samples
Methodology	Problem based learning Guided discussion
Instructional materials	Soil samples Water
Reference	Beinempaka et. al (1990). Principles and Practices of Agriculture Volume 1, Macmillan Publishers

TIME	SESSION	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
10 min.	INTRODUCTION	Brief introduction of the concept of soil identification	Listen and ask questions for clarity
20 min.	DEVELOPMENT	Groups learners Gives soil samples Gives worksheets Gives instructions Demonstrates procedure for the practical	Form groups Receive soil samples Receive worksheets Listen attentively Follow the procedures
60 min.	EVALUATION	Assigns tasks to groups Moves from group to group and gives guidance	Work on the tasks and fill in the worksheet Ask questions where there is doubt.
30 min.	CONCLUSION	Presents the lesson summary by reviewing the questions	Listen and ask questions

Self Evaluation

Strengths	Content covered within the stipulated time in the lesson plan Methods of instruction were used as indicated in the lesson plan All the competences stated in the plan were achieved
Areas of improvement	Learners' demonstration trials were not done by some learners because of large class number. Teaching-learning materials for demonstration were inadequate
Way forward	Continue perfecting on the areas of strength Put learners into smaller groups for the demonstration practical Increase the number of the teaching-learning materials

Chalkboard Plan

Date	Topic	Rough work
New words	Content	

Annex 3b. Example of a scheme of work (NTC)

AGRICULTURE DEPARTMENT SCHEME OF WORK

PRINCIPLES OF CROP PRODUCTION

DES 1 - TERM II 2020

Week and date	Periods and duration	Topic	Sub-topics	Competences (Knowledge, attitudes and skills)	Contents	Methodology	Activities	Life skills and values	Instructional resources	Reference	Remarks
1 19 th /10/ 2020- 23 th /10/ 2020	2 (2 hours)	Horticulture	Scope of the horticultural crops	learners should be able to: Define the term Horticulture Explain the importance of horticultural crops Name the different horticultural crops -physical identification and categorisation of crops	Definition of horticulture -Importance of horticultural crops -Nutritional Economic Names/Categories of horticultural crops, Vegetables, fruits ,flow- ers -Practical display of samples of the crop	<ul style="list-style-type: none"> Problem based learning Brain storming Guided discussions 	<ul style="list-style-type: none"> Tasks assigned to provoke thinking Attempting the task Practical participation in identification and categorization of crops 	<ul style="list-style-type: none"> Identification Cooperation Team work 	-Collection of horticultural crops	Beinempaka etal (1990). Principles and Practices of Agriculture. Volume 1 Macmillan Publishers	
19 th /10/ 2020- 23 th /10/ 2020	2 (2 hours)	Horticulture	Vegetable and fruits	- Naming common vegetable crops -Identifying the disease, common pests and diseases and damages to vegetable crops and fruits -Possible control measures -Accomplishing tasks on vegetable growing	Common Vegetable crops. -Cabbages -Tomatoes -Onions pest and diseases of vegetable Fruits commonly grown - oranges - pawpaw - pineapples pests and diseases -Vegetable growing practice and management	<ul style="list-style-type: none"> Problem based learning Project work 	<ul style="list-style-type: none"> Guided discussion Practical participation 	<ul style="list-style-type: none"> Team work Cooperation 	Demonstration Vegetable plots Specimen of vegetable crops Pests and diseases damaged crops	Beinempaka etal (1990). Principles and Practices of Agriculture. Volume 1, Macmillan Publishers	



Annex 4b. Example of Work sheet (NTC)

IDENTIFICATION OF SOIL SAMPLES STUDENTS PRACTICAL WORKSHEET

INSTRUCTION

Read the questions provided in the table and observe the specimens A, B and C and answer the questions in the table.

QUESTIONS	ANSWERS
1. Observe the colour of the soil samples	A B C
2. Moisten each of the soil samples and rub it between your index finger and thumb	A B C
3. Roll each of the moistened soil samples into a ribbon and try to form a ring	A B C
4. What conclusion can you make on the three soil samples?	A B C
5. How can we improve soil samples A and C for growing crops?	A B C



Annex 5. Example of Lesson Notes (NTC)

- Topic: Maize production
- Sub topic: Application of DAP fertiliser
- The benefits of planting maize with fertiliser
- Farmer get more yield per acre of land planted
- Fertiliser ensures that the soil is healthy
- Types of fertilisers recommended for maize

Two types of fertilisers are recommended for maize

- At planting time e.g. DAP or NPK.
- After planting maize i.e. about 3 to 4 weeks e.g. Urea.

Urea is applied by top dressing when the maize is about 3 to 4 weeks after planting.

Application of DAP fertiliser during planting maize seeds:

Procedure to be followed:

- Apply fertiliser in a weed free field.
- Consider the spacing of maize (90 × 30cm 1 plant/hill or 90 x60cm 2plants/hill).
- Dig the holes at the planting depth of at least 2 to 3cm depending on the moisture content of the soil. For dry planting, use planting depth of at least 10cm.
- After digging holes, you now apply the fertiliser (starter fertiliser DAP).
- Drop the fertiliser in the holes. Determine the rate using a coke bottle top cover.
- Cover the fertiliser completely with soil using the foot to ensure it does not come into contact with the seed/s.
- After applying the fertiliser, put the seed/s into the hole and cover it completely with soil using your foot.
- Never step on the holes with the foot when covering.



Annex 7. Example of an analytic Assessment Rubric

An analytic rubric example for a speaking task:

Factual information	Vocabulary	Correctness of Language	Fluency
3 It contained more than 5 facts about the student	3 Student used a wide variety of vocabulary words to describe self (more than in the lesson).	3 Less than 10% of words contain pronunciation errors; two or fewer grammar mistakes; 0-1 incorrect word choices	3 Introduction was made with expression, not flat; good L2 intonation pattern; confident in speech.
2 The student gave between 3-5 facts about him/herself	2 Student used the necessary vocabulary and basic vocabulary was used correctly	2 Between 11% and 30% of words contain pronunciation errors; between 3 and 6 grammar mistakes; between 2 and 4 incorrect word choices	2 Some expression in speech though mechanical in places, few pauses but they didn't detract from comprehensibility
1 The student gave less than 3 facts about him/herself	1 The introduction used words incorrectly and used only basic words – replicated the lesson	1 More than 30% of words have pronunciation errors; more than 6 grammar mistakes; more than 4 incorrect word choices	1 Very flat presentation, little L2 intonation pattern; many pauses, hesitation and restarts that made it difficult to follow.



Annex 8: Example of a holistic Rubric Tool for Assessment for maize planting

Holistic Rubric Tool for Assessment

Procedure in applying DAP fertiliser during maize planting

Exceed expected procedure	Meet expected procedure	Fails to meet the expected procedure
All procedures are correct as required	Most of the procedures are correct by 80%	Less than a half of the procedures were followed
90% of the procedures were correct	At least 75% of the procedures were correct	Less than 75% of the procedures were not correct
More than 8 procedures were used	Some procedures were missed out	3/4 of the correct procedures were not used



Annex 9: Example of an Analytical Rubric for assessing practical lessons

Using Analytical Rubric as a method of assessing practical lessons

S/N	Criteria	Description level of performance of group learners		
1	Consider the spacing of maize	Correct spacing was followed	Spacing was not followed easily	Spacing was not followed
2	Dig holes	Holes were dug at correct depth	Some holes weren't dug to the correct depth	Planting depth was not followed
3	Determine the right quantity of DAP/Hole	The quantity was determined correctly using a top bottle cover of soda		
4	Drop DAP fertiliser in the hole and cover with soil half way using the foot	Fertiliser was dropped and covered correctly using the foot	Fertiliser was not evenly dropped but all holes were correctly covered	Fertiliser was not dropped in holes correctly and covered as required
5	Required number of maize seeds planted in the hole covered half way and use foot to cover with soil	Maize seeds were planted correctly	The number of seeds planted were varying in number	Required number of seed/s planted as per the spacing was not followed
6	Never step on the holes when covering	Holes were not stepped on	Some holes were stepped on	Holes were stepped on when covering with the soil using the foot
7	Write a report	A comprehensive report was written and submitted in time	The report written was inadequate but submitted in time	Report was inadequate and not submitted in time
8	Clean tools, equipment and take them back to the store	All tools and equipment were correctly washed and taken back to the store	Some tools and equipment were not washed very well	Tools and equipment were taken back to store unwashed



Annex 10. Example of a reflection report of a lesson (NTC)

NTC MUBENDE

DEPARTMENT OF PROFESSIONAL STUDIES

SUBJECT: EDUCATIONAL PSYCHOLOGY

REFLECTION REPORT ON THE LESSON DATED 29th SEPTEMBER 2015

S/no	DESCRIPTION	
	INTRODUCTION	<p>This lesson of Educational Psychology was conducted on Tuesday 29th September 2015, to Year One students.</p> <p>From 4:30pm to 6:00pm in the main hall.</p>
	PREPARATION AND RESEARCH	<p>Prior to the lesson, I planned for the lesson by coming up with a lesson plan.;</p> <p>Identified the sub topic, lesson competences, content, appropriate methods and techniques.</p> <p>Identified and gathered all the teaching-learning resources needed.</p> <p>Considered the assessment types, tools and techniques to be used.</p> <p>Planned when to record my video to be used as a technique.</p> <p>Designed activities to be done in each learning station, to include the follow up activity in form of an assignment.</p> <p>Drafted the guidelines for the learning stations and the rubrics to be used that day, both for the students and teacher.</p>
	FEELINGS	<p>I felt so excited and happy because this was my first time to record myself in a video and have it used in class as a technique.</p> <p>I liked the way I recorded it and the times when I used it during the lesson.</p> <p>To some extent I felt sad when unfortunately electricity went off yet I had planned to use a power point presentation during the introduction of the lesson. This too made me panic for I had not planned well for any alternative, yet I was being supervised. However, with time, power returned. The laughter and interaction at the end humanised what had started out to be a dry lesson. I could sense that learning was taking place and that I was directing that learning.</p>
	EVALUATION (What went well during the lesson?)	<p>I was able to go through all that I had planned for that day.</p> <p>I reviewed the previous lesson linking it to the new sub-topic.</p> <p>Learners were able to go through all the learning stations successfully and did the activities within each station.</p> <p>I was able to provide enough teaching/ learning materials for all the learning stations. These included but not limited to;</p> <p>Lesson handouts, manila papers, markers, flip charts, masking tapes, flash cards, extracts from the internet.</p> <p>I had designed and printed guidelines for managing learning stations.</p> <p>During the intervals as learners rotated from one station to another, some music was played to keep them motivated and interested in what they were doing.</p>
	PRESENTATION	<p>The lesson was learner-centred. This was because in each learning station, there were leaders who acted as teachers. In addition, there existed group leaders and secretaries for small groups.</p> <p>During the presentations, learners' teachers would call upon other learners to come and present what was discussed in the learning stations.</p> <p>There was a peer assessment that was done by learners for those who were presenting before the class.</p>



		<p>On my side as a teacher, I was audible enough, gave clear instructions and guided them during the learning stations.</p> <p>I integrated my video into the lesson and used at least five toolboxes.</p> <p>I did the debriefing and learners were able to give their views as regards learning stations. They expressed the fact that they enjoyed the chance to move within different stations and the music that accompanied their movements.</p>
	ASSESSMENT	<p>Designing an assessment form for evaluating my planning and implementation of the lesson has helped me a lot to learn how to write a reflection report.</p> <p>I used a variety of assessment tools to include individual self-assessment rubric, assessment rubric for learning stations and group presentations.</p> <p>Assessment techniques to include CATS, i.e. observation, brain storming, questions and answers, peer assessment and group work were used.</p>
	CHALLENGES	<p>Electricity going off.</p> <p>Managing the learning stations alone. This made me move a lot attending to learners' challenges as they discussed as well as controlling their discipline.</p> <p>Learners were not used to being moved from one station to another as most teachers prefer shifting the materials and activities to be done, leaving the learners to be stationed in one place.</p> <p>Some learning stations were overcrowded and not well organised.</p> <p>Timing of the learning stations failed me. This led to the prolonging of the lesson up to 7:10pm</p> <p>Some learners, in the process of shifting from one station to another attempted to escape from the lesson. However, I was observant enough and could call them back</p> <p>The class was overcrowded and I could not easily move around, to attend to individuals.</p> <p>I did not know my learners by their names.</p>
	ANALYSIS (What could I have done differently)	<p>Ought to have had a co teacher to help me manage the stations.</p> <p>Encouraged learners to make organised groups to avoid crowding.</p> <p>Plan for few competences so as to manage time.</p> <p>Planned to start with a warm-up activity but I forgot.</p>
	What did I learn?	<p>From this experience, I learned that I need to :</p> <p>Always plan early enough so that am able to come up with a successful lesson.</p> <p>Have recorded videos to make my teaching easier. This too makes it easier for the learners to watch, listen and do what is required of them.</p> <p>Work with colleagues so as to achieve more.</p> <p>Use a variety of techniques to keep the learners motivated even if the lesson went beyond time.</p>
	PERSONAL ACTION PLAN	<p>To continue with all the best practices, eg debriefing for it helps to capture learners' views about the lesson.</p> <p>Modify the way I record my videos.</p> <p>Plan for those competences that can be achieved within the accorded time.</p> <p>To seek for support from other teachers.</p> <p>Follow the lesson plan and avoid panicking.</p> <p>Have alternative plans whenever preparing for a lesson.</p> <p>Urge fellow teachers to also involve the learners in movements especially when using learning stations so that they do away with being fixed in one position.</p>

Annex 11b. Format for a scheme of work (NTC)

AGRICULTURE DEPARTMENT SCHEME OF WORK

TITLE:

DES ... - TERM: YEAR:

Week and date	Periods and duration	Topic	Sub-topics	Competences (Knowledge, attitudes and skills)	Contents	Methodology	Activities	Life skills and values	Instructional resources	Reference	Remarks





Annex 12b. Format of a lesson plan (NTC)

Topic	
Sub-Topic	
Content	
Competences	
Methodology	
Instructional materials	
Reference	

TIME	SESSION	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
	INTRODUCTION		
	DEVELOPMENT		
	EVALUATION		
	CONCLUSION		

SELF EVALUATION

Strengths	
Areas of improvement	
Way forward	

CHALKBOARD PLAN

Date	Topic	Rough work
New words	Content	



Annex 13b. Format of a worksheet (NTC)

(Title)

INSTRUCTION

QUESTIONS	ANSWERS
	A B C
	A B C
	A B C
	A B C
	A B C



Annex 14b. Format for the record of work (NTC)

School:

Subject:

Department:

Class:

Date:

Term:

Year:

Teacher:

Date	Topic	Sub-topic	Content	Remarks



Annex 15b. Format of an assignment sheet (NTC)

	Date:
School:	Term:
Subject:	Year:
Department:	Teacher:
Class:	

Task:

Suggested Procedures:

E.g:

- Attempt all the numbers
- Tabulate all your findings
- Summarise your findings
- Collect your work



Annex 16. Format for a reflection report about a lesson (NTC)

Name:	Date:
Topic:	Sub-topic:

What are your goals for the lesson/competences?

For questions in the table below tick either YES or No

S/No	Questions	Yes	No
01	Were the teaching methods used suitable/appropriate for the topic?		
02	Were the teaching learning aids appropriate for the topic?		
03	Was the content covered within the stipulated time?		
04	Were the questioning techniques able to stimulate learners' interests?		
05	Did the learners understand the lesson taught?		

Recommendations for the next lesson:

Name	
Signature	



Annex 17b. Form for student teacher's school practice reflection (NTC)

SCHOOL PRACTICE REFLECTION FORM

Name of College:		Academic Year:		Semester:	
Name of Student:		Reg. No:		Year of Study:	
Course:		School:			

General

Please kindly tick in the column yes or no to indicate agreement or disagreement.

S/No.	Description	Yes	No
1	Was school practice educative and useful to you?		
2	Were the pedagogical and content skills taught to you relevant?		
3	Was the theory and content skills taught at College aligned to the curriculum taught during school practice?		
4	Were mentor/subject teachers useful to you at planning and teaching during school practice?		
5	Were instructional resources needed available and provided?		

General staff feedback

Tick the right alternative that best suits your opinion with reference to what happened in your school of practice: 4. Very good 3. Good 2. Average 1. Poor

S/No	Items	Ratings			
		4	3	2	1
01	Welcomed by the school administration				
02	Relationship between the student teacher and the staff				
03	Relationship among student teachers				
04	Your involvement in school activities				
05	Orientation to the school				
06	Student teachers' welfare				

Departmental feedback

Tick the right alternative that best suits your opinion with reference to what happened in your school of practice.: 5. Strongly agree 4. Agree 3. Neither agree or disagree 2. Disagree 1. Strongly disagree

S/No	Items	Ratings				
		5	4	3	2	1
01	Department staff offered great assistance to you					
02	The laboratory was fully equipped					
03	The school has a good school farm					
04	The farm is fully equipped					
05	The library is fully equipped with the required instructional materials					
06	The workload was appropriate					
07	Learners were disciplined					



Supervision feedback

Tick the right alternative (Yes or No) that best suits your opinion with reference to what happened in your school of practice:

S/No	Items	Ratings	
		Yes	No
01	Conferencing was done before the lesson		
02	Conferencing was done after the lesson		
03	Were you supervised at least four times?		
04	Did you agree with the recommendations by the supervisors after conferencing?		

State major challenges during school practice.

i	
ii	
iii	
iv	

What recommendations do you suggest for improvement of school practice?

i	
ii	
iii	
iv	

Sign: Date:



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