****

**Practicum syllabus for pre-school Certificate trainees**

**Syllabus Developers**

1. GEBREMEDHIN GODIF (MED): **ABYI ADI COLLEGE OF TEACHER EDUCATION**

2. DESTA BEKELE (MA): **HOSSAENA COLLEGE OF TEACHER EDUCATION**

3. BEYENE DESTA (MA): **ASELLA COLLEGE OF TEACHER EDUCATION**

**January, 2017**

****

**Practicum syllabus for pre-school Certificate trainees**

**Syllabus Reviewers and Editors**

**1. GIRMA KEBEDE (M.A) OROMIA EDUCATION BUREAU.**

**2.ANDINET TIBABU(MA) CHIRO COLLEGE OF TEACHER EDUCATION**

**3.**DESTA BEKELE (MA): **HOSSAENA COLLEGE OF TEACHER EDUCATION**

4. BEYENE DESTA (MA): **ASELLA COLLEGE OF TEACHER EDUCATION**

**February, 2017**

**Practicum Syllabi for 10+1 Pre-school trainees**

**Introduction**

Practicum is a course recently introduced into pre-service teacher training programs. The course mainly aims to bridge/fill the gap in teaching skills and values among newly graduates by providing them with real experiences of school setting, schooling and school communities.

This practicum Course is intended to develop learners’ understandings of how teaching- learning and child care takes place in real pre-school contexts. It helps them to identify strengths and weaknesses in teaching- learning and child care skills before they are assigned to the teaching profession, through practical field activities that go hand in hand with and designed to supplement theoretical knowledge they gained from college.

The main concern of practicum is not putting training theories into practice like the old paradigm – teaching practice. It is rather development of communities of practice and reflective teacher education programs. The new paradigm urges practicum activities to be a forum for developing communities of learning and practice that is supportive and promote provisions of feedbacks by various stakeholders to the trainees.

That is why the TESO (Teacher Education system overhaul) document emphasizes significance of practicum as an integral part of the teacher-training program. Scholars across various fields and sub-fields: psychology, methodology, lesson planning, and classroom management to name some widely support the importance of practicum and further argue, understanding theories in their respective field in isolation without the context of actual practice in to play remains futile. Moreover, current theories of professional training suggest, trainees learn best only if they challenge theoretical knowledge they acquired from training institutions with enough actual reality of schools.

Thus, practicum training for pre-school student teachers designed to ensure trainees could get an early opportunity to observe schools, assist and work with experienced pre-School teachers, conduct an independent teaching and study children’s behaviours.

In all practicum courses, the major activities include continuous observation, reflection, and providing feedback for colleagues, which open up a room for learners to learn from one another. It is also a practicum intention that skills learned from pre-schools complements the content knowledge acquired from training institutions when put into practice by the trainees during practicum.

In due process of observation, reflection and practice, college instructors and mentors at pre-schools will help learners as practicum activity guides. Before learners go to school observation, they need to consult instructors assigned to assist them. Instructors explain to learners how they will do all tasks and activities in the Course. In the Pre-schools, Trainees are placed to observe, practicum coordinators and mentors help them to show where and how they will get the information they deserve. Particularly, pre-school mentors are very useful practicum guides that trainees shall be ready to learn from them.

* Thus this syllabus consists of two Practicum courses for pre-school 10+1 teacher education trainees in the certificate program. The first course, prac.101,namely, School Observation and Working Under the mentor, is developed with the intention of be aware the pre-school physical setting and actual working conditions of the school they are assigned to.
* In the second course, prac 102, assisting the mentor and Independent teaching is developed with the intention of applying knowledge and skills they have acquired during the whole trainings in to actual teaching at pre-schools.

**As a result the following Course breakdowns have been made:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course title** | **Course name** | **Course code** | **Credit hour** | **Year** | **Semester** | **Duration** | **Remark** |
| **Practicum I** | **School Observation and Working Under the Mentor** | **Prac.101** | **3** | **I** | **I** | **10 working days** | **Block teaching After two months of the beginning of first semester class** |
| **Practicum II** | **Assisting the Mentor and Independent Teaching** | **Prac.102** | **4** | **I** | **II** | 4 weeks | **Block teaching after the beginning two months of the second semester.** |

**Course Title: Practicum I: School Observation and working under the mentor**

**Course number: Prac. 101**

**Prerequisite : None**

**Credit hrs. 3**

**Contact hrs. 10 working days (After two months of the beginning the first semester class)**

**Course Rationale**

Schools are places on which theory based concepts are put in to practice. Therefore, it is unquestionable that prospective pre-school teachers have to get practice in the pre-schools before they become actual teachers. Hence, this course is aimed to create knowledgeable and skill full preschool teachers by exposing them to observe the general school environment, the class room arrangement and the learning process. In doing so, their activities will be supervised and guided by the school teachers, the college instructors and the practicum officers in the respective training institutions.

**Course description**

This course is the first course of practice on which prospective pre-school teachers will engage in the activities of observing the school environment, class room arrangement and learning process of the school mentors. Since, this is the first course of practicum for one year certificate pre-school teachers; it will be afforded in the first semester for the duration of 15 working days block teaching. The activities and performance of the students will be guided, supported and supervised by the college instructors, pre-school mentors and the practicum officers.

**Learning outcomes:**

After the completion of this course, pre-school trainees will be able to:

* Realize the overall school working system.
* Get familiar with the overall school environment and teaching learning process
* Apply the knowledge skills and dispositions required to become effective Pre- primary school teachers;
* Develop and exercise the capacity to analyse, evaluate and act to improve their own practice and develop further knowledge and skills as *reflective practitioners;*
* Develop and apply an understanding of teacher professionalism, including the responsibilities of teachers and the professional values and ethical practices expected of them;
* Gain an understanding of themselves as lifelong learners engaged in continuous professional development;
* Exercise their knowledge of and commitment to the principles of equity and inclusive education in pre-school classroom;
* Apply the expectations of profession ethics.
* Share their experiences with colleagues.
* Prepare portfolio of evidence based on their observation.

.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific Objectives** | **Course Contents** | **Hrs** | **Methodology & strategies** | **Instructional recourses** | **Assessment techniques** |
| **The prospective Pre-School teachers will be able to:**   * + Describe the physical situation of schools and classrooms   + Explain the rules and regulations of schools   + Identify different resource centres in a school   + Identify different instructional media and Early childhood care & education policy documents   + Draw a sketch map of the school he or she observes   + Identify learners behaviour   + Establish professional relationship with the school community   + Reflect on their observation | **Section One: Observing the physical environment of the school**   * Suitability of the school compound for children. * Presence of different play grounds, fences, etc. * Number of buildings (bed rooms, sleeping room, dining rooms …etc.) and their purpose * Neatness of school Compound for pre-School children * Suitability of school compound for children with special needs education/disabilities * School facilities to pre-School children (Toilet, Tap water, Clinic…etc) * Classroom organization for pre-school children * Materials and organisation of pedagogical centres * Availability and organization of Play materials(Indore & Outdoor games) * Types of play (Role play, Didactic play, physical play, social play …etc.) * Children care * Reading Corners (Library and its services) * Rules and regulations of the Pre-school * Expected qualities of pre-school teacher (Caring, giving a child love, being creative, empathy, play full, patient, etc.) * Administrative structure of the Pre-school * Community Pre-school relationship. * Availability and organization of instructional media. * Early childhood care & education policy documents * Time management by teachers and learners   **Section 2. Observing the learning environment**   * Suitability of class room * Different Learning corners * Teacher-child activities in the classroom * Observing teacher-student relationship * Student engagement * Gender equity in classroom participation * Method of teaching for children at the age of pre-school (Collaborative learning, Group work, Individualize work, storytelling, singing, imitation, Play, Educational visits, Teacher-centred, (child-centred, etc.) * Child discipline * Feedback giving | **2 days for section One**  **3 days for section two** | * Observation based on checklist * Reporting and reflecting on school-classroom observation * Portfolio work on the school-classroom observation * Observation based on checklist * Reporting and reflecting on school-classroom observation * Portfolio work on the school-classroom observation | * School or class newsletters or notices to parents; * Lesson plans; * Curriculum materials; * School policy manual; * Lesson notes of pre-school teachers; * Children’s work sheets; * Materials regarding numeracy, literacy, etc. * Ministry of Education Circulars, Notices or Pamphlets; * Examples of students’ work; * Report cards or assessment notices; * Photos of different classrooms or schools. * Portfolio * Modules * Checklist | * + - 1. **Reflections 45%** * What they learned from the session * How relevant is the session for their future work * Knowledge of the ideas they reflect about * Expressing their ideas clearly  1. **Portfolio 30%**  * Completing all the checklists properly * Filling in all the relevant points * Clear reporting and explanation * Inclusion, compilation of important ideas and clarity of completed observation formats * Depth of written document * Originality (not copied)   **3. Mentor’s assessment 25%** |
| **The prospective Pre-School teachers will be able to:**   * + Propose a lesson plan for the mentor’s lesson   + Analyse their mentors’ annual plan   + Prepare Annual lesson plans   + Prepare instructional media | **Section 3: Observing and working under the mentor (mentor’s lesson plan and lessons delivery)**   * Observing the mentor’s annual plan * Proposing lesson plan to the mentor * Proposing instructional media * Observing the mentor’s lesson delivery * Preparing lesson plan * Preparing instructional media specially from locally available resources (TALULAR) for pre-school children | **5 days for section three** | * Observation based on checklist * Reporting and reflecting on school-classroom observation * Portfolio work on the school-classroom observation |  |  |

**Course Title: Practicum I: Assisting the mentor & conducting independent teaching**

**Course number: Prac. 102**

**Credit hrs. 4**

**Contact hrs. 4 weeks of block teaching (After two months of the beginning of the second class)**

**Prerequisite Prac.101**

**Course Rationale**

As prospective teachers need to pass through the process of working under close supervision of the mentor, it is believed that they gradually get the skill and knowledge of assisting the mentor with certain areas of learning process and children care and class room management. This provides them with important opportunities of closer look at how the learning process performs, how lessons can be delivered and how classrooms can be managed. As a result, they can get a knowledge that helps them become potentially equipped pre-school teachers. After they assist the school mentors and get constructive comments by their college instructors, they will teach independently and perform the activities that every preschool teacher can do. Finally, all the activities and performances of the pre-school trainees will be under the close supervision, guidance and assistance of the school mentors, college instructors and practicum officers.

**Course description**

This course is the second course of practice on which prospective pre-school teachers will engage in the activities of assisting the mentor and independent teaching. Since, this is the second course of practicum for one year certificate pre-school teachers; it will be afforded in the second semester for the duration of 6 weeks of block teaching. The activities and performance of the students will be guided, supported and supervised by the college instructors, school mentors and the practicum officers.

**Learning outcomes**:

After the completion of this course, prospective pre-school teachers will be able to:

► Appreciate the professional skills in the management of children discipline.

► Understand the connection of planning with effective teaching and learning;

► Know the elements, sequence and timing of an effective lesson;

► Have compiled student profiles and appreciate the interaction of diversity with teaching and learning;

► Feel more comfortable and confident in the classroom as developing teachers.

►Have knowledge on the components of lesson plans and annual plans

►Recognize the elements and types of instructional medias.

►Applying different techniques of teaching.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specific Objectives** | **Unit contents** | **Hrs** | **Methodology** | **Instructional recourses** | **Assessment techniques** |
| **The prospective pre-school teachers will be able to:**  -Identify children’s disciplining procedures  -Take attendance  -Organise classrooms  -Correct class and home take assignments  -develop teaching skills | **Section one**: **Assisting the mentor**  -Taking attendance  -Organising classrooms  -Assessing Children’s learning (Age of the child, facilities and opportunities offered to the child, background of the child and Engagement of child to learning )  -Teaching under close supervision of the mentor | 5 working days | -Planning with the close supervision of the mentor  -Communicating with departments and teachers  -Organising students in groups  -Arranging classrooms  -Writing report  -Reflecting on the report | **-Audio materials**  **-Visual materials**  **-Charts**  **-Word cards**  **-Flash Cards**  **-Shash boards**  **-Picture cards**  **-Games**  **-Play materials** | * + - 1. **Oral Reflections on actual teaching & child study 20%** * What they learned from the session * How relevant is the session for their future work * Knowledge of the ideas they reflect about * Expressing their ideas clearly   + - 1. Portfolio **20%**   -Completing all the checklists properly  -Filling in all the relevant points  -Clear reporting and explanation  -Inclusion, compilation of important ideas and clarity of completed observation formats  -Depth of written reflection  -Originality (not copied)   1. **Tutor’s assessment** 40%   -Lesson Planning 10%  -Actual Teaching 20%  -Teaching media preparation &Utilization 10%  **4. Mentor’s assessment 20%** |
| **The prospective pre-school teachers will be able to:**   * + Plan lessons based on the annual plan of the mentor   + Conduct lessons   + Study children’s background   + Assess Children’s performance | **Section Two**: **Independent teaching**   * + Preparing lesson plan   + Selecting and Preparing instructional media   + Conducting lessons independently   + Assessing the progress of children’s learning. | **15 working days** | * Preparing lesson plan * Preparing and conducting lesson * Selecting and preparing appropriate instructional media * Assessing and evaluating learners |  |
| **The prospective pre-school teachers will be able to:**   * *Handle the behaviour of pre-school children’s and learning difficulties.* * *identify pre-school students the level of performance, learning capacity and potential etc* * *Conduct a case study.* * *Manage pre-school students’ behavioural problems during instruction.* | **Section 3: Child Study**   * Selecting children from among he or she teaches * Study children’s background: economic, social, educational, etc * Recommend action for tackling their problems * Reflect on the study |  | * Conducting child study * Writing portfolio * Reflecting on the teaching and child study |  |  |

**References**

* **Bizuneh,Y.(2006).Observation of School Environment and School Community Relationship: Distance Education Material: Hossana College of teacher Education(unpublished)**
* **Former modules and checklists**
* **Mary, J.Durumond(2003). Assessing children learning:2nd Edition:Thanet press,Margarete,Great Britain**
* **MOE (2011) Practicum guideline for primary school teachers’ training program in Ethiopia. Addis Abeba (unpublished).**
* **------- (1999) Teacher Education Handbook: ICDR. Addis Abeba.**
* **TESO Documents**