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Acknowledgements

Young people today will leave school or graduate to enter jobs that do not yet exist, use technologies not yet invented and solve problems not yet imagined. The key to success in this rapidly changing world is education provided by well-prepared teachers. Caring professional teachers are an important resource for any society and when students become the next generation of lawyers, doctors, nurses, farmers, factory workers, business leaders, mothers, fathers and citizens, they do so because of their teachers.

The challenge for the future is difficult, but we cannot hide from the need to provide the best education for all. One of the most important components of an effective teacher education programme is the practicum or professional practice experience. This is where beginning teachers make important connections between theory and the realities of learning in classrooms and schools. The partnership between the University of Education, the Government Colleges for Elementary Teachers and the Canada Pakistan Basic Education Project sought to find ways to make teaching practice and teacher education more relevant, practical and professional.

The Practicum Working Group (PWG) was the forum for the analysis and evaluation of the former practicum model. Out of that discussion came the design of the new Professional Practice system for teacher education. The PWG was made up of representatives from various teacher education institutions and agencies responsible for schools. They have been identified for special thanks in the list below. The production of the Professional Practice for Teacher Education Manuals involved sacrifice, commitment and dedication from an even larger number of professional, caring educators. These manuals are the product of their hard work and are a testimonial to their commitment to a better future for all young people in Pakistan.

The manuals have much broader implications than for just the partner institutions of the Canada Pakistan Basic Education Project. They have relevance for all teacher education institutions. To fulfill this goal, they have been produced to the highest standard of excellence possible. We hope they will support a sustainable transformation in teacher education in Pakistan.

It is very important that the hard work and dedication is recognized. We, therefore, acknowledge and thank everyone who participated in the process, especially those who contributed to the original ideas that were so important in the development of this very significant transformation in teacher education. As concerned citizens, educators and parents, we are grateful for the dedication and professionalism of the many individuals involved in the process of leading and embracing change.

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Introduction

This Professional Practice Manual has been developed to facilitate implementation of a new practicum model in teacher education institutions associated with the Canada Pakistan Basic Education Project (CPBEP). These colleges and campuses will implement this new system of professional practice in September 2009. In order to guide that transformation, the rules, roles, principles and procedures necessary for success have been compiled in a series of practicum manuals. This particular manual is for cooperating teachers. It focuses on the general management, organization and facilitation of the new system.

The main authors, designers, and educators contributing to this Professional Practice manual are members of the Practicum Working Group (PWG) organized under the auspices of the Canada Pakistan Basic Education Project. Other ideas were incorporated after the *International Conference on Teacher Education* held in Lahore in March 2008. At another forum, the recommendation was made to extend teaching practice to a minimum of ten weeks. While the Professional Practice model does offer increased time in schools, it does not currently reach this standard. As a principle, however, the authors acknowledge that the Professional Practice model may have to be further developed to meet this suggested minimum standard for time in schools. The current version is merely a draft, a very good development, but a draft nonetheless.

In order to revise the professional development of prospective teachers, the members of the PWG were given a number of learning opportunities such as workshops, research projects, assigned tasks, study tours and consultative dialogue with colleagues in the various partner institutions. From the experience gained, the information gathered and the ideas developed through discussion and consensus-building, the PWG proposed a number of recommendations designed to address concerns about the teaching practice model currently in use. While resolving those problems, the PWG advocated for a new teaching practice system. This draft is the product of many months of debate and constructive dialogue.

The new practicum structure is called the Professional Practice model. It provides more time for in-school learning. It has been developed to provide opportunities to link theory with practice. As the PWG refined this structure, they realized that the new model needed to be adopted within a framework of school-college partnerships that became known as the “family of schools.” This community of learners is an essential feature for the new practicum system. It is important that all colleges and campuses work to create collaborative relations within their family of schools.

The PWG realize that the Professional Practice model requires a support network for all prospective teachers. Such a network will assist the development of the knowledge, skills and attitudes needed for the authentic world of classrooms and schools. This structure of support and mentoring was initially referred to as the “scaffold” within which prospective teachers can learn, experiment and develop an understanding of classrooms and schools in action. However, subsequently a change occurred that gave rise to the name Professional Practice. This is the model currently outlined. The model includes built-in structures of formal faculty mentoring and cooperating teacher support.

The PWG feel that, with a sufficiently strong scaffold, all prospective teachers will be able to learn and ultimately make the connections between educational theory and classroom practice. The goal is to establish strong reflective practice, as well as a mentoring and support system for prospective teachers, with sufficient time in schools to develop the necessary knowledge, skills and attitudes. The PWG believe that, with these learning opportunities in place, the prospective teacher will become a more confident, secure, capable and caring professional who is able to enter the world of teaching with an effective toolkit of ideas, skills and principles.

To reach the stage of full implementation, the Professional Practice model has been piloted, critically examined and presented for open debate in every possible forum. The Professional Practice model stands up well to critical analysis. However, although it presents a structured, sequenced and systematic approach, the model is not a dogmatic prescription. Where necessary, institutions will make modifications to suit their own unique circumstances. There is enough scope within the recommendations to facilitate most adaptations.

Aims and Vision of Professional Practice

Introduction

The practicum – time spent in schools learning about teaching – should be the core of all pre-service teacher education. This philosophical approach has been adopted in the design of the Professional Practice model. Professional Practice is recommended as the central pillar of the Bachelor of Education programme offered by the University of Education and all affiliated institutions. The new Professional Practice practicum maximizes time in schools. It is also linked closely with course work and assignments from the colleges and campuses so that all prospective teachers have maximum opportunities to develop the necessary knowledge, skills and attitudes.

The practicum component is an integral part of the Bachelor of Education. It allows prospective teachers time in schools to engage in authentic classroom experience from the perspective of a teacher. The practicum also allows enough time to gather the essential knowledge, practice the critical skills, and develop the necessary attitude that results in effective, caring professionalism. The learning experiences are designed to facilitate the development of a repertoire of teaching techniques and strategies that are applicable at all levels, whether primary, elementary or secondary.

The practicum has also been specifically designed to provide a scaffold of support, mentoring and learning that progressively builds the desired knowledge, skills and attitudes. The practicum model contains built-in features to ensure the creation of an environment that is gender- and human rights-sensitive and learner-centered, with consideration for female faculty, prospective teachers, cooperating teachers and students. All prospective teachers will work in a supportive team of cooperating schoolteachers, peers and faculty from the college or campus.

Aims of Professional Practice

The Professional Practice system has been explicitly designed to provide all prospective teachers with the opportunity to develop their knowledge and skills as members of an authentic school environment. They will progressively develop the understanding, techniques and relevant applications required to become effective teachers within that community of learners.

The growth and development of the individual teacher in the Professional Practice system occurs in a supportive context. Prospective teachers are introduced to a wide range of ideas about classrooms in action. They progressively develop the confidence and skill to take over and effectively lead student-centered learning. The system helps to develop the relevant professional knowledge, skills and attitudes in a collaborative and cooperative process that involves the teacher education institution, as well as the members of the whole learning community and family of schools. The Professional Practice system has, therefore, focused on the progressive development of these knowledge, skills and attitudes. It starts with a basic introduction to schools and classrooms. Then, through guided observations and action research tasks, it links college or campus with the classroom and develops a caring, responsible professional.

The overall aim is to educate an increasingly confident and skilled educator who provides an inclusive and gender- and human rights-sensitive learning experience for all in a student-centered, activity-based, challenging, but enjoyable, classroom.

Vision

All education must be future-oriented and gender-sensitive. Therefore, the scaffolded practicum experience has been designed to prepare prospective teachers with a flexible and practical perspective that will enable them to function effectively in a rapidly changing world. The teaching practice experiences, coupled with the course work in the Bachelor of Education, are designed to prepare all prospective teachers for a future which we barely understand, but which they will interpret as an interesting challenge, rather than an undesirable or incomprehensible one. The teacher must be a lifelong learner, with a flexibility and strength to help all students develop the necessary knowledge, skills and attitudes for a world in which they will be entering jobs not yet known, use technologies not yet invented and solve problems not yet imagined.

General Objectives of the Professional Practice System

At the end of the whole practicum experience all prospective teachers will:

- Be familiar with the personalities and expectations of students in the appropriate age level school (primary, elementary or secondary)
- Progressively develop as more competent and capable classroom teachers
- Develop empathy, caring and understanding for all students in schools, regardless of their abilities, needs, backgrounds and potential
- Be familiar with the learning styles and needs of all students within the school, including gender-specific needs and special needs such as learning, visual, hearing and physical challenges
- Be familiar with and able to operate within the administrative and regulative structures of their assigned school
- Be able to conduct observational and action research tasks, report results in an appropriate manner in their college or campus classes and use the information gained as a learning tool to advance their own understanding of education and classrooms in action
- Be able to function effectively as caring, responsible professionals at all times within the school system
- Be able to make informed links between educational ideas, information and theories with real and authentic classroom practice
- Develop skills as a life-long learner
- Be able to put into practice various ideas and theories about learning in authentic classrooms
- Be able to reflect appropriately on their own developing teaching skills and work progressively to reinforce their strengths and address their weaknesses
- Be able to use a variety of teaching technologies, including the chalkboard or whiteboard, as effective communication tools
- Be able to use a variety of increasingly sophisticated technologies, including various computer applications, as tools for learning

- Be able to design and implement effective learning experiences for a variety of different groups of learners taking in consideration their age, gender, ability/disability and social norms
- Be able to make reasoned choices about teaching methods, materials and resources and assessment strategies that are gender-sensitive and inclusive
- Develop an increasing level of self-confidence, self-awareness and professionalism
- Be able to participate effectively in the wider aspects of school life, including co-curricular activities
- Understand the functions of the school, as well as school and classroom discipline procedures and management strategies
- Be able to develop an increasing repertoire of gender- and human rights-sensitive and inclusive teaching skills, techniques and strategies that are effective in promoting learning
- Be able to develop a variety of techniques effective in motivating students and challenging their critical and creative talents
- Be able to discuss education on a general level, and classrooms in particular, in a more informed and practical way and learn from the experiences of others in authentic classrooms and schools
- Provide opportunities for prospective teachers to progressively enter the teaching profession and develop as a reflective practitioner capable of improving learning for their students and help them become lifelong learners themselves
- Graduate to become a full-functioning member of the school system and broader education profession

Rules and Regulations for the Professional Practice System

In Professional Practice the following rules will apply:

1. All prospective teachers must attend their assigned school every day of the scheduled practicum, including the one-day per week or mini-block assignments and the larger block session.
2. All prospective teachers must maintain 100% attendance. They are responsible for any missed time. Prospective teachers must report any problems to the Head of School, cooperating teacher, faculty supervisor and faculty mentor.
3. All prospective teachers must maintain appropriate dress and demeanor. In addition, they must use appropriate, gender-sensitive language at all times.
4. All prospective teachers must make up any missed time in a negotiated and agreed extension of the teaching practice experience.
5. All prospective teachers must abide by the roles and responsibilities as assigned by their teacher education institution and as indicated in the Professional Practice manual.
6. All prospective teachers must abide by the rules and regulations as assigned by their teacher education institution and their cooperating school.
7. All prospective teachers must complete all guided observation and action research assignments as provided by their instructors and cooperating teachers.
8. All prospective teachers must observe a minimum of forty (40) lessons in their assigned school.
9. All prospective teachers must design and implement forty (40) lessons, with at least twenty (20) lessons at the lower primary level.
10. All prospective teachers must maintain full documentation of their practicum experience. The documentation must include the following:
 - a reflective self-assessment journal
 - an observation log
 - a portfolio of lesson plans, resource materials and visual aids
11. All prospective teachers must have each lesson plan signed by their cooperating teacher and faculty supervisor and/or mentor before implementation.
12. Failure to satisfactorily complete all the requirements will result in a recommendation to repeat the teaching practice requirement or in certain cases will lead to dismissal from the programme.

Roles and Responsibilities of the Cooperating Teacher as Mentor

NB> Cooperating Teachers acting as mentors **will not** supervise/evaluate the same prospective teacher.

All cooperating teachers acting as mentors will:

1. Participate as part of the Professional Practice team that includes the Head of School, prospective teacher, faculty mentor and faculty supervisor. Ideally, the cooperating teachers (mentor or co-supervisor) will work with two prospective teachers only.
2. Follow the rules and regulations as provided by the University of Education and the administration of each governing teacher education institution.
3. Participate in the orientation to Professional Practice provided by the teacher education institution.
4. Participate in any in-service education and training that may be provided consistent with their needs as cooperating teachers/mentors.
5. Ensure that prospective teachers function in a professional manner at all times consistent with the rules and regulations and code of ethics.
6. Collaborate with faculty from the teacher education institutions in the design and implementation of appropriate in-service workshops for other teachers from the family of schools.
7. Complete and distribute the mentoring and observation forms.
8. Help all prospective teachers with lesson design and instructional planning within the context of the authentic classroom and school experience.
9. Observe the prospective teachers and provide mentoring, support and aid as necessary during guided observation and action research days.
10. Help all prospective teachers resolve any issues, problems or concerns about teaching practice, as well as support and encourage them for the challenges of the classroom.
11. Guide and support all prospective teachers in dealing with gender issues, inclusion and human rights in mixed classrooms and single gender classrooms.
12. Help coordinate the demands of guided observations and action research during the assigned school days.

Roles and Responsibilities of the Cooperating Teacher as Co-Supervisor and Evaluator

NB> Teachers acting as co-supervisors/evaluators **will not** mentor the same prospective teacher.

All teachers acting as co-supervisors/evaluators will:

1. Participate as part of the Professional Practice team that includes the Head of School, prospective teacher, faculty mentor and faculty supervisor. Ideally, the cooperating teachers (mentor or co-supervisor) will work with two prospective teachers only.
2. Follow the rules and regulations as provided by the University of Education and the administration of each governing teacher education institution.
3. Participate in the orientation to Professional Practice provided by the teacher education institutions.
4. Participate in the in-service education and training provided to all members of the cooperating family of schools as appropriate.
5. Ensure that prospective teachers function in a professional manner at all times consistent with the rules and regulations and code of ethics.
6. Liaise with the Head of School, faculty mentors and faculty supervisors to maintain consistent and standardized forms of assessment.
7. Write and submit formative evaluations to the prospective teacher, head of the teacher education institution or practicum coordinator.
8. Meet to discuss the results of any formative evaluation to identify a course of action and remedial work as necessary.
9. Work closely with the assigned faculty and conduct information sharing sessions to standardize assessment and explain ongoing practicum requirements.
10. Observe at least two lessons per week designed and delivered by each prospective teacher during the one-month block and complete an evaluation form for each observation.
11. Meet regularly (at least once a month) with the faculty mentor to discuss the strengths or challenges of the assigned prospective teachers.
12. Write and submit a summative evaluation for each prospective teacher, with copies for the practicum coordinator and prospective teacher.

Roles and Responsibilities of the Prospective Teacher

All prospective teachers will:

1. Act as a professional at all times and obey the rules and regulations of the cooperating school, teacher education institution and the code of ethics.
2. Dress appropriately according to the dignified requirements of the profession and use proper, respectful language at all times while a member of the school learning community.
3. Respect the authority of the cooperating Head of School and act as a professional teacher within his/her assigned school.
4. Attend the assigned school for the full school day during all one-day-a-week sessions and the one-month block by maintaining a 100% attendance rate.
5. Immediately begin to learn about the context of the assigned school, including issues related to student health, safety and security.
6. Convey the same level of respect and confidence in the abilities of all students whether male or female.
7. Report in advance (wherever possible) any absences to the head of the school, cooperating teacher and facilitating faculty member and discuss ways of making up the time. These must be reported to the practicum coordinator.
8. Fully participate in the life of the assigned school, include volunteering in co-curricular activities and school functions outside of school hours.
9. Maintain a detailed record of activities, observations, action research data and lesson plans. These will become an important part of his/her developing portfolio.
10. Observe and document in detail a minimum of forty (40) lessons in the assigned school in collaboration with the cooperating teacher.
11. Conduct all guided observations and action research assignments professionally and in consultation with the cooperating teacher and facilitating faculty. This will ensure links between the school experience and the Bachelor of Education curriculum.
12. Design and implement a minimum of forty (40) lessons in the assigned classroom in collaboration with the cooperating teacher and facilitating faculty members.
13. Manage his/her time in order to discuss issues, problems and concerns with the cooperating teacher and facilitating faculty. Such issues may concern lesson planning, action research or other professional matters.

14. Identify and share with faculty supervisors or faculty mentors any issues related to diversity, inclusiveness, human rights and gender sensitivity that s/he faces during practice teaching. In consultation with facilitating faculty, the prospective teacher will develop recommendations and strategies for resolving the issues. In addition, the prospective teacher will communicate these to the cooperating schools.

Professional Practice: Prospective Teacher Evaluation Form

Date of Observation:	School:
Grade/Subject:	Term I _____ Term II _____
Evaluator: <i>(please print)</i>	Signature:
Cooperating Teacher: <i>(please print)</i>	Signature:
Prospective Teacher: <i>(please print)</i>	Signature:

Rubric

Rating	Descriptor	Scale
5	Outstanding	81-100
4	Very Good	61-80
3	Minimally Acceptable	40-60
2	Fail and Repeat	21-39
1	Fail	0-20

Comments/Targets for Improvement (Use separate page, if required)

Previous targets for improvement (date):

Met _____ Not Met _____

Satisfactory progress:

Evident _____ Not Evident _____

Competencies: Planning and Practice	1	2	3	4	5
1. Creates detailed, sequential lesson plans that are inclusive and gender-sensitive					
2. Creates innovative, engaging and flexible lesson plans					
3. Designs effective lesson introductions, transitions, pacing and closings					
4. "Reads" the class; adapts to the unexpected					
5. Checks for understanding; anticipates problems					
6. Displays effective questioning and facilitating skills					
7. Makes good use of planned assessment tools; uses timely feedback and maintains good records					

Competencies: Content and Methods					
8. Uses clear language and accurate/appropriate grammar					
9. Uses accurate and appropriate spelling and written language; covers content					
10. Demonstrates required subject knowledge for lesson and necessary computational skills (if required)					
11. Demonstrates skill and competency with technology					
12. Gives clear, accurate and complete instructions; meets learners' need for clarity					
13. Demonstrates effective use of gender-sensitive and inclusive teaching techniques					
14. Actively listens and responds appropriately; creates positive learning environment					
15. Shows strong professional work ethic and initiative; models enthusiasm for learning /inquiry					
16. Creates a learning environment conducive to risk-taking and ensures equal participation of all students, regardless of ability/disability and gender					
Competencies: Professionalism					
17. Is punctual, regular and dependable					
18. Is open and responsive to advice and guidance					
19. Develops good relationships with administration and colleagues					
20. Dresses professionally, displays professional attitude and conduct, demonstrates appropriate relationship with students					
Total per column					
	X 1	X 2	X 3	X 4	X 5
Subtotal					
TOTAL					

Prospective Teacher's Name	Assessment Calculations

Note: One copy is to be kept by the faculty supervisor; one copy is to be presented to the cooperating teacher and a third copy is to be given to the prospective teacher.

Professional Practice: Head Teacher's Professional Evaluation Form

Dates of Professional Practice Period:	
School:	
Prospective Teacher: <i>(please print)</i>	
Cooperating Teacher: <i>(please print)</i>	
Evaluators Name: <i>(please print)</i>	Signature:

Rubric

Rating	Descriptor	Scale
5	Outstanding	81-100
4	Very Good	61-80
3	Minimally Acceptable	40-60
2	Fail and Repeat	21-39
1	Fail	0-20

Comments/Targets for Improvement (Use separate page, if required)

Basic Professional Competencies	1	2	3	4	5
Punctuality: Is punctual, regular and dependable					
Dress: Wears appropriate dress at all times					
Department					
Preparation					
Communications					

Professional Relationships					
With school administration					
With school staff					
With fellow teachers					
With peers					
With students					
With parents					
Professional Conduct Outside Teaching					
Actively listens and responds appropriately					
Shows strong professional work ethic and initiative					
Is open and responsive to advice and guidance					
Takes extra responsibilities as part of regular requirements					
Handles extra tasks assigned appropriately					
Is a welcome addition to the school community and teaching team					
Seeks out ways to help					
Goes above and beyond the regular call of duty					

Prospective Teacher's Name	
Final Assessment	Assessment Calculations

Note: One copy is to be kept by the Head of School; one copy is to be presented to the prospective teacher and a third copy is to be given to the faculty supervisor.

Special Regulations for the Professional Practice Pilot Governance for the Diagnostic Pilot

To conduct the Professional Practice pilot project in September 2009, the following modified regulations will be applied. For the purposes of this diagnostic pilot, they will replace the existing regulations from the University of Education, Lahore.

Faculty Supervisor

A faculty supervisor (UE or College faculty member) will be assigned to each prospective teacher. The faculty supervisor will observe at least two full lessons per week of each of his/her assigned prospective teachers. The faculty supervisor will complete a classroom observation form for each visit.

Faculty Mentor

A faculty mentor (UE or College faculty member) will also be assigned to each prospective teacher. The faculty mentor will support, assist and encourage the development of the prospective teacher before and during the Professional Practice experience.

Cooperating Teacher

A cooperating class teacher from the host school will act as an in-school mentor for each prospective teacher. S/he will remain in the classroom at all times. The cooperating teacher will write an observation report on the form provided. This will reflect the strengths, weaknesses and progress of the prospective teacher. The cooperating teacher will share the report with the prospective teacher and with the faculty supervisor. However, the cooperating teacher's report will not be used for evaluation of the prospective teacher.

Co-supervisor

In collaboration with the Professional Practice coordinator, the head of the host school will assign another individual from the teaching staff to serve as co-supervisor. The UE or College faculty will provide an orientation to the co-supervisor. The orientation will cover the principles of Professional Practice and his/her responsibility as an evaluator. The co-supervisor will assess at least two lessons per week. S/he will also write an evaluation report on the prescribed form regarding the strengths, weaknesses and progress of the prospective teacher. The evaluation reports will be submitted to the head of the relevant teacher education institution or practicum coordinator for consideration while assessing the prospective teacher.

Prospective Teacher

The prospective teacher will prepare a lesson plan for each class meeting that shall be signed by the faculty supervisor and cooperating teacher at least one day in advance. Comments to improve lesson plans should be provided to the prospective teacher where appropriate before implementation in the classroom.

Head of the Host School

The head of the cooperating host school will complete a *Head Teacher's Professional Evaluation Form* for each prospective teacher assigned to his/her school.

Final Grade

The final grade in a Professional Practice will be based on the assessments submitted by the faculty supervisor, co-supervisor and the professional evaluation by the head of the school. The distribution of marks will be as follows:

i.	Supervisor	60%
ii.	Co-Supervisor	30%
iii.	Head of the Host School	10%

External Examiner

The University of Education shall assign an External Examiner to monitor, spot check and sample the Professional Practice and ensure completeness, consistency and fairness. The External Examiner will submit a report to the Controller of Examinations and the Vice Chancellor, University of Education, on the conduct of the Professional Practice system.

Professional Practice Calendar

The Professional Practice model is a planned sequence of learning experiences designed to facilitate learning about teaching in real schools. It links to the content of the Bachelor of Education programme. The plan requires a minimum of forty-five days (equivalent to approximately seven weeks) in school. These days are scheduled throughout the year to provide opportunities for increasing responsibility. They culminate in the assumption of the full role and responsibilities of a teacher.

The following calendar shows the stages in the implementation process. It is important for practicum coordinators and teacher education administrators to work throughout the year on the development of the relationship within the family of cooperating schools. In the learning experiences that link teacher education with authentic classrooms, this cooperative relationship is extremely important. For example, it is suggested that there be a planning meeting with the heads of the cooperating schools in September.

Professional Practice

TERM ONE

Early Contact Phase

September

- College and University administrators organize a meeting with heads in the cooperating family of schools to plan the upcoming professional practice session. Partners may also discuss opportunities for in-service education to assist in the preparation and development of teachers who may be assigned as cooperating teachers or co-supervisors.
- The practicum coordinator gathers guided observation and action research requests from faculty members and develops a schedule for the Professional Practice experiences that will help guide prospective teachers as they visit schools. **NB>** Guided observation and action research requests should provide opportunities to link theory with practice and to establish connections between the BEd programme and the activities in schools.
- Under the guidance of the practicum coordinator, faculty develop materials for in-service sessions for heads of schools and cooperating teachers. This includes information about guided observation, action research schedules and requirements for effective mentoring and/or supervision by cooperating teachers. The in-service relationship should respect the professional needs of both parties. It should seek to develop teaching and learning that is student-centered and activity-based. **NB>** It is likely that the in-service teachers acting as co-supervisors and cooperating teachers will benefit from a greater understanding of the requirements of Professional Practice and the “style” of education that is provided to the Bachelor of Education students.

- The practicum coordinator negotiates placements in the family of schools for prospective teachers. Placements will consider the prospective teachers' place of residence to minimize travel requirements.
- The practicum coordinator conducts an in-service session for all faculty to standardize roles and responsibilities, review regulations and to practice the use of observation and assessment forms.
- The practicum coordinator shares the draft observation and action research schedule with faculty to facilitate coordination of course instructional schedules.

October

- The head of school and practicum coordinator implement in-service sessions with cooperating teachers and heads from the family of schools. The schedule of activities should be mutually agreed. **NB>** Research has shown that cooperating teachers can benefit as much, if not more, as prospective teachers. With appropriate support and in-service learning, schools can greatly benefit from their participation in teaching practice.
- The practicum coordinator makes practicum assignments for all prospective teachers taking into account the prospective teachers' place of residence, travel and security needs.
- The practicum coordinator conducts an orientation to the practicum for all prospective teachers with an introduction to their roles and responsibilities. **NB>** If possible, the prospective teacher should have the opportunity to visit his/her assigned school at least once during this month. If a visit is not possible, some plans should be in place for early contact interactions.

November

- The prospective teacher begins to visit his/her assigned school for observation on a regular basis, whether in a mini-block of three or four days or a regular schedule of one day per week. The outcomes from this early contact phase will be extremely important in setting the overall tone of the learning relationship.

Professional Consolidation Phase

December

- Prospective teachers continue with the regular school visits. They conduct assigned action research or observations. A second and third mini-block or continuation of one day per week observation in assigned schools is recommended. However, adaptations can be made to provide regular on-going school visits.

TERM TWO

Professional Consolidation Phase

January

- It is recommended that regular weekly visits to assigned schools continue through the early stages of the second term. While blocks of one day per week have been recommended, some adaptations are certainly acceptable, provided that the connection between college and school learning is maintained.

Professional Action Phase

February

- Regular school visits continue. Prospective teachers assume more of a central role in designing and implementing learning plans. By the beginning of February, a formative assessment meeting is useful. This should involve the prospective teacher, cooperating teacher, faculty supervisor and faculty mentor. The session will provide an opportunity to review progress to date. It will also identify areas where the prospective teacher should focus attention to address weaknesses and consolidate strengths.

March

- At this stage, prospective teachers are actively involved in designing lessons, helping provide remedial help and in observing and conducting a lesson. In some institutions, this might signal the launch of the intensive and extended block.
- This month should end with an orientation to teaching practice for all prospective teachers, faculty, heads of school and cooperating teachers. This orientation would establish the foundation for the extensive block of professional practice starting in April.

April and May

- By this point, all prospective teachers are engaged in their full-time assignment to the schools for a **minimum** of a four-week teaching practice block. The block will provide a combination of observations leading toward full-time teaching responsibilities.
- It is very important to note that the Professional Practice system demands a minimum of seven weeks in total in school. However, more is better and the PWG anticipate that, as the system matures, it could move to a minimum of ten weeks. The total Professional Practice time should exceed forty-five days.
- The Professional Practice should conclude with a team meeting involving the prospective teacher, cooperating teacher, faculty mentor and faculty supervisor. This summative meeting should provide a final assessment of the prospective teacher's performance.

Professional Practice: Making Yourself A Better Teacher

Good teachers are made, not born. This is one of the conventional wisdoms that regularly appear in teacher education programme guides and discussions about teacher education curricula.

There is no doubt that, in most cases, universities and colleges responsible for pre-service teacher education have a sequenced learning programme that includes a variety of academic and professional components. Students who successfully complete these requirements graduate and, in many cases, receive a license or certificate allowing them to enter the classroom as a “qualified” teacher. However, are they prepared for this step in their career?

It has been stated that “to ‘go through’ teacher education and to ‘be prepared’ are much too passive for what ought to happen.” [Chiarelott et al., 1998] In general terms, most beginning teachers enter the profession in something close to a state of shock. Unfortunately, some (and, in other cases, most) of their pre-service education has been presented to them; that is, they functioned in a passive and receptive mode.

Becoming a good teacher cannot be a passive act. The education course work will help. However, the final product must be honed through self-initiative, combined with as much practice in the real world context as possible. The desire to become a good teacher is not enough unless it is shaped by the idea of what the change is supposed to produce. There must be a clear understanding of the goals and the steps necessary to achieve those goals.

In order to become the best possible teacher, it is important to be honest with yourself. You must also develop the knowledge, skills and attitudes consistent with becoming a true professional. This is a journey. It is partially a journey of self-discovery, but also a journey of personal development and change that is based upon decisions that you make along the way.

The following ideas are introduced to provide tools to use during this personal journey. It should be noted that both techniques - brainstorming and the diamond pattern strategy – can also be become very effective learning methods that you can use in all kinds of classroom situations. Therefore, although they have been adapted here for your own use, they do represent two of the most useful teaching and learning strategies employed in every subject and at every level of education.

I: BRAINSTORMING

At the Personal Level



As a tool for personal growth and development, *brainstorming* allows you to take a first look at yourself'. In order to grow and develop as a teacher, you need to identify your areas of strengths and areas that need your attention.

My Areas of Strength

Areas that Need My Attention

As a Teaching Strategy

The **brainstorming** teaching and learning strategy has been introduced here because it is a very effective strategy that is student-centered and activity-based. It encourages students to solve problems and to make decisions. Brainstorming helps participants make sense of a complex set of issues and problems. The activity is constructed around the presentation of a single question that has a number of possible answers. Brainstorming allows all participants to practice the following critical thinking skills:

- analysis of a complex question that has multiple responses
- making informed judgments
- development of a group response in an active and involving experience

Procedures for Brainstorming

Step One

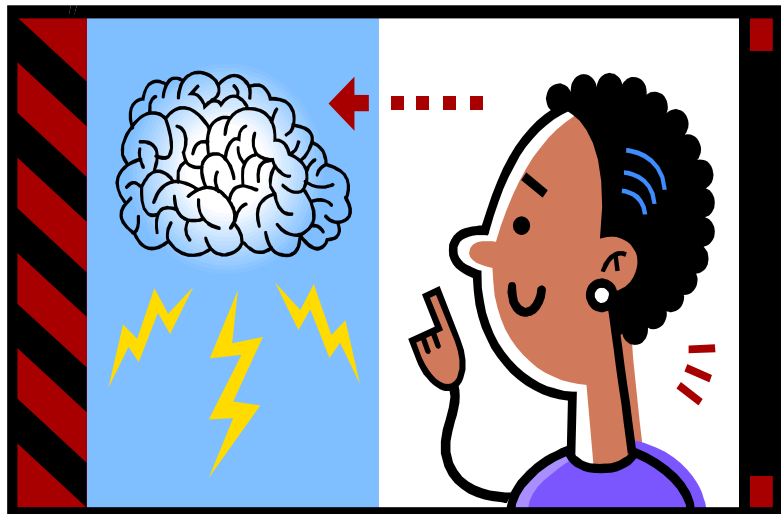
Ask participants to provide a variety of responses to a question that has a number of potentially correct or relevant answers. These responses should be recorded as clearly as possible without editorial comment or correction.

Step Two

Once all possible answers have been suggested, the whole group should be asked to request clarification of any ideas that are unclear. The group should also try to remove duplication wherever possible. Generally such clarifications or removals should represent a consensus opinion and not the opinion of an individual or a minority. At this stage, it might be necessary to clarify some of the language used in order to ensure more effective communication.

Step Three

Participants should be asked to rank the top three, four or five items (depending on the length of the original list) that they think are the most important. Their list should be ranked from the most important item on the top to the least important item on the bottom. This stage is an individual decision-making process.



Step Four

Each participant should be requested to reveal their individual ranking by awarding points for the items on their list. Five points should be awarded for first place, four points for second place, three points for third place and so on. The last item (of five) would receive one point. These scores should be recorded by the individual on the chalkboard or poster, or wherever the original nomination list was written. The totals for each item should be calculated.

Step Five

Items from the original nomination list with the highest number of votes should form the basis of a class discussion. During the discussion process, a group decision or consensus should be made.

II: DIAMOND PATTERN

At the Personal Level

Using a strategy such as the *diamond pattern* process can help individuals make and prioritize decisions. These decisions can be of a personal nature. They may include trying to prioritize professional development opportunities that address areas of need or specific goals for greater personal growth and development. Often we are presented with a variety of options and opportunities. Sometimes making an informed decision can be complex and difficult. A technique such as diamond patterning can help.

On the table below, list your personal and professional objectives. Be as specific as possible. You should list at least nine specific items or ideas that you believe will bring you closer to becoming an effective teacher. Previous brainstorming activities should be helpful in identifying these goals.



Personal Development Goals

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Goal 6:

Goal 7:

Goal 8:

Goal 9:

Goal 10:

With these goals in mind, you can now apply the diamond pattern decision-making process to help you understand and prioritize the ideas. It will help you make informed decisions about how to achieve your goals. The process is described in the section showing the diamond pattern as a teaching strategy.

As a Teaching Strategy

The diamond pattern teaching and learning strategy is used because it is an active process in which participants work collaboratively to form a consensus about a wide range of factors related to curriculum design and development. The collaborative decision-making process leads to the formation of understanding, the analysis of information and the construction of ideas into new structures and relationships.

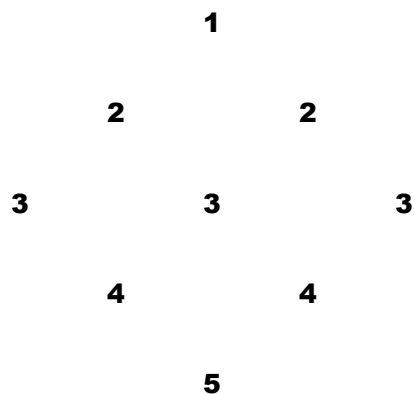
Procedures for the Diamond Pattern Process

Step One

Place each of the items (answers to a question or the personal and professional development goals) individually on a set of cards. There should be only one item or answer per card.

Step Two

Arrange the cards in the diamond pattern according to your opinion (or, if operating in groups, the consensus opinion) about the significance of the item. The most significant idea, in the opinion of the individual or group, should be placed at the top of the diamond, followed by two cards of high significance. The third level contains three cards of some significance. The fourth level has two cards of lesser significance. The bottom of the diamond has the card that has been judged to have the least significance.



Step Three

You must share your opinions and ideas with others as this helps clarify your thinking. Each individual or team should also be prepared to explain their decisions and listen to the opinions and ideas of others.

Step Four

The pattern provides a concrete representation of **decisions** about the priority of each of the items considered. It also serves to solidify new knowledge and understanding about the nature of the question or the personal and professional goals being considered.

At this stage, you have identified the challenges of your personal professional development. In addition, you have also made informed decisions about the priorities you need to address to operate successfully in this demanding profession.

An Illustration of a Guided Observation

Learning Styles and Multiple Intelligences

Context

Every classroom in action involves decision-making and problem-solving. As a prospective teacher, you will observe an authentic learning experience in which your cooperating teacher makes decisions and solves problems. The difficulty for the observer is to make sense out of what is happening. You must identify how the designed learning experience in the formal education system is preparing students to think critically, to solve problems and to make effective, informed decisions.

Developing your observation skills to recognize connections between theory and practice is a critical outcome for the practicum experience. You might think that you are observing a lesson in which students are answering questions about the alphabet. However, there is also a much deeper significance in what actually transpires in those observed classrooms.

Challenge

In the guided observation below, you are challenged to connect theory and practice. You must try to figure out if the observed classroom actually meets the needs of (*practice*) the different multiple intelligences of the students (*theory*).

In your Bachelor of Education programme, you will be introduced to the concept of different learning styles. You will learn the ideas of Howard Gardiner who deals with different types of intelligence. In your next observation of authentic classrooms you should try to observe and document what kind of educational opportunities are designed to meet the different types of intelligence that are present in every classroom.

Learning Outcomes

At the end of this activity all prospective teachers will

- Be better able to work cooperatively in a group decision making process
- Be able to listen respectfully to the ideas of others
- Be able to share ideas and defended decisions rationally
- Be better able to make informed decisions
- Understand that decision-making is often difficult and complex
- Know that by making one decision other options are likely to be eliminated
- Understand better that life is full of choices and that it is important to consider options in a rational, coherent way



Materials and Resources

- Work sheet

NB>In a previous guided observation, prospective teachers should have been asked to conduct an informal assessment designed to reveal different learning styles and the range of multiple intelligences evident in the assigned classroom.

Work Sheet: Teaching and Learning Strategies for Multiple Intelligences

Intelligence	Observed Teaching and Learning Strategies
Linguistic	
Logical Mathematical	
Spatial	
Bodily-Kinesthetic	
Musical	
Interpersonal	
Intrapersonal	
Naturalistic	

An Illustration of a Guided Observation Intended Learning Outcomes and Questioning

Context

One common problem in curriculum and/or learning implementation is the specification of intended learning outcomes. In fact, many learning experiences have weak (and in some cases) non-existent intended learning outcomes. It is often difficult to understand the intended learning outcomes for a particular learning experience or lesson. Very often “objectives” in curriculum documents are not stated as precisely as needed. They may not actually reflect the kind of information that would be appropriate for an intended learning outcome. If these intended learning outcomes are not developed properly, it is virtually impossible to assess the effectiveness of the learning, learning attainment or teaching.

This is where guided observation and action research initiatives can help prospective teachers develop their own knowledge, skills and attitudes toward the following:

- Articulating appropriately stated intended learning outcomes and broadcasting these to their students; and
- Developing a clearer understanding of questioning techniques within a classroom.

In addition, very often the curriculum design does not take learning opportunities into the higher cognitive realm or into learning in the affective domain.

Challenge One

In one of your days in school, observe at least two or three different lessons and attempt to identify the intended learning outcome for each. Do not ask your cooperating teacher for the information ahead of time because this is a “discovery” exercise to see whether intended outcomes are self-evident or observable.

You may wish to refer to the attached chart of cognitive outcome words to help classify your observations. Be prepared to share your perspective with others.

Challenge Two

As you observe classrooms, count the number of questions that the teacher asks. Try to create a system to organize the questions into different categories such as management and discipline questions, learning questions or another system of your own creation.

You may wish to refer to the chart below of outcome words in the cognitive domain. These classify the type of question being asked. Good learning experiences provide opportunities for your students to deal with higher order questions.

It is possible to use the “key word system” to help identify cognitive learning outcomes and questions that take the learning into the higher order thinking domain.

Category	Definition	Examples of Verbs	
Knowledge	Remembering previously learned information; recall	Describe Identify Name Define	Label List State Outline
Comprehension	Understanding the meaning of information	Explain Convert Distinguish Predict	Rewrite Give Examples Summarize Paraphrase
Application	Using learned information in relevant situations (putting knowledge and comprehension to work)	Infer Compute Operate Relate Solve Manipulate Demonstrate	Change Discover Predict Show Use Modify
Analysis	Breaking down information into component parts so that its structure can be understood	Analyze Outline Differentiate Categorize Illustrate Identify Select	Break down Distinguish Discriminate Classify Point out Separate
Synthesis	Putting component parts together to create a pattern or structure (which could be new or different)	Devise Design Compose Organize Re-arrange Combine	Compile Synthesize Explain Plan Show relations Categorize
Evaluation	Judging the value of information or material, based upon personal or given criteria	Judge Justify Evaluate Draw conclusions	Compare Contrast Criticize

An Illustration of a Guided Observation

Learner Needs

Context

Learning plans are often developed as if we need to design learning experiences that deliver only facts and knowledge. However, these days teachers, educational administrators, curriculum designers, community leaders and citizens of all kinds demand a more inclusive, learner-centered approach to education. This mandate must be met through education that deals with concept development, skills and attitudes. This is much more than just acquisition of knowledge.

We need to develop education systems that are responsive and able to react to change and the challenges that face our students in the global village of the twenty-first century.

The limitations of a subject-based curriculum framework need to be urgently addressed. Starting the process of learning design and development with subject matter or content is the wrong approach. Effective learning design must begin with the question, “What do the students need to know or be able to do?”

In theory, we acknowledge that “chalk and talk” has not been overly successful in any classroom. This methodology will certainly not meet the learning needs in inclusive classrooms. Yet, we continue to design learning that is constructed with the teacher at the centre. Many schools systems and educational jurisdictions have recognized this problem and suggest that teachers must now:

- Adapt the curriculum and learning experiences to suit the students’ learning needs
- Structure the students’ learning around primary concepts
- Pose problems and ask questions of relevance to the students
- Value the students’ point of view
- Encourage critical and creative thinking
- Engage the students in experiences that give rise to contradictions to their initial hypothesis and then encourage discussion

Challenge

In a future session at your assigned school, attempt to identify the relationship between what the learning provides and the needs of the learners as they attempt to attain the knowledge, skills and attitudes that are necessary for success in the twenty first century.

Using a Questioning Taxonomy

Context

Teachers ask hundreds of questions every week. In a regular classroom learning setting, they can ask more than one question per minute. Unfortunately, many of those questions are not well formed. Many do not help students progress toward the intended learning objectives.

Challenge One

For Use in the College or Campus Classroom

Use a single topic or theme in your pre-service teacher education curriculum. Working cooperatively with your partner, design a series of questions that takes the students from the lowest order to the highest order of Bloom's taxonomy.

1. Knowledge (recall)



2. Comprehension (interpretation/description)



3. Application (applying/use of facts)



4. Analysis (separation of whole/subdividing)



5. Synthesis (creating/combining)



6. Evaluation (judging/assessing)



Integrating Gender and Inclusiveness in Classrooms

General Strategies

- Recognize any biases or stereotypes you may have absorbed about ethnicity, disability and gender. Try to avoid them in your practice.
- Treat each student as an individual. Respect each student for himself/herself.
- Change any language patterns or case examples that exclude or demean any groups or gender. Be sensitive to terminology. For example, use terms of equal weight when referring to parallel groups: men and women rather than men and ladies.
- Recognize that your students may come from diverse socioeconomic backgrounds.
- Draw case studies, examples and anecdotes from a variety of cultural and social contexts.
- Develop a sense of how students feel about the cultural climate in your classroom. Ask them to share if any aspect of the class makes them uncomfortable.
- Introduce discussions of diversity at department meetings.

Tactics for Overcoming Stereotypes and Biases

- Become informed about the history and culture of ethnic groups other than your own.
- Learn more about different disabilities and how to deal with them in an inclusive classroom.
- Convey the same level of respect and confidence in the abilities of all your students.
- Do not try to "protect" any group of students.
- Be fair in how you acknowledge students' good work. For example, do not give preference to male students over female students.
- Recognize the complexity of diversity.

Course Content and Material

- Whenever possible, select texts and readings whose language is gender-neutral and free of stereotypes.
- Aim for an inclusive curriculum.
- Do not assume that all students will recognize cultural literary or historical references familiar to you.
- Consider students' needs when assigning evening or weekend work.
- Bring in guest lecturers.

Class Discussion

- Emphasize the importance of considering different approaches and viewpoints. Include all students. Ask them for their opinion. Give male and female students an equal opportunity.
- Make it clear that you value all comments and appreciate all feedback given in a discussion.

- Encourage all students to participate in class discussions. Students should not feel uncomfortable sharing their own views.
- Monitor your own behaviour in responding to students. Ensure that you do not react negatively if your own views conflict with those shared by your students
- Re-evaluate your pedagogical methods for teaching in a diverse setting.
- Speak up promptly if a student makes a distasteful remark even jokingly.
- Avoid singling out students as spokespersons.

Assignments and Exams

- Be sensitive to students whose first language is not English.
- Suggest that students form study teams that meet outside of class.
- Assign group work and collaborative learning activities. Ensure that groups have an equal number of males and females where possible.
- Give assignments and exams that recognize students' diverse backgrounds and special interests. Highlight issues such as gender, human rights and disability/challenges through this work.

Advising and Co-curricular Activities

- Don't shortchange any students of advice that you might give to a member of your own gender or ethnic group.
- Advise students to explore perspectives outside their own experiences.
- Involve students in your research and scholarly activities.
- Help students establish departmental organisations.
- Provide opportunities for all students to get to know each other.

Adapted from <http://teaching.berkeley.edu/bgd/diversity.htm>

SAMPLE LESSON PLAN - ELEMENTARY SOCIAL STUDIES

Lesson Plan Summary: Friendship and Peaceable, Caring Classrooms

Context

- Friendship is part of being a good citizen.
- Contributing to the introduction and maintenance of peaceable, caring classrooms is also part of effective citizenship.
- Positive interpersonal relationships, communication skills, problem solving skills, and citizenship skills can be developed through designed learning experiences.
- One of the important outcomes from education is the development of concepts and the application of knowledge and skills even for young learners.
- Essential learning outcomes such as citizenship and problem solving are cross curricular and can be integrated into any social studies classroom

Course Title	Duration	Day and Date
Social Studies	A series of three 30 minute lessons	
Grade Level	Age Group and Composition	Number of Students
Lower Primary	Seven – eight year olds	30+
Unit	Specific Topic Of Lesson	
	Concept formation and application through the development of citizenship and interpersonal relationship skills	

Intended Learning Outcomes

At the end of this lesson all students will:

- Be able to work together in a small group (citizenship)
- Be able to solve a simple problem in a collaborative environment (problem solving and citizenship)
- Be better able to listen respectfully to the ideas of other (citizenship)
- Understand the concept of friendship
- Be able to express their ideas more clearly and precisely
- Be able to express their ideas in orally, in written form and through artistic expression
- Be able to develop their own interpersonal relations and friendships in the class

Content: Friendship

The teacher can select the learning activities from the variety provided here, but it is certainly recommended that students be provided with one group activity, one writing activity and the think, pair share learning experience. The main purposes of selecting this content emerges from the intended learning outcomes and provides the opportunity to focus on citizenship and problem solving. This sequence of learning experiences also facilitates cross curricula connections, including language arts and visual and performance arts.

Evaluation

The final evaluation really can be constructed on observable behaviour changes in students as they begin to develop their own "citizenship" skills. Another form of evaluation might be to have students design a piece of artwork about friendship to be displayed in the classroom. Writing can be marked for spelling, grammar, etc.

Resources "How to be a good friend"

www.goodcharacter.com
www.education.tas.gov.au
www.betterphoto.com/gallery (from a Google search for "friendship pictures")
www.eworkshop.on.ca
www.wcer.wisc.edu

RESOURCES: FRIENDSHIP LESSON PLANS

How to Be a Good Friend

Good friends listen to each other.

Good friends don't put each down or hurt each other's feelings.

Good friends try to understand one another's feeling and moods.

Good friends help each other solve problems.

Good friends are dependable.

Good friends respect each other.

Good friends are trustworthy.

Good friends care about each other



Good friends share.

Teaching Peaceable, Caring Classrooms

Context

This activity should become a regular feature of student-centered, activity-based classrooms. The students will develop their skills as the strategy becomes part of the learning routine.

This is a cooperative learning strategy that allows students to think about a question, problem, concept, or issue. It presents them with an opportunity to share thoughts with their partner before discussing it with a small group or the whole class. The opportunity to develop an individual response before pairing and sharing can promote and support higher-level thinking. It helps students build confidence by allowing them to develop their thoughts in a non-threatening situation. Students also learn to share ideas in appropriate ways through a step-by-step process.

Challenge

Think–pair–share as a learning strategy can be used with a wide variety of issues, questions, problems and topics. In this sample, the students could be presented with the “How to Be a Good Friend” handout and then asked to think about concrete illustrations from their own life experiences. They could then be asked to pair with either an assigned or a selected partner to discuss their individual examples before moving on to share with the whole class.

Intended Learning Outcomes

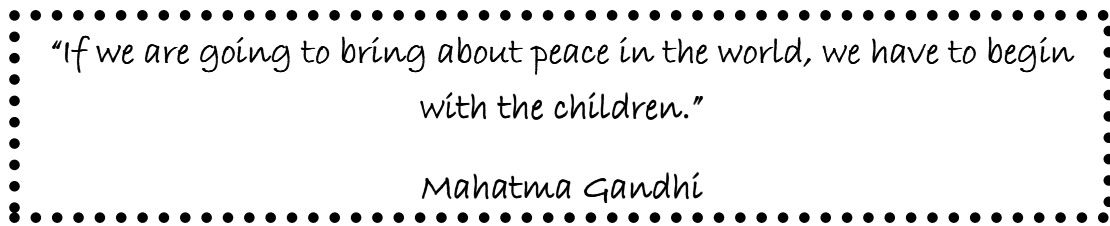
At the end of this think–pair–share learning experience all students will:

- Be able to generate their own ideas about an issue or problem
- Be able to talk about their ideas with a partner and express themselves verbally
- Be able to share ideas with a larger group
- Be able to develop higher quality responses
- Develop focused thinking
- Develop critical thinking skills which are retained long after the learning experience
- Understand the concept of friendship and be able to apply it to their own life experience

Procedure

- Step 1:** Explain the purpose of the strategy to the whole class.
- Step 2:** Present the question, issue or problem and have students individually reflect on it.
- Step 3:** Review, if necessary, the conversation and group activity skills required (e.g., eye contact, non-verbal encouragement, no interruptions or criticism of ideas).
- Step 4:** Organize the class into working pairs and have the pairs listen to the ideas generated as individuals and work toward a common response.
- Step 5:** Ask pairs to share their ideas in a small group.
- Step 6:** Ask each small group to report to the whole class.

Welcome to the Peaceable, Caring Classroom



Context

Peaceful classrooms do not just develop. They need to be built. Within the class, students should be actively involved in creating and maintaining the caring community.

Challenge

Students should be asked to contribute to the development of the standards of behaviour expected in their "caring" classroom.

Intended Learning Outcomes

At the end of this lesson all students will:

- Be able to share their ideas with others
- Describe what they think a peaceable, caring classroom should be like
- Judge whether standards of behaviour are appropriate for a peaceable classroom
- Analyze suggestions and make modifications where appropriate
- Demonstrate appropriate behaviour according to the agreed standard

Procedure

Step 1: Involve Ask the students to individually think of ideas that define a peaceable, caring classroom. Have them share their ideas with a partner. By giving students responsibility for the establishment and maintenance of the positive learning environment, they soon understand and adopt the concept.

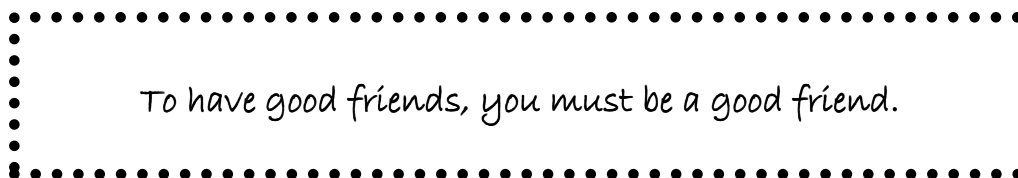
Step 2: Resolve In a full class discussion, define and set standards for specific types of behaviour that contribute to the peaceable classroom. Build on the ideas generated in Step One.

Step 3: Evolve Once the foundation for a peaceable, caring classroom has been established, it will require maintenance. A peaceful class is an on-going, organic process. Keep the movement alive. Hold regular class discussions on progress.

Other Sample Learning Experiences

Group Activities

1. Have the students working in pairs select one item from the “Friends” resource. Have them try and define concrete examples from their own experiences. (problem solving)
2. Using the following quotation ask the students to agree or disagree with the idea and elaborate why they think that way. (communication skills)



3. Ask the students to look at a magazine for pictures or symbols of friendship. (text analysis/critical thinking skills)
4. Ask the students to make their own images or pictures of friendship. (art)
5. Ask the students to design their own logo or motto to display in the class. (art/problem solving/listening)
6. Role Play: In small groups, have the students select a member to play the new person in school. The new student’s challenge is to gain acceptance in the group. With the students, discuss how it felt from both perspectives. (drama/problem solving)
7. Brainstorm ways to be more tolerant and accepting of each other. (critical thinking skills)

Writing Activities

1. Have the students make a list of all the things people do when they leave others out of activities. (problem solving/critical thinking/literacy)
2. Have the students make a list of things people do when they invite others in or make them feel part of the group. (problem solving/critical thinking/literacy)
3. Have the students write the “ingredients” of a good friendship.
4. Have the students pretend that a good friend has moved away. Because they miss their friend, they should write a letter to the friend. In the letter, they should explain why they miss the friend and recall a good time that they had together. (literacy)