



**GAROWE TEACHERS  
EDUCATION COLLEGE** | **(GTEC)**

# REPORT ON SCHOOL PRACTICE

ACADEMIC YEAR 2016/2017



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## **1.0 Introduction**

GTEC is committed to its mandate of ensuring academic excellence in Teacher training for all levels. In school practice, the teacher trainees go out to translate into practice the theories they learn in classroom situation. They are deployed by the College administration in consultation with them and the schools. This year's exercise was held in the first two weeks of semester two. The aim of the exercise is to ensure that, all the teacher trainees fulfil the requirements of a teacher trainee at GTEC before they are rolled out as teachers. The objectives of this exercise were:-

1. To help the teacher trainees get exposed to classroom teaching.
2. To correct the bad practices of a teacher trainee before he/she is rolled out to the field.
3. To give courage to the trainees where they are excelling.
4. To assess the effectiveness of the methods and materials used by tutors in training of the teacher trainees.
5. To encourage trainers agree on professional practices that underpin teaching.

## **1.2 Methods used to get information in this report.**

The dominantly used methods include:-

Documentaries, observation, discussions and consultations

## **1.3 Requirements for a student to be considered to have done / gone for school practice.**

For any student to have fulfilled the exercise should have the following requirements:

- He/she should have been a registered student at GTEC within active study period.
- He / she should have covered general instruction course, specific subject teaching methods, conducting micro-teaching exercises and attending teaching practice workshop.
- He/she must have completed semester three courses and performed well.
- Reported to School practice station (attending an assigned school and teaching assigned topics within) limited time of the teaching practice period.
- He /she should have been assessed by at least two-three tutors of the college during the teaching practice.

**Table: 1. The school practice population distribution in that order.**

		Students	Males	Females	Staff	Total number of students
Primary	03	50	16	34		50
Secondary	06	71	51	20		71
Total	09				13	121

The table 1 above shows the total population of schools, students (teacher trainees) and the supervisors.

#### **1.4 Drivers**

The drivers involved were 3 in number. There were staff who drove private vehicles.

#### **1.5 Area coverage**

The school practice was carried from Gardo to Burtinle, about 300 km stretch.

The student distribution was over 300 km stretch; ie Burtinle to Gardo.

#### **1.6 Field reports**

#### **1.7 Reporting at work stations by students**

Most students reported at their work stations as expected. It was a good practice of them. However some students went to stations without registering for school practice. Their names were therefore missing on the list carried by the supervisors. They were advised to report such cases to the academic affairs.

#### **1.8 School practice tool**

It had most of the items for the evaluation of a teacher trainee. It was used at this time.

#### **1.9 The scheme of work.**

Most students prepared the scheme and lesson plan. However there were variations in the above preparations. Some of these could have emanated from the different backgrounds provided during specific methods of teaching in the respective subjects. The column for references is okay. But many students do not know how to reference.

### **1.10 Aims and objectives**

There are ongoing hot debates about where the two should appear. Some institutions say the objective column in the scheme should be replaced by the word aims/General objectives. Others are still keeping that column for the objectives. My interface with School practice External Examiners from Kyambogo University, Ndejje University, Gulu University, Makerere University, during school practice for Islamic University in Uganda, and Busitema University; I noted the following:-

Each institution should take a stand on a format the Supervisors will stick to. However, there should be an ideology that underpins that format if it is to anchor in the field of academia. For instance in IU, the objectives of teaching a topic are cared for in the school syllabus. The scheme therefore cares for the aims of the topic out of which the objectives are developed in the lesson plan. We really should have a format that defines GTEC.

### **1.11 The lesson plan.**

The lesson plans were made by the students. Others were without the captions, the table showing information on the class.

### **1.12 Objectives**

Students taught with objectives stated although there is need by the teachers to guide students on how to state measurable objectives.

Most of the students taught with a lesson plan. It is a sign of good teaching by the concerned lecturers. However there are usage challenges. Some students went to class without the lesson plans and the scheme of work. They could tell the supervisor that they had forgotten them at home. These are examination materials that cannot be left home. It becomes hard to talk about supervision.

On the lesson plan, sections of some of the lessons are not clear, there is poor timing, and teacher student activity parameters are not measurable even if claimed available.

### **1.13 Methods of Teaching.**

Many teacher trainees were found to have written notes on the board and read through the notes. Questioning skills are difficult to be used in that style of teaching. The teaching cannot become interactive especially when the teacher reads the notes him/herself. This was done by most students if not all. Many students indicated

methods and skills to be used. However, these methods were not used much as they were good methods for that particular topic.

#### **1.14 The teaching aids.**

Many students seem not have internalized the meaning of teaching aid, its purpose and the person to prepare the teaching aids. This is a very serious challenge. For instance others mention chalk board, duster and chalk and teaching aid.

#### **1.15 Chalkboard usage.**

The chalk board use is fairly okay. The teachers clearly write on the board. The problem is many students are not teaching but give notes, read the notes and mark the notes. The board is expected to be sectionalized as shown but not limited to the one in Table 2. Many used hand to raise the board. It is a sign of limited creativity levels.

**Table.2. Chalk board plan**

Date	Teacher's illustrations and student's contributions.	Moderated answers that make the notes.	New words/ Terms during teaching of a topic.
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#### **1.16 Records of work**

There is a section in the tool for records. Nearly all the students lacked record yet it carried five marks. Some students expressed ignorance about records of work. Others realized it was a good thing to do.

#### **1.17 Interaction with the student teachers**

The main reason for this conference is to help the student to discover his or her strength and limits. Most students gave evaluation on the lessons. Others say that "all the students got the questions right". Remember this teacher only wrote notes and did not teach. Some evaluated themselves in quantifiable terms (marks oriented). Evaluations were not based on the objectives of the lesson but rather the marks he/she wanted to be given. This practice ended in anxiety which detracted improvements.

**Table3: School practice student distribution according to grades 2016/2017.**

S/NO	Percentage of students	Grade
1	55%	Excellent
2	26%	Very Good – Good
3	19%	Fair

The above table reveals that 55% of the students are a first class material. This is very encouraging. About 26% second upper while the rest have passed. However these grades can be contested world over. Studies have shown that in the performance of a given set of students, the profile of the grades cannot be an inverted pyramid. Ideally low number of very serious students spend time to read. They are therefore isolated cases and should be allowed to excel to promote healthy competition. Grouping them at the same level frustrates them and kills their efforts to work and discover knowledge.

On the other hand, it becomes difficult to know weak learners who could be helped to improve. This is because they will feel they have no problem.

GTEC should put its' foot down and vie for excellence from the start because its products are the most sensitives in Puntland State and can badly impact. The excellent students are potential manpower lecturers for GTEC. They should be known for that.

### **1.18 Cases of indiscipline**

Cases of indiscipline were not sited. The schools were happy to have the teacher trainees. This was professionalism expected from both schools and from the trainees.

### **1.19 The challenges**

There were many challenges faced by all the stake holders. The main ones were:-

1. There are variations in the students' work due to different lecturers of methods.
2. There is – for the first time - a very wide area over 300 km stretch and only two weeks to cover.
3. The supervision period of two weeks seem to be short.
4. The assessment does not leave the student with a copy of commends for improvements.
5. Students claim they are teaching in Somali which we do not know. Therefore they claim we are not fit to evaluate them over quality.

6. Students are more interested in marks than the profession. This is not good for their job. They will be more interested in the money than the job.
7. Many students go to the schools for teaching practice but not school practice.

#### **1.20 Recommendations.**

1. There should be a workshop organized to discuss the issues pertaining the school practice.
2. The name of this exercise should be school practice so that the trainees learn how to manage schools.
3. School practice results are academic hot spots. Who gave it to a particular student should remain confidential.
4. The assessment form should be in triplicate so that a copy is for the student, the supervisor and GTEC.

#### **1.21 Conclusion**

In summary the school practice for 2017 was successful and most students did their tasks under normal conditions. There will be need to organize a workshop. Lectures of methods should come out clearly to point out expected of their subjects



