



# UNIVERSITY OF EMBU

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## TEACHING PRACTICE HANDBOOK



ISO 27001:2013 Certified

*Knowledge Transforms*



ISO 9001:2015 Certified

## TEACHING PRACTICE HANDBOOK

A text for students, teachers and University Assessors

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## UNIVERSITY OF EMBU

### PREFACE

#### *Teaching practice*

Teaching Practice is a key exercise for all students studying Bachelor of Education and Agricultural Education and Extension in University of Embu. The purpose of this exercise is to provide student teacher with an opportunity to apply their pedagogical skills and knowledge acquired in the period of study. The objective is that the student teacher will be able to understand his/her roles in teaching professional and operational environment in a school. This will also give the student teacher an opportunity to practice the art of teaching before getting to the real world of teaching profession. Therefore, the student must possess pedagogical skills though teaching and assessment in order to meet standards of quality education. This is the reason the University of Embu has put a lot of emphasis on teaching practice.



## FUNDAMENTAL STATEMENTS

### VISION

To be a dynamic epicenter of excellence in training and research for service to humanity.

### MISSION

To generate, advance and disseminate knowledge through training, research and innovation for the development of humanity.

### PHILOSOPHY

Enhancing human capacity for societal development

### CORE VALUES

Integrity  
Innovativeness  
Professionalism  
Customer focus  
Teamwork



## DEPARTMENTAL VISION

To become a Centre of excellence in teacher education and training.

## DEPARTMENTAL MISSION

To develop in teachers and teacher educators the competencies they need to function effectively in their profession and in the global society in which they live.



## TABLE OF CONTENTS

TEACHING PRACTICE GUIDELINES .....	6
1.1 Introduction.....	6
1.2 Participants in Teaching Practice Programme .....	6
1.3 Conditions for Teaching Practice Registration .....	7
1.4 Preparation for Teaching Practice .....	7
1.4.1 Student placement .....	7
1.4.2 Exposure to Practical Teaching .....	8
1.4.3 Introduction for Teaching Practice .....	8
1.5 Field Practice .....	8
1.5.1 Student Activities .....	8
1.5.2 Assessment Procedure .....	9
1.6 Teaching Practice Code of Conduct .....	9
1.6.0 Introduction .....	9
1.6.1 Relationship with School Administration.....	9
1.6.2 Relationship with Staff Members .....	10
1.6.3 Relationship with Assessors .....	10
1.6.4 Relationship between Student Teachers and Learners .....	10
1.7 Role of Assessors.....	10
1.8 Appendices.....	11
(i) Scheme of Work	
(ii) Lesson Plan	
(iii) Record of Work	



## TEACHING PRACTICE GUIDELINES

### 1.0 Introduction.

Teaching Practice is a very important exercise which is offered to all students taking Bachelor of Education Science and Arts and Bachelor of Science in Agriculture Education and Extension. The students are expected to deliver the content using the teaching skills they have learnt in the course of their institutional study. The exercise will take place in secondary schools and tertiary institutions

### 1.1 Basic Teaching Practice Requirements

Teaching practice (TP) begins after students have taken 36 units that is at the end of 3<sup>rd</sup> year. The mandatory units are Subject Methods, Instructional Methods and Educational Technology. The participating lecturers must have a background in education, having done a Bachelor of Education or Post-graduate diploma in Education. The lecturers will be required to carry out student-teacher placement and assessment during TP. They are also expected to orientate students through workshops before they proceed for TP.

### 1.2 Participants in Teaching Practice Programme

- 1. The TP Coordinator:** He/she will be in charge of coordinating the day-to-day running of the teaching practice programme. All the issues for teaching practice should be addressed to her or him.
- 2. Teaching Practice Committee:** This will comprise the Teaching Practice Coordinator as the chair, Dean's representative from the School of Education and Social Sciences, Heads of servicing Departments or their representatives, three sub-committee members and a secretariat from the teaching practice coordinator's office. The coordinator shall make proposals concerning teaching practice to the chairperson department of Education, who will consult the Dean School of Education and Social Sciences, who will in turn make proposals to the Senate. It will also identify external examiners.
- 3. Teaching Practice Sub-Committee:** This will make proposals on counties in which teaching practice will take place, the assessors to be involved in placement and assessment, preparation and revision of the teaching practice handbook, preparation of the budget and organising meetings pertaining to teaching practice. These meetings will involve chairperson department of education and lecturers who place students in respective institution
- 4. Subject Method Lecturers:** These shall be lecturers involved in direct preparation of the student teachers before they proceed to the field. They will, therefore, be in charge of the subject method courses and micro teaching that prepare student teachers for effective teaching practice. The lecturers with education background are selected from the various department.
- 5. Team Leaders:** These shall be members of the Teaching Practice Committee especially those who have participated in the placement. Their responsibility will be to oversee teaching practice progress in their zones. They will act as liaison officers to link the



student-teacher and the University. They are responsible to place all students in their Zones.

6. **Assessors:** These shall be drawn from all the departments in the University. They must have either Bachelor of education or post graduate diploma in education. They will be expected to examine, correct and advise the student-teachers throughout TP exercise.
7. **External Examiners:** They will be appointed by the University from other public Universities and will be expected to sample the best, average and weakest student-teachers. At the end of the exercise, they will be required to write a report on their findings regarding the general performance of student-teachers and the grading of the assessors. The report shall be handed in to the Vice Chancellor.
8. **Co-operating Teachers:** They are secondary school teachers or college tutors from whom the student teachers get their teaching load from. Student teachers are expected to be mentored by them.
9. **Student Teachers:** These are students pursuing Bachelor of Education (Arts and Sciences) and Bachelor of Agriculture in Education and Extension. They are expected to be engaged in quality teaching and performance of any other duties assigned by heads of institutions.

### 1.3 Conditions for Teaching Practice Registration

1. Students proceeding for teaching practice must have passed 1<sup>st</sup> year and 2<sup>nd</sup> year examinations.
2. Registration for TP should be done within the first three weeks of 1<sup>st</sup> semester of 3<sup>rd</sup> year.
3. The office of the teaching practice coordinator shall receive list of students who are legible from the head of department of education.
4. Placement shall be done in 1<sup>st</sup> semester of 3<sup>rd</sup> year.
5. Placement will be pegged on subject combinations and the number of student teachers that an institution can accommodate.
6. Student teachers shall be required to make arrangements for their own transport, accommodation and meals during the entire exercise.
7. No student should interfere with placement without consent of the teaching practice coordinator.
8. For the good of both the child and the mother, expectant ladies should avoid registering for teaching practice if they are likely to deliver during the exercise.

### 1.4 Preparation for Teaching Practice

#### 1.4.1 Student placement

The assessors shall represent the University in the field during student placement. They will, therefore, do the placement in the following order:

1. Students will be assigned schools by the teaching practice coordinator's office for placement in selected counties.
2. Posting will depend on the number of institutions within the selected counties.



3. The placement letter will come from the office of the Vice Chancellor indicating the name of the student, registration number, subject combination and the institution.
4. The posting letter shall be handed in to the heads of institutions for reference once the posting has been accepted.
5. After placement, the final list shall be compiled by the office of the teaching practice coordinator for future reference.
6. Students will be issued with introduction letter from teaching practice office when reporting to respective schools.

#### **1.4.2 Exposure to Practical Teaching**

In Subject Methods, lecturers are advised to expose students to more practical work than theory. The first assessment should involve dividing students in groups of 5-10 members where they are supposed to conduct peer teaching. The role of the lecturer is to assess the group members' teaching skills, document preparation, group organization and interaction with the learners. The second assessment will constitute the actual microteaching which will be conducted in the microteaching lab. Each student will be awarded marks individually. This will be followed by a written examination at the end of the semester.

#### **1.4.3 Induction for Teaching Practice**

There will be a one-day workshop for the assessors and students in March/April before they proceed for TP in May. It is mandatory for all student teachers to attend this session before proceeding for TP. During the workshop for assessor's harmonization will be done by going through the assessment book and the code of conduct during TP. Students will be briefed on what is expected of them during TP such as lesson preparation, teaching procedures and carrying out an effective lesson as well as professional ethics. They will also be briefed on dressing code, their general discipline and effective carrying out of general duties and responsibilities given by head teachers. Releasing for posting will be done at least three weeks before end of semester. Placement will be done by members of the Teaching Practice Sub-Committee at the beginning of 3<sup>rd</sup> year. Committee members will be the team leaders in different zones. Their major role will be to oversee the smooth running of the process in their placement zones.

### **1.5 Field Practice**

#### **1.5.1 Student Activities**

Student-teachers will be expected to report to their TP schools during the first week of opening. Immediately they report they should familiarize themselves with their stations and prepare the time table, schemes of work and lesson plans before they start teaching. The timetables should be forwarded to the team leaders through student representatives in the zones. Each student is expected to draw a simple map from the University to TP School at the back of the timetable.

Student teachers will be required to avail the schemes of work for approval during the first assessment. They will also be expected to teach and perform any other roles





as assigned by the principals throughout the term. Confidential reports will be collected by the last assessor during the final assessment.

In the last two weeks of TP the student teacher should set exams, invigilate, mark, process the results and hand them in. It is important for the student teachers to note that they **must** be fully cleared from the school by the end of the exercise.

### 1.5.2 Assessment Procedure

1. Teaching practice commences on the 3<sup>rd</sup> week after opening of schools.
2. Assessors are required to report to the head of the institution before going to class.
3. During assessment, lecturers will be posted to a particular county and thereafter be reposted to another county.
4. At the beginning of the exercise, assessors will be issued with student's timetables, an assessment book and a file containing assessment records.
5. Every Lecturer will receive per diem and mileage allowance as stipulated by the University management at the beginning of the exercise.
6. The exercise will be organised in blocs which shall be divided into two phases. Each phase will take a maximum of 15 working days.
7. Assessors are required to be in the institutions before the beginning of each lesson. After the lesson, the assessors should discuss with the student teachers about their performance.
8. A high degree of morality and integrity should be observed by all assessors.
9. Each assessor is expected to assess at least four lessons in a day.
10. After every phase the assessor will be expected to submit the students' assessment reports.

### 1.5.3 Role of Assessors

- (i) The assessor shall induct the student before they proceed for T.P
- (ii) The assessor will scrutinize the students' Teacher's T.P documents.
- (iii) The assessor shall assess, guide and give constructive criticism to the student-teacher.
- (iv) The assessor shall report to the T.P coordinator of any emerging issues in the field.
- (v) The assessor shall submit the marks at the end of every phase as per the set deadlines.

## 1.6 Teaching Practice Code of Conduct

### 1.6.0 Introduction

This section gives guidelines on the relationship between student teachers, school administration, teaching and non-teaching staff, assessors and students in the institution they carry out teaching practice. Student teachers will be bound by the University rules as well as the institutional rules. Additionally, student teachers must respect persons with delegated authority such as deputy heads, heads of departments and head of subjects. Cases of professional misconduct will invite severe disciplinary action from the University.

### 1.6.1 Relationship with School Administration

Student teachers will be required to relate with the administration of the institution professionally by:



1. Carrying out the assigned duties professionally.
2. Working under the guidance and authority of the head of the institution.
3. Seeking permission from the head of institution and documenting their absence in case of illness or misfortunes.
4. Respecting the school set-up and avoiding unnecessary criticism of the institution.

*NB: If a student teacher is dismissed from an institution due to misconduct it will lead to automatic disqualification from TP. Dismissal from TP will attract serious disciplinary measures such as repeating the exercise or being dismissed from the University. In addition, if a student misses at least five lessons without permission from the Head of Institution, this will be considered a serious offence which will attract disciplinary measures.*

### 1.6.2 Relationship with Staff Members

Student-teachers will be expected to respect all staff members in the hosting institutions. They should avoid criticizing other staff members in the presence of students. It is the student teacher's responsibility to cultivate good working relations with cooperating teachers and other staff members.

### 1.6.3 Relationship with Assessors

The student-teachers should provide all the professional documents needed for assessment such as schemes of work, lesson plans, records of work covered and assessor's log book. They should also provide any other necessary information as requested by the assessors. It is the student teacher's responsibility to provide a clean chair and table at the back of the class for the assessor. They are also expected to have a cordial relationship with the assessors. Uncooperative and rude student teachers will not be assessed.

NB: All the professional documents should be neatly filed.

### 1.6.4 Relationship between Student Teachers and Learners

Student teachers will be expected to keep a professional distance as they relate with the learners. Flirting with learners, drunkenness, incitement, indecent dressing or any other indecent behavior, whether in or out of the institution, will not be tolerated. Such acts of professional misconduct will lead to automatic disqualification from TP and possible dismissal from the university. **The cases above shall be considered as misconduct.**

Student teachers will also be required to take part in co-curricular activities in the institutions.



#### 1.6.4 PENALTIES

There will be a penalty of 25% of practicum fee for all students who will register when they are not legible for practicum while legible students who will register and not proceed for practicum will be charged the whole amount of practicum fee. Therefore, any registered student who for some reasons will not proceed for practicum should notify the coordinator and in addition fill the form for calling off the semester before placement exercise begins.

#### REFERENCES.

University statutes

TSC codes of conduct

University rules and regulations

Policy on students' conduct, welfare and support services

