

## EXPECTATIONS FOR DIPLOMA OF TEACHING: YEAR 1 STUDENTS

### YEAR 1 STUDENT TEACHERS

With few exceptions the students enrolled in the first year of the Diploma of Teaching Program are true “beginners” in the sense that they:

- are just out of high school and have limited life experience
- have never planned or executed an instructional activity or lesson in a real classroom setting
- have no repertoire of classroom management skills
- have only a limited idea of what they should be looking for when they observe a classroom in action
- have not developed a sense of teacher identity for themselves
- have little or no knowledge of the learning ranges among children in any one classroom
- are, at least initially, in a “just tell me what to do” mode

### GOALS OF THE YEAR 1 PRACTICUM SESSIONS

The emphasis in Year 1 is on how the classroom functions as a place of teaching and learning. In the course of the first year of the practicum program, student teachers should:

- learn to develop lesson plans for every teaching task
- write lesson plans based on observation of demonstrations by associate teachers (Session 1)
- observe and practise various teaching methods
- observe and practise various classroom management strategies
- observe and maintain established classroom rules and routines
- make observations about teaching and learning
- learn to reflect on and assess their own performance
- practise Christian professionalism
- learn and engage in the non-teaching tasks of a teacher
- use audio-visual and available information technology appropriately under the guidance of the associate teacher

<b>YEAR 1 PRACTICUM EXPECTATIONS</b>		
	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>
<b>Average daily teaching time</b>	Student teachers are expected to teach: \$10-15% of school day by end of first week (30-45 minutes daily) \$15-20% of school day by second week (at least 45 minutes daily)	Student teachers are expected to teach: \$ 20% of school day by middle of first week (60 minutes/day) \$ 25% in second week (75 minutes/day) \$ 30% in third week (90 minutes/day)

## YEAR 1 PRACTICUM EXPECTATIONS

	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>
<b>Teaching assignments</b>	<p>Student teachers should have opportunity to teach a variety of subjects after having seen them modeled by the AT. The following subjects are recommended as starting points:</p> <ul style="list-style-type: none"> <li>\$ Bible History narrations</li> <li>\$ math, spelling, phonics, penmanship, grammar, other clearly-defined LA applications</li> </ul>	<p>Student teachers should have opportunity to teach a variety of subjects after having seen them modeled by the AT. Applications should now also include:</p> <ul style="list-style-type: none"> <li>\$ content area subjects (e.g., science)</li> <li>\$ P.E. and/or art lesson(s)</li> </ul>
<b>Lesson plans</b>	<p>Students are expected to write detailed lesson plans for <i>all</i> teaching assignments with the assistance of the AT.</p>	<p>Detailed lesson plans are expected for <i>all</i> teaching assignments. Students may receive assistance from their AT as needed.</p>
<b>Related teaching tasks</b>	<p>Students should conduct a related teaching task at least once or twice a day in addition to their formal teaching assignments. Examples:</p> <ul style="list-style-type: none"> <li>\$ read a story, poem</li> <li>\$ lead the class in singing</li> <li>\$ lead a group game</li> <li>\$ assist AT in marking student work</li> <li>\$ lead the opening or closing exercises</li> <li>\$ administer/mark a math drill/spelling test</li> </ul>	<p>At least 2 tasks per day (see suggestions in Session 1). Additional examples could include:</p> <ul style="list-style-type: none"> <li>\$ conduct a French game/drill</li> <li>\$ teach a new song</li> <li>\$ teach children an outdoor game at recess or as part of a P.E. lesson</li> </ul>
<b>Designing follow-up activities</b>	n/a	<ul style="list-style-type: none"> <li>\$ design a follow-up activity for at least <b>one</b> of the lessons taught in each week (e.g., game, worksheet, discussion, small-group activity)</li> </ul>
<b>Observation Tasks</b>	<p>Students are expected to use the time when they are not teaching or assisting for observation.</p> <ul style="list-style-type: none"> <li>\$ The College assigns detailed observation tasks as required course work.</li> <li>\$ The AT may give ST suggestions for additional observation topics.</li> <li>\$ The ST sets observation goals in conjunction with log book requirements.</li> </ul>	
<b>Teacher-assisting tasks</b>	<p>Examples:</p> <p>Student teachers should assist classroom teachers in a variety of ways. E.g.,</p> <ul style="list-style-type: none"> <li>\$ print/write memory on bb. or chart paper</li> <li>\$ assist in distribution/collection of materials/books</li> <li>\$ assist AT in supervision duties, running extra-curricular events</li> <li>\$ assist AT in setting up audio-visual, art, science, or P.E. equipment/supplies</li> <li>\$ take attendance</li> <li>\$ assist AT in setting up a display or bulletin board</li> <li>\$ duplicate materials</li> <li>\$ assist AT during an art lesson</li> <li>\$ assist AT in helping individual students</li> </ul>	

<b>YEAR 1 PRACTICUM EXPECTATIONS</b>		
	<b>Session 1 (2 weeks)</b>	<b>Session 2 (3 weeks)</b>
<b>Non-teaching skills/tasks</b>	Student teachers should be given opportunity as circumstances permit, to: \$ practise bb. writing/printing skills \$ learn to operate school duplicating and AV equipment \$ learn how available information technology is being used to support teaching and learning \$ attend staff activities (e.g., staff/curriculum mtg., PTA evening) at the discretion of local school	
<b>CCRTC assignments</b>	Any special course-related practicum tasks assigned by members of the College faculty will be described in the cover letter sent out by the College as information for associate teachers and principals. Completion of such assignments is the responsibility of the ST.	

#### ROLE OF THE ASSOCIATE TEACHER IN YEAR 1 PRACTICUM SESSIONS

Students in their first year require the close involvement and example of their associate teachers in order to meet the goals listed above. Special attention should be given to:

1. deliberate demonstration of *all* aspects of the teaching task.
  - In Session 1 for Year 1, associate teachers are asked to include 3 demonstrations for which student teachers will write lesson plans based on observation.
  - Student teachers should see a demonstration in each subject area that they will be expected to teach.
2. providing guidance in making observations about the children, the teaching task, and the program. The beginning student teacher often does not know what to look for.
3. providing assistance in writing lesson plans using the formats adopted by the College.
  - Session 1 (first semester), students focus on lesson sequence and objectives.
  - Session 2 (second semester), students focus on the link between objectives and lesson sequence, assessment, and teaching methods.
4. providing opportunity for the student teacher to observe and practise basic classroom management strategies:
  - classroom routines
  - supervision skills

- managing subject transitions
5. providing opportunity for the student teacher to practise self-evaluation. The associate teacher can teach self-evaluation by:
    - modelling it during discussion of his/her own teaching practice.
    - asking questions that encourage it.
  6. providing the student teacher with some exposure to school activities beyond the immediate classroom. Student teachers need to see that the teacher's task extends beyond the classroom door and class time.
  7. providing supervision, feedback, and support to the student teacher.
  8. providing the student teacher with opportunities to observe how available information technology is used to support teaching and learning in the school.