



Mauritius Institute of Education

**PGCE Full Time
Handbook**

April 2006

1. **Welcome to the PGCE Full Time Programme 2006**

The Full-time PGCE is a one year (two semesters) programme for degree holders from the specialist areas listed below:

- ☞ Business Studies
- ☞ Chemistry
- ☞ Computer Studies
- ☞ English

The PGCE Full Time Programme has been introduced to respond to the nation wide demand for career related training in the field of education in Mauritius .It offers an opportunity for fresh graduates to get professional qualifications in the field of education.

This programme has been revised in the light of feedback received from both academics and trainee teachers. It has thus been carefully designed to meet your needs as trainee teachers to work in a constantly changing and challenging environment and to respond to the overall educative and instructional needs of our secondary school pupils. This one year course has been designed to equip you with the relevant knowledge and skills related to your subject and pedagogy as well as a set of attitudes and dispositions that will enable you to function effectively at classroom level. This programme aims to develop personal professional qualities to reflect commitment in your role and responsibilities at school level.

The content of the programme, which is organised around 3 components, namely: Professional Practice (10 MIE based modules), School Based Experience (School based) and School Based Inquiry will operate in conjunction, thus allowing a cycle of planning, reflection and the development of teaching and professional knowledge, skills and dispositions. The components have been elaborated in such a way that a coherent and integrated programme of study is provided. The major consideration has been the interdependence of educational theory and practice, and field based experience, which is evidenced in the structuring of the programme, designed to bring this about, not in isolation, but in their interplay.

The programme is developmental in nature as it will provide you the opportunity to explore issues which you encounter in order to increase your understanding progressively. The programme aims at providing the baseline on which you will continue your professional growth and development.

This PGCE programme will require your entire involvement in all curricular activities. It is imperative that you organise and manage your time effectively from the very beginning. It is advisable that you organise yourselves into working groups for the duration of the course. This will enable you to collaborate with others to obtain maximum benefits from the course by discussing and clarifying problematic and conflicting ideas and issues.

We wish that the new PGCE programme be an enjoyable experience and also professionally enriching to you.

Dr (Mrs) A.N. Ramdinny

PGCE Programme Coordinator

22.02.06

2. PGCE PROGRAMME COMMITTEE

The PGCE Programme Committee, chaired by the Programme Coordinator, is responsible for the review, design, development, implementation and evaluation of the programme. The other members of the committee are the representatives from other departments, as well as officers from administration and examination section as and when the need arises.

Members of the Programme Committee Team

- ☞ Programme Coordinator Dr (Mrs) A.N. Ramdinny
- ☞ Assistant Programme Coordinator Miss H. Mariaye

| Coordinators | Department |
|------------------------|---------------------------------|
| Mr E. Appalaswamy | Curriculum Studies & Evaluation |
| Mr K. Goodoory | Computer Education |
| Dr C P. Jadoo | Business Studies |
| Miss H. Mariaye | Education Studies |
| Mrs A Ankiah-Gangadeen | English |
| Dr Y. Ramma | Science Education |

CONTACT PERSONS (in order of priority)

Trainee teachers are advised to address themselves initially to the lecturer concerned and the course co-ordinator for the department concerned if they need assistance regarding their studies. (Note that no request will be entertained if the proper channel of communication is not utilized).

For Component I – (Professional Studies) MIE Based Modules:

- ☞ The lecturer concerned
- ☞ The Course Co-ordinator in the departments

For Component II -SBE:

- ☞ Dr Y. Ramma , SBE Coordinator - Room 5L6
- ☞ Miss H. Mariaye, SBE Assistant Coordinator - Room 405

For Component III – Major Study/Project:

- ☞ Dr V. Ramharai, SBI Coordinator - Room F 11, South Block.
- ☞ Mr Y. Tengur, SBI Assistant Coordinator - Room 417

For Information regarding examinations

- ☞ Mrs R. Azaree, Examination Section.

In case of problems of general nature:

- ☞ Dr (Mrs) A.N. Ramdinny PGCE Programme Coordinator – Room 421
- ☞ Miss H. Mariaye PGCE Assistant Programme Coordinator- Room 405

3. RULES AND REGULATIONS

PGCE trainee teachers are governed by the general rules and regulations pertaining to all MIE trainee teachers.

They are further governed by regulations specific to the PGCE programme as outlined below:

ENTRY REQUIREMENTS

The PGCE is offered to candidates with the following profiles:

- (i) Five GCE ‘passes’ including English Language. Two of these passes should be at Advanced Level with at least one of them being relevant to the **main field of Study applied for**; (a GCE ‘O’ Level pass should be equivalent to a School Certificate “credit”).

or acceptable alternative qualifications.

- (ii) A degree relevant to the main field of study offered.

REGISTRATION

Trainee teachers for the PGCE programme will be registered at the beginning of the academic year. They can be registered for a maximum of (three) years. At the beginning of each semester, trainee teachers will register for examinations/coursework to be held in the semester.

MODE AND DURATION

The PGCE programme will be run over two semesters, i.e one academic year on a full-time basis.

REFERRED / FAILED CANDIDATES

At the end of each semester, a candidate who will not have obtained a minimum GPA of 2.00 will be allowed to be re-examined/re-assessed in the following semester in the course/s in which

s/he will have obtained a 'D' grade. A candidate who has obtained an 'E' grade in either written examination or coursework will be re-examined/re-assessed for same in the following semester. Two resits are allowed per module. If, again the candidate obtains an 'E' grade, s/he will be re-examined/re-assessed in the subsequent semester. If, at the second re-examination/re-assessment, the candidate again obtains an 'E' grade, the Academic Board may withdraw him/her from the course.

The highest grade obtainable for a re-examination/re-assessment in any component will be 'C'.

A trainee teacher shall be allowed, to carry forward a maximum of 3 incomplete modules after each semester. Any candidate who has been referred in more than 3 modules by the end of the semester, will be withdrawn from the course.

EXCEPTIONAL CASES/CASES OF ILLNESS

A trainee teacher who fails to sit for one or more examination papers, or fails to submit an assignment, on the ground of exceptional circumstances or illness, may be given special examination in the paper/s concerned in the following semester.

In the case of illness, a medical certificate from a Government medical practitioner **must** be submitted to the Registrar at latest on the day of the examination. The MIE reserves the right to have the candidate examined by a doctor of his/her choice. In all cases, the MIE must be satisfied with the evidence submitted.

SUBMISSION OF ASSIGNMENT

A deadline for the submission of assignment shall be decided upon by the Lecturer concerned, preferably after consultation with the trainee teachers.

The assignment shall be submitted to the Executive Officer of the School concerned who shall record all incoming assignments along with the trainee teachers' signatures and date of submission.

ASSIGNMENT SUBMISSION SHEET

An assignment submission sheet (see Appendix VIII) should be attached to your assignment when submitting. This sheet will bear both your signature and the signature of the Executive Officer. Trainee teachers will have to keep a copy of the same .

The Executive Officer shall hand over all assignments submitted to the Lecturer concerned who shall acknowledge receipt of same.

Deadline for the submission of assignments shall be scrupulously observed. Any late submission of assignment shall be individually negotiated with the Lecturer concerned well before the submission date, preferably at least two weeks before. All unwarranted delay in the submission of assignments by trainee teachers shall be treated as ‘referred for the semester’, with results declared at the end of the subsequent semester.

The trainee teachers shall keep a copy of the assignment submitted.

The trainee teacher shall be apprised of the criteria of assessment.

| Subject Area | School | Room |
|---|---|------------------------------|
| Business Studies, English, French, Social Sciences. | School of Arts and Humanities | 609 6 th Floor |
| Science, Mathematics, Computer | School of Science, Mathematics and Computer Education | 519 5 th Floor |
| Education and Curriculum Studies | School of Education | 415 4 th Floor |

UNSATISFACTORY PROGRESS/ATTENDANCE/CONDUCT

A trainee teacher whose progress, attendance or conduct is not satisfactory shall be given a written warning by the Registrar on the recommendation of the Programme Coordinator and the lecturer concerned.

In the absence of improvement, a strong and last written warning shall be sent to the trainee teacher by the Registrar on the recommendation of the Programme Coordinator and the Course Coordinator. In case there is still no improvement, the matter shall be referred to a Committee set up by the Academic Board. The Committee will hear all parties concerned and make its recommendations to Academic Board.

The decision of the Academic Board shall be final.

ATTENDANCE

A trainee teacher shall satisfy a minimum of 80% attendance for each module in order to be eligible to sit for that module.

In case a trainee teacher fails to satisfy the required 80% attendance in a module, s/he will be required to follow that module as and when it is next offered.

The attendance shall be taken by each Lecturer concerned on registers specially prepared for the purpose.

In case a trainee teacher shows signs of eventual deficit attendance, the Lecturer concerned shall issue a written warning with copy to the Course Coordinator and the Programme Coordinator.

If, at the end of the semester, the trainee teacher falls short of the mandatory 80% in any one or more modules without any plausible reason, s/he shall be barred from the examinations/coursework concerned and shall be informed accordingly in writing by the Course Coordinator.

4. SCHEME OF EVALUATION

Trainee teachers will have to register for all exams/coursework at the beginning of each semester.

To be awarded the PGCE, trainee teachers have to pass in all modules/components, and obtain a grade point average of at least 2.00. To be awarded a PGCE with distinction, candidates should earn a minimum GPA of 3.20 plus an average grade point of 3.25 in School Based Experience.

All modules will be assessed through final examination and/or coursework. The appropriate weightage between the two modes of assessment will be determined by departments concerned.

Each module/component will be assessed on a five-point scale, ranging from 'A' to 'E'. To pass in these modules/components, candidates have to earn at least a 'D'. Each of the grades 'A' to 'E' will be assigned Grade Points as follows:

Grading structure

| Grade | Grade Point | Percentage |
|-------|-------------|----------------------|
| A | 4 | $70 \leq x \leq 100$ |
| B | 3 | $60 \leq x < 70$ |
| C | 2 | $50 \leq x < 60$ |
| D | 1 | $40 \leq x < 50$ |
| E | 0 (Fail) | $x < 40$ |

Each module carries a total of 100 marks and will be assessed through written examination and /or coursework. A minimum of 40% should be attained to pass in the module. When modules are assessed through coursework and examination, a minimum of at least 40% should be attained in **both** coursework and examination for the trainee teacher to pass in the module.

The Components **School Based Experience and School Based Inquiry/Project** will be assessed on a four-point scale as follows:

| Grade | Grade Point | Percentage |
|-------|-------------|----------------------|
| A | 4 | $70 \leq x \leq 100$ |
| B | 3 | $60 \leq x < 70$ |
| C | 2 | $50 \leq x < 60$ |
| E | 0 (Fail) | $x \leq 49$ |

School Based Experience (Professional Journal, Peer/Micro Teaching and Teaching Practice) will be assessed along the following four-point scale: A, B, C and E, with ‘A’ to ‘C’ being a pass and ‘E’ a failure. Trainee teachers should score a minimum of 50% in each component to pass.

A tutor will be assigned to each trainee for assessment purposes.

FAILURE IN SBE

A trainee teacher who has failed in School Based Experience shall be given another chance for final assessment. In case of failure again, the Academic Board shall be invited to withdraw him/her from the course.

(For further information, consult the booklet on School- Based Experience)

PROFESSIONAL JOURNAL

Trainee teachers will be required to keep a professional journal during the duration of the course. By the end of semester 2, trainee teachers will be required to submit their journal to their respective tutors through the Executive Officer.

(For further information Professional Journal, consult the booklet on School-Based experience)

AWARD OF CERTIFICATE

To be awarded a Certificate, candidates will have to obtain **45 credits** with an overall minimum **Grade Point Average of 2.00.**

VALIDATION OF RESULTS

SEMESTER RESULTS

The results for each semester are validated by the :

- (i) Subject Board of Examiners
- (ii) School Board
- (iii) Award Committee

FINAL RESULTS

Award Committee will make recommendations to the Academic Board for the award of the Certificate. A candidate attaining a **GPA of 3.20 or above plus an average grade point of 3.25 in School Based Experience** will be awarded a Distinction.

On termination of the programme, each candidate will be given an official transcript indicating the course(s)/component(s) taken and results obtained.

The Academic Board of the Mauritius Institute of Education reserves the right to amend the General Regulations and Scheme of Evaluation as and when the need arises.

RIGHT OF APPEAL

A candidate may make a request for a re-marking of a script after results have been officially proclaimed by the MIE. S/he must address a request in writing **within 15 days** of the date of proclamation of results to the **Head of the Examination Section, MIE**. No request will be entertained thereafter.

A nominal fee of Rs 200/- per paper/ assignment will be charged for any request for re-marking or re-viewing of any officially declared result.

5. GUIDELINES FOR IMPLEMENTING QUALITY IN THE PROGRAMME

The Quality Assurance for the PGCE will be managed and maintained through the following mechanisms:

- ☞ Academic Board

- ☞ Teacher Education Committee (TEC)
- ☞ The MIE Quality Assurance Unit
- ☞ PGCE Programme Committee

THE MIE ACADEMIC BOARD

The MIE Academic Board gives the final approval for the running of the programme. The Academic Board is the Supreme Academic Authority of the MIE. The committee is chaired by the Director of the MIE.

The members of the committee include the Deputy Director, the Registrar, Heads of Schools and Centre, two Academic staff from each School, Librarian, Representatives from the Tertiary Institutions, the Ministry of Education and Human Resource development, Private Secondary Schools Authority (PSSA), National Curriculum Centre for Research and Development (NCCRD), Primary and Secondary School Unions, Representatives of students' organization of the Institute .

THE TEACHER EDUCATION COMMITTEE

Before going to the Academic Board, the programme is carefully scrutinized by the Teacher Education Committee (TEC). The members of TEC are:

- ☞ Professor (Dr) Mrs.L. David – Chairperson of the Committee
- ☞ The Heads of School/Centre
- ☞ The Assistant Registrar
- ☞ Associate Professors
- ☞ The Programme Coordinator (Co-opted member)
- ☞ Co-ordinator, Quality Assurance Unit
- ☞ Librarian

MODULE AND PROGRAMME EVALUATION

For each module, trainee teachers are given Trainee teacher's Feedback Questionnaires (SFQ). The trainee teacher's feedback questionnaire falls under the responsibility of the Quality Assurance (QA) Unit. This Unit develops, administers, collects and sends these questionnaires to the lecturers for processing. The individual reports are then sent to the Heads of Department, Heads of school Co-ordinator, Quality Assurance Unit and Chairperson of Quality Assurance Steering Committee. The feedback received is used for reviewing/ re- designing the module.

At the end of each programme, a programme evaluation covering all the different aspects of the programme – administrative, organisational, support provided, as well as the overall relevance of the programme to the needs of the trainee teachers- is carried out. The data thus obtained are fed back into the programme.

PGCE PROGRAMME COMMITTEE

The PGCE Programme Committee is chaired by the Programme Coordinator, and the members include the Assistant Programme Coordinator, and representatives (course coordinators) from each of the subject areas in which the programme is offered.

This team is responsible for the smooth running of the programme as well as monitoring the trainee teachers' progress and welfare throughout the programme

This committee looks into all aspects of the running of the programme and seeks to promote the development of the programme in ways that are beneficial to the professional needs of the trainee teachers.

This committee meets regularly to discuss the progress at the various levels of the programme and take action/s , if necessary. The information obtained is fed back into the programme to be responsive to the needs of the trainee teachers.

Trainee teachers will address their lecturers and / or course coordinators if they require assistance regarding the course. Should further help be required, they may contact the Programme Coordinator.

6. AIMS OF THE PGCE PROGRAMME

This PGCE Course has been designed to provide fresh graduates with the fullest opportunity to acquire the knowledge, understanding and skills necessary for the development of professional competence, know-how and experience to enable them to competently carry out their teaching responsibilities in a variety of classroom and school contexts in a professional and committed manner.

THE MAJOR AIMS OF THE PGCE PROGRAMME ARE TO:

- ☞ Assist trainee teachers to work towards the development and acquisition of the teaching competencies as listed in Appendix I.
- ☞ Enable trainee teachers to enhance their communication and interactive skills required to function effectively in classrooms and the professional set up of the school
- ☞ Assist trainee teachers to develop a knowledge and an understanding of the cognitive, social, physical, emotional and moral development of adolescents
- ☞ Help trainee teachers develop a repertoire of teaching strategies as well as ICT skills which will enable them to adapt their teaching to the needs of pupils according to age, ability, and special educational needs
- ☞ Assist trainee teachers to develop a knowledge and an understanding of the social context of schools
- ☞ Assist trainee teachers to develop the necessary knowledge, skills and attitudes to enhance their skills in school-based and classroom research, assessment and evaluation.
- ☞ Develop a knowledge and an understanding of how the learning experience of pupils is shaped by the curriculum of the school and factors outside the school.
- ☞ Assist trainee teachers to develop an understanding of their role and responsibilities in the wider life of their school.
- ☞ Develop in trainee teachers a strong sense of professionalism which corresponds to the expectations that the profession has of its members

7. CONTENT AND PROGRAMME STRUCTURE

The PGCE programme is structured on a modular basis, in line with current trends in order to facilitate trainee teachers' transfer from one programme to another, both in Mauritius and outside Mauritius. Each module carries 3 credit points, and the whole course is equivalent to 45 credits. In order to qualify for an award of PGCE, trainee teachers will have to undertake an equivalent of 45 credits.

PROGRAMME STRUCTURE

This full-time one year PGCE programme is structured around three components as follows:

| SN | Components | No of Credits |
|----|---|---------------|
| 1 | Professional Studies | 27 |
| 2 | Professional Practice distributed as follows <ul style="list-style-type: none">• Professional Journal• Micro/Peer Teaching• Teaching Practice | 3 3 6 |
| 3 | Major Project | 6 |
| | Total | 45 |

Semester 1

| Module Code | Module Title | Duration (Hrs) | Responsible Department/School | No. of Credits | Mode of Assessment |
|-------------|--|----------------|-------------------------------------|----------------|---|
| PS 401 | Curriculum Studies | 30 | Curriculum Studies & Evaluation | 2 | Examination (60%) |
| | Subject Area Curriculum | 15 | Subject Area | 1 | Examination (40%) |
| PS 402-I | Teaching Strategies | 30 | Education Studies | 2 | Coursework |
| PS 402-II | Thinking Skills | 15 | Education Studies | 1 | Coursework |
| PS 403 | Subject didactics 1 | 45 | Subject Area | 3 | Coursework |
| PS 404-I | Developmental and Educational Psychology | 30 | Education Studies | 2 | Examination |
| PS 404-II | Sociology of Education | 15 | Education Studies | 1 | Examination |
| PS 405 | Peer Teaching/Micro Teaching | 22½ | Subject Area | 1½ | Module to be assessed at the end of Semester II |
| PS-411 | Subject Studies | 22½ | Subject Area | 1½ | Coursework at the end of Semester I |
| PS 406 | School Based Inquiry | 22½ 22½ | School of Education Subject Area | | To be assessed with major project |

Semester II

| Module Code | Module Title | Duration (Hrs) | Responsible Department/School | No. of Credits | Mode of Assessment |
|-------------|------------------------------|----------------|-----------------------------------|----------------|--|
| PS 405 | Peer Teaching/Micro Teaching | 22½ | Subject Area | 1½ | Coursework (covering both Semester I and II) |
| PS-411 | Subject Studies | 22½ | Subject Area | 1½ | Examination (for Semester II) |
| PS 407 | ICT in Teaching | 30 | Computer Education | 2 | Coursework |
| | | 15 | Subject Area | 1 | Coursework |
| PS 408 | Assessment & Evaluation | 30 | Curriculum Studies and Evaluation | 2 | Examination (60%) |
| | | 15 | Subject Area | 1 | Examination (40%) |
| PS 409 | Subject Didactics II | 45 | Subject Area | 3 | Coursework |
| PS 410 | Issues in Education | 45 | All MIE Dept | 3 | Seminar/ group presentation +individual report |

PROGRAMME STRUCTURE AND TIME FRAME

Each module carries 3 credit points and is equivalent to 45 contact hours. In order to be awarded a PGCE, the trainee teacher will have to undertake an equivalent of 45 credits distributed as per the table given below.

| Components | Details | Total No. of Modules | Total No of credits |
|---|--|-----------------------------|----------------------------|
| 1 PROFESSIONAL STUDIES (PS) <i>MIE BASED</i> | Professional Studies <u>Semester 1:</u> PS 401, PS 402, PS 403, PS 404, PS 411(½ module) <u>Semester 2:</u> PS 407, PS 408, PS 409, PS 410, PS 411(½ module) | 9 | 27 |
| II SCHOOL BASED EXPERIENCE (SBE) <i>PRIMARY AND SECONDARY SCHOOLS</i> | SBE (Primary and secondary) including 1. Professional Journal 2. Teaching Practice 3. Peer/Micro Teaching (PS 405) | 1 2 1 (Total 4) | 3 6 3 (Total 12) |
| III SCHOOL BASED INQUIRY <i>SECONDARY SCHOOL AND MIE</i> | SBI Report/Major Project (PS 406) | 2 | 6 |
| TOTAL | | 15 | 45 |

| Time Schedule | MIE Based | School Based |
|----------------------|------------------|-------------------------------|
| Semester I | January- May | I week in February (Primary) |
| Semester II | August-November* | May – July (Secondary) |

* In the event that trainee teachers have not completed their SBI report/Major Project, they may go back to school on Thursdays and Fridays with prior approval of the supervising tutor and the Course Coordinator

7.1 COMPONENT I

PROFESSIONAL STUDIES

The Professional Studies (PS) component will assist trainee teachers to:

- ☞ Transform subject knowledge into pedagogical content knowledge
- ☞ Apply theory from various disciplines to enrich and improve professional practice
- ☞ Develop the skills necessary for planning and implementing learning activities to suit different learning styles
- ☞ Demonstrate an ability to communicate clearly and confidently
- ☞ Develop and use the necessary skills to manage a class efficiently
- ☞ Record and report feedback on performance to pupils, administration and parents
- ☞ Use appropriate assessment strategies and techniques *for* learning and *of* learning
- ☞ Understand and analyse the factors that affect adolescent development and behaviour
- ☞ Develop a knowledge and an understanding of the secondary school curriculum and the factors which shape the learning experience of pupils.
- ☞ Develop a knowledge and an understanding of whole school issues which impact on the quality of school activities
- ☞ Understand the need to act as role models
- ☞ Integrate a value-based focus in their teaching.
- ☞ Become self reflective and show commitment to the provision of quality education.
- ☞ Use and integrate the use of ICT in their instructional strategies

Semester 1

Professional Studies and Peer Teaching: Modules PS 401 –PS 406, PS 411

Details regarding the taught modules are given in the following table:

| Module Code | Module Title | Professional Studies | | No. of credits | Mode of Assessment |
|-------------|--|---|--------------------------------------|----------------|--|
| | | No. of hours with School of Education (Dept of Education/ Curriculum Studies) | No. of hours with Subject areas Dept | | |
| PS 401 | Curriculum Studies | 30 | 15 | 3 | Examination (60 marks Curriculum Studies Dept 40 marks : Subject Area) |
| PS 402-I | Teaching Strategies | 30 | | 2 | Coursework |
| PS 402-II | Thinking Skills | 15 | | 1 | Coursework |
| PS 403 | Subject Didactics I | - | 45 | 3 | Coursework |
| PS 404-I | Developmental and Educational Psychology | 30 | | 2 | Examination |
| PS404-II | Sociology of Education | 15 | | 1 | Examination |
| PS 405 * | Peer/ Micro Teaching | | 22½ | 1½ | Assessed at the end of second semester |
| PS 406 | Schools Based Inquiry | 22 ½ | 22 ½ | | Assessed with the major project |
| PS 411 | Subject Studies | | 22½ | 1½ | Coursework |

| | |
|--|-----------------|
| Number of Credits (excluding Peer/ Micro teaching) | 13½ (sub Total) |
|--|-----------------|

*** Module PS 406 will initiate trainee teachers in their major study/project (SBI Report) to be submitted in Semester 2. The SBI Report carries 6 credits.**

Semester 2

Professional Studies –Modules PS 407 – PS 411

Details regarding the taught modules are given in the following table:

| Module Code | Module Title | Professional Studies | | No. of credits | Mode of Assessment |
|---|--|---|--------------------------------------|-----------------|---|
| | | No. of hours with School of Education (Dept of Education/ Curriculum Studies) | No. of hours with Subject areas Dept | | |
| PS 405 * | Peer/ Micro Teaching | | 22½ | 1½ | Coursework (covering both Semester I and II) |
| PS 407 | Information and Communication Technology (ICT) | | 30 (ICT Dept) 15 (Subject Area) | 3 | Coursework : 60 marks (ICT) 40 marks (Subject Area) |
| PS 408 | Assessment & Evaluation | 30 | 15 | 3 | Examination : 60 marks (Curriculum Studies) 40 marks: (Subject Area) |
| PS 409 | Subject Didactics II | - | 45 | 3 | Coursework |
| PS 410 | Issues in Education | 45 | | 3 | Seminar/ Group Presentation + individual report |
| PS 411 | Subject Studies | | 22½ | 1½ | Examination |
| Number of credits (Excluding peer / Micro Teaching) | | | | 13½ (sub Total) | |

Credit Distribution

| Components | Semester I | Semester II | Subtotal |
|-----------------------------|------------|-------------|----------|
| Professional Studies | 13½ | 13½ | 27 |
| School Based Exp | | | |
| Professional Journal | | 3 | 3 |
| Peer and Micro Teaching | 3 | | 3 |
| Professional Practice | 6 | | 6 |
| School Based Inquiry | | 6 | 6 |
| | 19½ | 25½ | 45 |

8. COMPONENT II : SCHOOL BASED EXPERIENCE (SBE)

The MIE will be responsible, in consultation with the Ministry of Education and Human Resource Development and the PSSA, for the placement of trainee teachers in both primary and secondary schools.

School-based Experience will occur in 3 phases

- ☞ Phase 1 Placement in a primary school for 1 week
- ☞ Phase 2 Observation in a secondary school
- ☞ Phase 3 Teaching practice in a secondary school

The School Based Experience will take place during the months of February/ March (Primary) and May to July 2006 (secondary) where trainee teachers will be at school on a full time basis

The School Based Experience will provide trainee teachers with:

- ☞ A programme of learning and teaching, and related activities to enable them to achieve the required standards in teaching skills, classroom management and the assessment and recording of pupils' progress.
- ☞ Relevant information from teachers and mentors on activities specific to their subject

disciplines.

- ☞ An opportunity for involvement with wider aspects of school life including pastoral and extra curricular activities to enable them to develop an understanding and appreciation of whole school issues and their contribution to the school as an educative and functional institution.

During SBE, trainee teacher will be engaged in the following main activities;

- ☞ Observation in primary and secondary schools
- ☞ Practice in teaching at secondary level
- ☞ Development of a Professional Journal (PJ) Teaching Practice Portfolio

During SBE mentors will assist trainee teachers in schools.

People involved in SBE

- ☞ The MIE Subject Tutor
- ☞ The MIE Education Tutor
- ☞ The Rector in school
- ☞ The Mentor in school
- ☞ The Class teacher

A general guideline of SBE is given in the table below :

| Placement And Duration | AIM | Mode of Evaluation and Activities | No. of Credits | Persons Involved |
|---|--------------------------------------|--|-----------------------|--------------------------------|
| Primary School 1 Week | Observation | Integrated in the assessment of Journal at the end of SBE III | | Teacher (Primary) MIE Tutor |
| Secondary School May to July 2006 | Observation Teaching Practice | Assessment of Journal compiled during SBE Assessment of Teaching Practice | 3 6 | Mentor MIE Tutor |

Note : guidelines for SBE are given in Appendix II

Each student will be assigned an MIE Tutor who will accompany him/her throughout the School Based Experience. It is the responsibility of the student to keep in touch with the MIE tutor, to arrange for appointments and discuss his/her progress.

DEVELOPMENT OF THE PROFESSIONAL JOURNAL (PJ)

Trainee teachers will be required to start a Professional Journal, at the beginning of SBE I, and to continue with it during SBE II and SBE III (See appendices III and IV). The PJ is a personal diary kept by every trainee teacher whereby his/her experience relating to his/her professional growth and development are recorded. It will provide evidence also on how trainee teachers are applying their understanding of the Professional component in their practice of teaching and in their reflection thereof. Trainee teachers are required to document their personal experience (incidents, anecdotes) during their stay in school.

The Professional Journal will be closely monitored by the MIE supervising Tutor who will be assigned to each trainee teacher at the beginning of SBE I.

The PJ will comprise 2 sections as described:

Section A – Journal

The journal is based on the trainee teacher's personal experiences related to his/her professional growth and development. It is a personal documentation of evidence gathered during SBE, based on observation, analytical and critical reflection. It promotes self evaluation on issues relating to one's practice and how to improve it. Simultaneously, the trainee teachers takes cognizance of school issues which they may wish to document about. Whole school issues may include the following: discipline, rules and regulations, staff meetings, extra curricular activities, PTA meetings, and any other issue relating to the school.

Section B – Teaching Practice File

Trainee teachers will keep in a file, samples of a minimum of 10 lesson plans, of marked scripts and assignments, or of activities set for pupils. Comments by the MIE supervising tutor, the

mentor or the class teacher should also be kept in the file. The trainee teacher must at all times keep this file up to date, and present it to the MIE Tutor as and when requested by him/her.

TEACHING PRACTICE

Formative Assessment

During SBE II the MIE tutor will carry out **at least 2 formative assessments** for counseling purposes and for monitoring of the trainee teacher's progress. After discussion, trainee teachers and the MIE tutors will set targets which the trainee teachers will have to work towards for subsequent visits.

After each visit, a copy of the formative assessment report, on the prescribed form (refer to Appendix V (a)) will be given to the trainee teachers for discussion.

Final Assessment

The final assessment of teaching practice will be done after SBE II. Refer to Appendix V (b).

People involved in the Assessment of SBE

The MIE Subject Tutor, and

The MIE Education Tutor

will be involved in the formal assessment of each trainee teacher.

Mentors will submit a report on individual trainee teachers after SBE.

Refer to Appendix VI for further information regarding the report by Mentors.

9. COMPONENT III- SCHOOL BASED INQUIRY: MAJOR STUDY / PROJECT

The **aim** of this major study/project is to develop in trainee teachers basic research skills to carry out small scale classroom research or school based research with a view to critically reflect on school based experiences and to improve classroom/ school practices. Through SBI, trainee teachers will extend their experience in school to further their professional development and to start developing the competencies listed in Appendix I.

This component will carry **6 credit points**.

Trainee teachers will be required to submit a major project on any issue of interest identified during their School Based Experience. They may choose to further explore this issue.

All trainee teachers will be required to submit this Major Study/Project at the end of semester 2. (Module PS 405 in Semester 1 will have already initiated trainee teachers to this task.)

This major assignment will be **5000 – 7000** words in length.

The criteria for assessment of this component are available in Appendices VII (a) and VII (b).

10. SCHEDULE OF COURSES- SEMESTER 1

| MON | TUES | WED | THURS | FRI |
|---|--|---|---|--|
| PS 401 Curriculum Studies (30 hrs Curriculum Studies Dept + 15 hrs Subject Areas) | PS 403 Subject Didactics I (45 hours Subject Areas) | PS 406 School Based Inquiry (22½ hrs School of Education and 22½ hrs Subject Areas) | PS 405-1 Peer Teaching/ PS 411- Subject Studies (22½ hours each)/ Library Work/ Computer Laboratory | PS 405 Peer Teaching/ PS 411 Subject Studies (45 hours subject area)/ Library Work/Computer Laboratory |
| PS 402 -I Teaching and Learning Strategies (30 hours Education Studies Department) PS 402-II Thinking Skills (15 hours Education Studies Department) | PS 404 – I Developmental and Educational Psychology (30 hours Education Studies Department) PS 402-II Sociology of Education (15 Hours- Department of Education | Practical work (Education Studies) * | PS 405 Peer Teaching/ PS 411 Subject Studies (45 hours subject area)/ Library Work/ Computer Laboratory | PS 405 Peer Teaching/ PS 411 Subject Studies (45 hours subject area)/ Library Work/Computer Laboratory |

* This time slot is especially allocated to the practical work for the PS 402-II Thinking Skills with the Department of Education Studies

All trainee teachers will take the following modules, irrespective of their area of specialization

- ☞ PS 401 Curriculum studies
- ☞ PS 402-I Teaching Strategies
- ☞ PS 402-II-Thinking Skills
- ☞ PS 404- I Developmental and Educational Psychology
- ☞ PS 404-II-Sociology of Education
- ☞ PS 406- School Based Inquiry*

All trainee teachers will take the following modules in relation to their specialist field of study;

- ☞ PS 411-1, 411-2 Subject Studies
- ☞ PS 403 Subject Didactics I and II
- ☞ PS 405-1, 405-2 Peer Teaching
- ☞ PS 406 School Based Inquiry *

* This module will initiate trainee teachers to their Major Study / Project which will have to be submitted by the end of Semester 2.

11. SCHEDULE OF COURSES FOR SEMESTER 2

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|---|--|
| PS 407 ICT (30 hrs ICT Dept + 15 hrs Subject areas) | PS 409 Subject Didactics II (45 hours Subject Areas) | PS 411-2 Subject Studies (22½ hours- Subject Area) | PS 405-2 Peer Teaching (22½ hours- Subject Area)/ Library Work/ Computer Laboratory | PS 405-2 Peer Teaching (22½ hours S. Area)/ Library Work/ Computer Lab |
| PS 408 Assessm ent and Evaluati on (30 Curricul um Studies Dept + 15 hrs S Areas) | PS 410 Issues in Education (All Departme nts) | Tutorial/ Practical Work(subject Area)* | Completion of Professional Journal and Major Project | Completion of Professional Journal and Major Project |

*Tutorial/ Practical Work/Peer/ Micro teaching slots represent official contact time for both trainee teachers and lecturers and has thus to be scrupulously respected and duly recorded.

All Trainee teachers will take the following modules irrespective of their subject area of specialisation

- ☞ PS 407 ICT
- ☞ PS 408 – Assessment and Evaluation
- ☞ PS 410 – Issues in Education

ALL Trainee teachers will take the following modules in relation to their specialist field of study:

- ☞ PS 407 ICT
- ☞ PS 405-2 Peer Teaching
- ☞ PS 408-1 Assessment and Evaluation
- ☞ PS 409 Subject Didactics II
- ☞ PS 411-2 Subject Studies

Details And Outline

For Modules

Ps 401 – 411

Are Given In The

Following Pages

Module Title : CURRICULUM STUDIES

Module Code : PS 401

Aims

To assist trainee teacher in developing basic knowledge and understanding of both internal and external factors that shape the learning experiences of pupils, and the necessary skills and knowledge to analyse teaching and learning from a holistic and integrated perspective.:

Expected Learning Outcomes

Trainee teachers should be able to:

- ☞ Discuss the implications of the different definitions and perceptions of curriculum for the teacher.
- ☞ Describe the organizational structure of the secondary schools.
- ☞ Describe, and discuss the relevance of the main elements of a curriculum in planning teaching/learning activities.
- ☞ Critically analyse the role and functions of the different parts of a curriculum in shaping the learning experiences of pupils.
- ☞ Discuss the factors(inside school and outside school) which may affect curriculum planning at classroom level.
- ☞ Critically analyse any two models of curriculum development.
- ☞ Design, plan and develop teaching/learning activities in a rational manner using key concepts related to the process of curriculum development.
- ☞ Critically analyse the role and importance of various disciplines in the secondary curriculum.
- ☞ Identify and describe the evaluation strategies related to the teaching and learning of their subject discipline

Content

| <i>Department Of Curriculum Studies and Evaluation</i> | <i>Subject Area Department</i> |
|--|--|
| <p><i>Concept of Curriculum</i></p> <ul style="list-style-type: none">• Meaning, Definitions and Elements <p>Organisational structure of secondary schools.</p> <ul style="list-style-type: none">• Shaping of learning experience• Different parts of the curriculum <p><i>Factors affecting the Curriculum</i></p> <ul style="list-style-type: none">• Issues in the Curriculum• Types of Curriculum <p><i>Process of curriculum development</i></p> <ul style="list-style-type: none">• Models of Curriculum development• Formulation of aims and objectives <p><i>Selection of content</i></p> <ul style="list-style-type: none">• Organisation of content <p>Procedure /Mode of delivery</p> <p>Assessment and evaluation strategies</p> <p>Factors affecting planning</p> | <p><i>Subject area in secondary school</i></p> <p><i>Curriculum:</i></p> <ul style="list-style-type: none">• Place and Importance• Purpose and Philosophy• Analysis of existing school curriculum in subject area <p><i>Planning learning activities</i></p> <ul style="list-style-type: none">• Designing, planning and developing lessons using key principles of curriculum development <p>Range of evaluation strategies</p> |

Teaching and Learning Strategies:

Lectures, group discussion, self-directed learning and team teaching

Mode of Assessment:

Examination: 60% Curriculum Studies
40% Subject Area

Module Title: CLASSROOM PRACTICES

Module Code: PS 402-I

Aims

To help trainee teachers acquire the fundamental knowledge, skills and attitudes relevant to effective teaching and learning with a view to enhancing classroom practices.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Discuss the role of teachers in the context of a student centered approach
- ☞ Identify, describe and explain the effectiveness of different levels of planning related to the organization of classroom practices
- ☞ Demonstrate an ability to formulate objectives and devise lesson plans
- ☞ Explain the relevance of different teaching strategies in making pupils' learning more effective
- ☞ Analyse the implications of different approaches to classroom practices in relation to pupils' differences
- ☞ Demonstrate an ability to use appropriate teaching skills at classroom level
- ☞ Develop appropriate classroom management skills.

Content

(i) *Learner Centered Approaches to Teaching and Learning*

- ☞ Implications for Teaching and Learning
- ☞ Adapting Teaching to Learning Styles- Active learning, Inductive Reasoning

(ii) *Planning for Classroom Activities- An Overview*

- ☞ Different levels of Planning
- ☞ Specifics of Planning

(iii) *Teaching Strategies -*

- ☞ Discovery learning
- ☞ Co-operative Learning

- ☞ Peer tutoring
- ☞ Brainstorming
- ☞ Mindmapping
- ☞ Lecturing
- ☞ Role Play

(iv) *Teaching Skills*

- ☞ Explaining
- ☞ Questioning,
- ☞ Communicating in the classroom

(v) *Coping with Mixed Ability Classes*

- ☞ Differentiated Instruction

(vi) *Managing the learning Environment*

- ☞ Pro- active approaches to Classroom Management
- ☞ Coping with classroom Problems

Teaching and Learning Strategies:

Lectures, group discussion, brainstorming, peer learning

Mode of Assessment:

Coursework (100%)

Module Title : THINKING SKILLS

Module Code : PS 402- II

Aims

To develop the different dimensions of thinking among trainee teacher and help them apply strategies for the enhancement of thinking and cognitive performance across the curriculum

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Discuss the importance of “thinking skills’ in the curriculum.
- ☞ Distinguish between thinking styles and thinking dispositions.
- ☞ Develop innovative teaching and learning strategies reflecting the various dimensions of thinking.
- ☞ Apply thinking skills in their teaching.

Content

- ☞ The need to teach thinking skills
- ☞ Thinking styles and thinking dispositions
- ☞ Dimensions of thinking
- ☞ Teaching methods for teaching thinking
- ☞ Infusing Thinking across the curriculum

Teaching and learning Strategies

- ☞ Lectures, discussion, brainstorming , role playing, group work /activities

Mode of Assessment

- ☞ Course work (100%)

Recommended Readings

1. Costa, AL (Ed) .2001.Developing Minds, Virginia: ASCD.
2. Swarzs, RG and Parks, S. 1994. Infusing the teaching of critical and creative thinking into content instruction. California: Critical thinking books and software.
3. Fisher, R. 1998. Teaching thinking.New York:Continumm.
4. Wallace,B and Bentley,R. (Ed). 2002. Teaching thinking skills across the middle years. London: NACE/Fullton Publication.
5. Fisher,R.1995. Teaching children to think. UK:Stanley Thornes Ltd.

Module Title: SUBJECT DIDACTICS I – BUSINESS STUDIES

Module Code: PS 403

Aims

To equip trainee teachers with knowledge, skills and classroom strategies to adapt to pupils’ different learning styles.

Expected Learning Outcomes

Trainee teacher should be able to:

- ☞ Differentiate between various methods of teaching in business studies
- ☞ Elaborate concept building in business subjects
- ☞ Apply mind mapping strategies in business concepts
- ☞ Plan, develop and implement relevant assessment techniques for business studies
- ☞ Relate teaching and learning in classes with mixed abilities and gender differences.

Content

- ☞ Teacher centred and student centred approaches to the teaching of business subjects
 - ☞ Interdisciplinary approach in business education
 - ☞ Skills teaching
 - ☞ Concept building
 - ☞ Mind mapping
 - ☞ Classroom questioning techniques
 - ☞ Problem solving strategies
 - ☞ Use of appropriate classroom methods
 - ☞ Application of the theories of learning styles and learning cycles to business subjects
 - ☞ Appropriate Assessment in business studies
- } in the teaching of Business Studies

Teaching and Learning Strategies

Lecture mode, peer teaching, micro-teaching, classroom simulations, problem solving and case study approach.

Mode of Assessment:

Coursework (100%)

Module Title: SUBJECT DIDACTICS I – CHEMISTRY

Module Code: PS 403

Aims

To assist trainee teachers in developing teaching competencies in Chemistry through the proper acquisition of knowledge, skills and professional experience.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Identify, describe and use a variety of teaching methods in chemistry
- ☞ Analyse and evaluate different teaching methods in chemistry
- ☞ Design lesson plans to carry meaningful learning
- ☞ Apply teaching methods to operate effectively in mixed ability classrooms
- ☞ Select appropriate teaching strategies for different gender groups
- ☞ Apply appropriate assessment techniques to evaluate learning
- ☞ Apply concepts in chemistry in every day life situations

Content

- ☞ Concept teaching and concept mapping of subject content.
- ☞ Teaching methods in chemistry: Problem Solving, constructivist approach
- ☞ ‘Hands on’ and ‘Minds on’ learning
- ☞ Assessment of learning

Teaching and Learning Strategies

Lecture, activities, group/individual project work, presentation, problem solving, laboratory work, fieldwork, peer teaching, microteaching

Mode of Assessment:

Coursework (100 %)

Module Title: SUBJECT DIDACTICS I – COMPUTER STUDIES

Module Code: PS 403

Aims:

To enable the trainee teachers to acquire appropriate knowledge, skills and professional experiences with a view to helping their pupils develop the necessary competencies in computer education. The module will equally provide useful opportunities for the trainee teachers to design, manage, and evaluate lessons effectively.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Demonstrate an understanding of a variety of teaching methods used in Computer Education
- ☞ Use specific taxonomies in the teaching of computer education
- ☞ Design lesson plans to carry out meaningful learning
- ☞ Apply teaching methods to operate effectively in mixed ability classrooms
- ☞ Analyse and evaluate different teaching methods in computer education

Content:

- ☞ Concept teaching and concept mapping of subject content
- ☞ Selection and application of taxonomies in the development of competencies and skills in computer education
- ☞ Problem solving and constructivist approach
- ☞ The sequential and developmental process related to the organisation and implementation of Computer Studies Project at SC level
- ☞ Analysis and selection of educational software
- ☞ Application of appropriate methods to teach selected topics up to SC level

Teaching-learning strategies:

Lectures, activities, group/individual project work, presentation, problem-solving, brainstorming, peer-teaching, laboratory workshops

Mode of Assessment:

Coursework (100%)

Module Title : SUBJECT DIDACTICS 1 – ENGLISH

Module Code : PS 403

Aims

To equip trainee teachers with the necessary skills and knowledge to teach English Language in an innovative manner.

Expected Learning Outcomes

Trainee teachers should be able to:

- ☞ Make use of current theories for the teaching of English Language
- ☞ Demonstrate an understanding of the implications of teaching English as a second language (ESL) – Foreign Language (FL)
- ☞ Plan a variety of appropriate lessons for the teaching of English
- ☞ Adopt appropriate strategies according to the topic taught
- ☞ Assess performance in English and carry out remediation when required.

Content

- ☞ Principles of Language Teaching.
- ☞ Application of Linguistics to Language Teaching..
- ☞ Teaching of oral/aural skills.
- ☞ Teaching Reading Skills.
- ☞ Teaching Writing Skills.
- ☞ Preparing and/or adapting teaching aids for the teaching of language skills.
- ☞ Testing, error analysis and remediation.

Teaching and Learning strategies

Lectures, group/individual/project work and presentations.

Mode of Assessment:

Coursework (100%)

Module Title: DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

Module Code : PS 404-I

Aims:

To help trainee teachers develop an understanding of Mauritian adolescents and the conditions conducive to effective learning in secondary schools.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Develop an understanding of adolescent development and behaviour.
- ☞ Plan instruction in line with adolescents' needs in this period of transition and transformation
- ☞ Identify, describe and apply learning theories, principles and concepts from behaviorism to information-processing and constructivism.
- ☞ Devise strategies to support pupils' with learning and behavioural difficulties

Content:

- ☞ Coping with physical and sexual maturation
- ☞ Family and peer relationships
- ☞ Identity formation
- ☞ Cognition during adolescence
- ☞ Changing perspective on Intelligence
- ☞ From Behaviourism to Constructivism
- ☞ Experiential learning
- ☞ Pupils with Special Educational Needs

Teaching and Learning Strategies:

Classroom discussion, Small group work, Case studies using a variety of print and audio visual materials.

Mode of Assessment:

Examination (100%)

Module Title: SOCIOLOGY OF EDUCATION

Module Code: PS 404- II

Aims

To give trainee teachers a broad overview of sociological approaches to understanding the context and changing nature of education today, as well as help them assess the teacher's role

Expected Learning Outcomes

Trainee teachers should be able to:

- ☞ Critically assess the changing role of the teacher.
- ☞ Explain the role of the school in society today.
- ☞ Critically analyse the social context of the adolescent learner.
- ☞ Discuss the social factors influencing achievement.
- ☞ Critically assess the functions and dysfunctions of education in Mauritius

Content:

An introduction to Sociological understanding

Broad overview of sociological approaches to understanding of social issues

(i) The teacher

- ☞ The teacher as a professional
- ☞ The changing role of the teacher

(ii) The school

- ☞ The school in a changing context
- ☞ The school as an agent of change
- ☞ The school and the community

(iii) The adolescent learner

- ☞ Profile of the adolescent learner
- ☞ Socialization and the adolescent learner
- ☞ The adolescent and deviance.

(iv) *Achievement:*

- ☞ The home and achievement
- ☞ The school and achievement
- ☞ The curriculum and achievement
- ☞ Critical review of education in the local context.
- ☞ Issues such as class, gender will cut across the entire course. Trainee teachers will also be encouraged to view education from a variety of perspectives, including the post modern interpretation.

Teaching and Learning strategies:

Brainstorming, Group work. Expository, Discussion

Mode of Assessment:

Examination (100%)

Module Title : PEER/ MICRO TEACHING

Module Code : PS 405

Aim

To equip trainee teachers with the required instructional and communication skills for effective teaching. Furthermore it will help prepare trainee teachers for their teaching practice and provide opportunities for trainee teachers, together with their peers and tutors, to collaboratively analyse and reflect upon their practice in a collegial atmosphere.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Design, plan and develop lesson plans in accordance with appropriate theoretical principles
- ☞ Demonstrate mastery of concepts, principles and ideas pertinent to their subject area
- ☞ Transform subject knowledge into pedagogical content knowledge
- ☞ Demonstrate mastery of good communication skills in terms of facial expression, body language, verbal and non verbal cues and intonation of voice
- ☞ Use language (English / French) accurately, fluently and with clarity in classroom transactions.
- ☞ Devise learning activities to suit the students of different abilities.
- ☞ Use appropriate methodology and teaching aids
- ☞ Use effective questioning techniques
- ☞ Use relevant evaluation procedures and techniques
- ☞ Critically analyse practice of self and peers with a view to developing best practices

Content/ Process:

The peer/micro teaching sessions involve the preparation and teaching of selected lessons. These are normally of short duration approximately 15-20 minutes for micro teaching. After the presentation of the lessons, feedback from peers and tutors will complement the self evaluation of the student-teacher in order to assist in the development of best practices. Micro teaching is normally recorded and the recordings become the main tool for self evaluation and peer evaluation.

Mode of Assessment: :Continuous Assessment

Module Title: SCHOOL BASED INQUIRY

Module Code: PS 406

Aim:

To assist trainee teachers to develop knowledge and skills in planning and conducting small scale research in the Mauritian secondary school context with a view to fostering among them a critical stance regarding their classroom practices.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Explain the role and importance of research for the teacher.
- ☞ Identify different types of research that can be implemented by the teacher (focus on qualitative)
- ☞ Demonstrate an understanding of various data gathering techniques (focus on qualitative)
- ☞ Critically analyse certain key and controversial issues in research
- ☞ Engage in planning and writing of classroom based research projects in order to become self reflective.

Content:

| <i>School of Education</i> | <i>Subject Area Departments</i> |
|---|---|
| Introduction to Research in Education (Focus on Qualitative) | Identifying researchable issues in schools and classrooms |
| The teacher as a reflective practitioner | Teacher Professionalisation- The Introspective Model |
| Identifying research problems. | Formulating research problems/ questions |
| Peer/ Action learning Models/Critical Support Groups | Simulation exercise of peer / Action Learning Sets- Operationalisation of models action research and case studies |
| Conducting literature reviews. | Using theory to develop research perspectives |
| Data collection: quantitative and qualitative methods. | Developing a Rationale for selected methods |
| Data analysis. | Using Critical Support Groups in Research |
| Key issues in research: objectivity, values, validity, reliability, authenticity, triangulation and ethics. | Writing research proposals |

Teaching and Learning Strategies:

Brainstorming, group work, role play, expository

Mode of Assessment:

SBI Report at the end of Semester II

Module Title: ICT IN TEACHING

Module Code: PS 407

Aim:

To provide the trainee teachers with learning opportunities that will enable them to use ICT efficiently and confidently in their teaching.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Demonstrate an understanding of the role of ICT in the classroom
- ☞ Describe how technological innovation can be brought into the classroom
- ☞ Describe how ICT can be used to develop specific skills to teach the subject area
- ☞ Develop classroom-based multimedia resources using ICT

Content:

- ☞ ICT and education
- ☞ Using the internet as a teaching and learning tool
- ☞ Selecting, using and producing selected Classroom-based Multimedia
- ☞ Using ICT in subject areas
- ☞ Using ICT for professional purposes
- ☞ ICT and Special Educational Needs

Teaching and Learning Strategies:

Lecture with demonstration, peer tasks, brainstorming, discussion and reporting
Project work, guided self study, Laboratory workshops

Mode of Assessment:

Coursework: 60 % ICT

40 % Subject Area

Module Title: ASSESSMENT AND EVALUATION

Module Code: PS 408

Aim:

To assist student-teachers to develop a knowledge of the procedures involved in evaluation for effective and meaningful learning at the classroom level, and of how evaluation procedures can contribute to the teaching-learning process and to rational decision making.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Name and describe the key concepts associated with evaluation
- ☞ Explain the role of evaluation in enhancing learning
- ☞ List and describe the skills required for effective evaluation
- ☞ Differentiate between assessment *of* learning and assessment *for* learning
- ☞ List down and describe the main steps involved in an evaluation activity
- ☞ Discuss the importance of *objectives* in evaluation
- ☞ Describe the process for the construction of classroom tests to measure a variety of Expected Learning Outcomes
- ☞ Develop and implement relevant assessment techniques
- ☞ Collect information, carry out statistical analysis and interpret test results effectively
- ☞ Keep records and report on individual pupils
- ☞ Diagnose strengths/weaknesses of pupils and suggest remedies/supplementary activities

Content:

- ☞ Definition of assessment, measurement and evaluation
- ☞ Modern orientation in evaluation: continuous assessment, portfolios, projects
- ☞ Key concepts associated with evaluation and assessment
- ☞ The main steps in evaluation
- ☞ Assessment of different categories of pupils
- ☞ Ethical issues relating to assessment and evaluation
- ☞ Planning for the collection of information on pupils
- ☞ Construction of table specification/blue print

Construction of classroom tests: Reliability and validity

(i) *Statistical Analysis*

- ☞ Introduction to statistical methods
- ☞ Errors and correction formulae – Evaluation of classroom scores
- ☞ Test score distribution- standardization of test scores – Standard error

(ii) *Record keeping and reporting*

- ☞ Types of records – Grading and percentile
- ☞ Ranks – Schools reports
- ☞ Factors affecting achievement

Teaching and Learning Strategies:

Discussions, individual and group presentation and lectures.

Mode of Assessment:

Examination: 60% Curriculum Studies

40 % Subject Area

Module Title: SUBJECT DIDACTICS II – BUSINESS STUDIES

Module Code: PS 409

Aims

To provide trainee teachers with additional tools to implement classroom strategies within Business subjects

Expected Learning Outcomes

Trainee teachers should be able to:

- ☞ Identify and use available school resources in their teaching
- ☞ Identify and appraise conventional and modern trends in Business studies
- ☞ Apply self evaluation techniques to ensure quality in the teaching of business studies
- ☞ Demonstrate an understanding of dynamic educational issues pertaining to business studies.

Content

Critical evaluation of classroom management

- ☞ Identifying the tools for self-evaluation
- ☞ Research methods
- ☞ ‘Hidden agendas’
- ☞ Opening the ‘black box’ in curriculum design
- ☞ The Do’s and the Don’ts in teaching



in business education

Teaching and Learning Strategies

Debates and brainstorming sessions, report analysis

Mode of Assessment:

Coursework (100%)

Module Title: SUBJECT DIDACTICS II – CHEMISTRY

Module Code: PS 409

Aims

To help trainee teachers develop a critical understanding of pedagogy and learning, in Chemistry education and encourage the use of classroom based enquiry, initiative, reflection and alternative instructional strategies

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Demonstrate an understanding of new trends and issues in the teaching of chemistry concepts
- ☞ Identify and use resources in the classroom and laboratory
- ☞ Use appropriate methodologies in teaching chemistry concepts
- ☞ self-evaluate their teaching

Content:

- ☞ New trends in teaching chemistry concepts in physical, organic and inorganic chemistry
 - ☞ Teaching Methods in chemistry
 - ☞ Organisational skills in practical work
 - ☞ Testing and Evaluation
 - ☞ Remedial Techniques
- } in Chemistry

Teaching-learning strategies:

Lectures, activities, group/individual project work, presentation, problem solving, laboratory work, peer teaching, microteaching

Mode of Assessment:

Coursework (100 %)

Module Title: SUBJECT DIDACTICS II – COMPUTER STUDIES

Module Code: PS 409

Aims:

To enable trainee teacher to engage in innovative practices in the field of computer studies.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Demonstrate an awareness of new trends and issues in computer studies
- ☞ Identify, use and manage available resources in school
- ☞ Demonstrate continuous reflection and progress in the teaching of computer studies.

Content:

- ☞ New trends in the teaching of computer studies
- ☞ The sequential and developmental process related to the organisation and implementation of Computing Project
- ☞ Application of appropriate methods to teach selected topics up to HSC level
- ☞ Management of resources and school laboratory

Teaching-learning strategies:

Lectures, activities, group/individual project work, field work, presentation, problem-solving, brainstorming, peer-teaching, laboratory workshops

Mode of Assessment:

Coursework (100%)

Module Title : SUBJECT DIDACTICS 1I – ENGLISH

Module Code : PS 409

Aim

To enable trainee teachers to use a number of strategies for the teaching of Literature in English in an innovative manner.

Expected Learning Outcomes

Trainee teachers should be able to:

- ☞ Demonstrate a critical understanding of the purpose of teaching Literature in English
- ☞ Demonstrate the ability to use a number of strategies for the teaching of different genres
- ☞ Adopt appropriate strategies to enable pupils to engage in textual analysis and appreciation
- ☞ Assess performance in Literature in English and carry out remediation when required

Content

- ☞ Aims of teaching literature; the place and role of literature in the English Curriculum
 - ☞ Critical theories and their application to prescribed texts.
 - ☞ Methodology for the teaching of different genres
 - ☞ Using Literature to teach language
 - ☞ Lesson planning
 - ☞ Testing and Evaluation
 - ☞ Remediation techniques
- } In Literature in English

Teaching and Learning strategies

Lectures, group/individual/project work and presentations.

Mode of Assessment:

Coursework (100%)

Module Title: ISSUES IN EDUCATION

Module Code: PS 410

Aims:

To develop in trainee teacher the desirable dispositions, attitudes and values that enhance collaboration and collegiality. It also aims at providing trainee teachers with an opportunity to acquire knowledge and critically reflect on broad issues in the field of education and society at large.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Demonstrate a critical understanding of some important issues affecting contemporary society
- ☞ Display the social skills necessary for collaborative work
- ☞ Show evidence of commitment to certain key concerns in education today.
- ☞ Discuss about their own personal contribution in the field of education

Content:

- ☞ Values in Education and Professional Ethics
- ☞ Citizenship Education in a multi-cultural context
- ☞ Environmental Issues and Concerns
- ☞ Consumer Education in the era of globalisation
- ☞ Sex and Health Issues
- ☞ Nutrition and food Habits
- ☞ Discipline at School
- ☞ Language in and across the curriculum

Teaching and Learning strategies:

Group discussion and presentation, brainstorming and lecture

Mode of assessment:

Group/ Seminar presentation of one of the above issues (60%) and an individual report on selected topics (40%)

Module Title: SUBJECT STUDIES – BUSINESS STUDIES

Module Code: PS 411

Aims

To revisit the theoretical basis of some of the major issues related to Economics, Accounting & Management and their applications to the real business world.

Expected Learning Outcomes

At the end of the module, the trainee teachers should be able to:

- ☞ Identify and demonstrate an understanding of leading economic issues in the global information age
- ☞ Interpret accounting information presented in verbal, numerical or graphical form
- ☞ Build a synthesis concept around management principles
- ☞ Evaluate business information using relevant concepts and theories
- ☞ Critically analyse the new trends in business activities

Content

(i) Economics

- ☞ Basic economic ideas
- ☞ The price system and the theory of the firm
- ☞ Theory and measurement in the macro economy
- ☞ Macroeconomic problems and policies
- ☞ International trade

(ii) Accounting

- ☞ Basic accounting concepts and systems
- ☞ Financial statements and their users
- ☞ Interpretation of financial information
- ☞ Financial reporting
- ☞ Elements of management and cost accounting and decision making

(iii) *Management*

- ☞ Basic management functions
- ☞ Business and its environment
- ☞ Production control and the principles of marketing
- ☞ Managing people in organizations
- ☞ Contemporary issues in 21st century management

Teaching and Learning Strategies:

Expository method, group discussion, case studies, oral presentation, brainstorming sessions

Mode of Assessment:

Course Work (40%)

Examination (60%)

Module Title: SUBJECT STUDIES – CHEMISTRY

Module Code: PS 411

Aims:

To consolidate knowledge and understanding of Chemistry at Secondary School Level to teach the subject at Secondary school level.

Expected Learning Outcomes

Trainee teachers should be able to:

- ☞ Master the main concepts in chemistry at all levels (Form I-VI)
- ☞ Plan, organize and prepare practical work as an integral part of learning chemistry
- ☞ Integrate concepts across inorganic, organic and physical chemistry

Content

(i) Physical Chemistry

- ☞ Atomic structure, bonding
- ☞ Thermochemistry
- ☞ Equilibria
- ☞ Electrochemistry

(ii) Inorganic Chemistry

- ☞ Periodic Tables
- ☞ Periodic trends

(iii) Organic Chemistry

- ☞ Organic Families
- ☞ Chemistry of Aliphatic and Aromatic compounds

(iv) Applications of chemistry

(v) *Practical Chemistry*

- ☞ Qualitative and Quantitative Analyses
- ☞ Investigative work and Planning Skills
- ☞ Systematic Reporting

Teaching and Learning Strategies

Debates, brainstorming, presentations and peer teaching, self-appraisal

Mode of Assessment:

Course Work (40%)

Examination (60%)

Module Title: SUBJECT STUDIES-COMPUTER STUDIES

Module Code: PS 411

Aims:

To consolidate knowledge and skills of trainee teacher in computer education for teaching at secondary level.

Expected Learning Outcomes:

Trainee teachers should be able to:

- ☞ Demonstrate an awareness of the latest trend and development in ICT
- ☞ Apply and use computer mediated communication
- ☞ Design, develop and host a website
- ☞ Design and develop a multimedia software

Content:

- ☞ Website development and web based learning
- ☞ HTML/Java
- ☞ Computer mediated communication and video conferencing
- ☞ Multimedia software development

Teaching-learning strategies:

Lectures, activities, group/individual project work, field work, presentation, problem-solving, brainstorming, peer-teaching, laboratory workshops

Mode of Assessment:

Coursework: 40%

Examination 60%

Module Title: SUBJECT STUDIES - ENGLISH

Module Code: PS 411

Aims

To upgrade knowledge and skills of trainee teachers in Linguistics, Phonology and Literature in English.

Expected Learning Outcomes:

At the end of this module, trainee teachers should be able to:

- ☞ Demonstrate an understanding of key concepts of General Linguistics, Sociolinguistics and Psycholinguistics.
- ☞ Examine the complex factors involved in the acquisition and use of language.
- ☞ Discuss psychological elements pertaining to first and second language acquisition.
- ☞ Demonstrate mastery of basic communication skills
- ☞ Analyse and criticize a literary text.

Content

(i) General and Applied Linguistics

- ☞ Definition of Linguistics
- ☞ Applications of Linguistics to Language Teaching and Curriculum Development.
- ☞ Definition of Language
- ☞ Views of language and their effects on Language Teaching.
- ☞ Language Skills.

(ii) Sociolinguistics

- ☞ Definition of Sociolinguistics
- ☞ Language, Dialect, Register
- ☞ Bilingualism.

(iii) *Psycholinguistics*

- ☞ Definition of Psycholinguistics
- ☞ Language and Mechanisms in the brain
- ☞ Behaviourism and Language Acquisition.
- ☞ Cognitive Theories of Language Acquisition.
- ☞ Language Acquisition v/s Language Learning
- ☞ Foreign Language Learning/Teaching.

(iv) *Phonetics*

(v) *General Phonetics and English Phonology*

- ☞ Phonetics/Phonology – Definition and Difference.
- ☞ The Speech Mechanism – The different organs and their functions.
- ☞ Classification and Description of sounds.

(vi) *The Phonology of English*

- ☞ Vowels of English.
- ☞ Consonants of English
- ☞ Sounds in Combination
- ☞ Stress, Rhythm and Intonation.

Literature in English

Literary appreciation and textual analysis of different genres.

Teaching and Learning Strategies:

Lecture, discussion, demonstration, group work, presentations.

Mode of Assessment

Course Work (40%)

Examination (60%)

GENERIC TEACHING COMPETENCIES

1. KNOWLEDGE

1.1 Subject/Content

The teacher should be able to demonstrate

- 1.1.1 An understanding of the National Aims of Education.
- 1.1.2 An understanding of the knowledge, concepts and skills in the subject he/she is required to teach.
- 1.1.3 An understanding of the major modes of inquiry utilised in the subject.
- 1.1.4 An awareness of new trends and developments in his/her specialist area.
- 1.1.5 A knowledge and understanding of the syllabus for each class taught in his/her specialist area.
- 1.1.6 A breadth and depth of subject knowledge, extending beyond examination syllabus.
- 1.1.7 An understanding of the place and relationship of his/her subject within the wider school curriculum.
- 1.1.8 An awareness of the role and potential of Information Technologies in education and instruction.

1.2 Learner

The teacher should be able to demonstrate:

- 1.2.1 Knowledge of the physical, social and psychological development of the learners and their implications for teaching and curriculum.
- 1.2.2 An awareness of individual differences among learners, namely: social, cultural psychological, intellectual and emotional.
- 1.2.3 An understanding of different learning styles.
- 1.2.4 An understanding of the special needs of individual learners and of specific learning difficulties.
- 1.2.5 An understanding of how to develop the thinking and problem solving skills of learners across the curriculum.
- 1.2.6 An understanding of the problems of adolescents and a knowledge of counselling techniques.

1.3 Teachers Methods

The teacher should be able to:

- 1.3.1 Prepare detailed and coherent schemes of work-related to syllabus requirements.
- 1.3.2 Translate aims of teaching the subject into clearly defined behavioural objectives.
- 1.3.3 Prepare coherent and structured lesson plans in terms of the objectives set.
- 1.3.4 Use appropriate teaching strategies relevant to the age, ability and attainment level of

learners.

- 1.3.5 Design and implement teaching using different formats – whole class, small groups, individual study, co-operative learning.
- 1.3.6 Communicate clearly and effectively in English and/or French and provide easily understandable explanation.
- 1.3.7 Plan and deliver the lesson in a proper sequence.
- 1.3.8 Use initiative to select and use appropriate resources and visual aids to stimulate learning.
- 1.3.9 Stimulate the intellectual curiosity of learners.

2. MANAGEMENT OF THE TEACHING –LEARNING PROCESS

The teacher should be able to:

- 2.1 Create and maintain a purposeful and orderly atmosphere for learners.
- 2.2 Use praise and sanctions effectively to enhance learning.
- 2.3 Gain learners' attention and be able to sustain their interests.
- 2.4 Provide a conducive atmosphere for learners to communicate freely.
- 2.5 Provide the necessary climate to promote a sense of belonging to the class as a social group.

3. EVALUATION AND RECORDING OF LEARNER'S PROGRESS

The teacher should be able to:

- 3.1 Use appropriate assessment strategies on a formative and summative basis.
- 3.2 Use feedback from learners to improve the teaching-learning process
- 3.3 Use appropriate strategies to diagnose learning difficulties.
- 3.4 Design and use remedial measures with learners having learning difficulties.
- 3.5 Design and use appropriate strategies for further development of learners.
- 3.6 Use appropriate strategies to assess Expected Learning Outcomes against agreed criteria.
- 3.7 Record and analyse systematically the progress of individual learners.
- 3.8 Provide regular feedback to learners on their progress.
- 3.9 Provide progress reports on learners to school administration and parents.

4. FURTHER PROFESSIONAL DEVELOPMENT

The teacher should be able to develop:

- 4.1 An understanding of the social context of schools.
- 4.2 The ability to carry out effectively pastoral and administrative responsibilities.
- 4.3 An understanding of the legal framework within which the school functions.
- 4.4 The ability to exchange professional information and to take advice from colleagues.
- 4.5 The ability to evaluate and reflect on his/her own performance and take appropriate action.
- 4.6 Professional ethics specifically relating to conduct, appearance and attitude to work and to project a model image on the learners at all times.
- 4.7 A willingness to contribute to the personal, social and health education of all learners in school.
- 4.8 A positive attitude to collaborate and participate in the activities of the school.

- 4.9 An appreciation of the multi-cultural aspects of pluralistic society.
- 4.10 A professional attitude to religious, political and other such issues.
- 4.11 The ability to engage in educational or subject specific research at his/her own level and to communicate findings.
- 4.12 The willingness to follow professional courses and upgrade expertise and experience regularly.

Guidelines for Trainee teacher during SBE 1
SBE 1: Posting in Primary School for 1 Week

Objectives of SBE I

- Develop a basic understanding of primary school organization and the ethos of the school.
- Broadly describe the content of Primary School Education

Main Activity: Observation

- Start recording your observations in your Professional Journal (PJ). Record any issues that may be significance to you as a student teacher.
- Seek maximum information from different stakeholders (head teacher, class teacher, clerk etc)
- Start reflecting on issues of transition from Primary to Secondary

Guidelines for Trainee teacher during SBE 1
SBE 2: Posting in Secondary schools for 12 weeks

| Time Frame | Objective | Activity | Expected outcome |
|--|---|--|---|
| <p>May to August 2006</p> <p>Major activity: Observation (SBE II) and Teaching (SBE III)</p> | <ul style="list-style-type: none"> • Help student teacher familiarize with the secondary school environment • To get acquainted with pedagogical approaches and evaluation in secondary schools. • To get acquainted with school organisation and culture. | <ul style="list-style-type: none"> • Enter all your observations and issues that may be of significance to you as a student teacher. • Raise questions that you may later address during your training. • Seek maximum information from different stakeholders on different aspects of secondary schooling. • Reflect on issues pertaining to classroom practices: teaching, continuous evaluation and so on | <ul style="list-style-type: none"> • Awareness of the school context. • Awareness of curriculum and critical reflection on pedagogy and evaluation used in secondary schools. • A critical reflection of your SBE. It can also include your reflection on any aspect of the SBE where you may wish to investigate further. |
| | | | |

| Time frame | Objective | Activity | Expected Outcome |
|------------|---|---|---|
| | <ul style="list-style-type: none"> • To apply basic concepts and principles related to planning for teaching • To develop basic teaching skills | <ul style="list-style-type: none"> • To engage in planning for teaching. • To engage in teaching activities, • To try out different modes of evaluation of Expected Learning Outcomes in the secondary school context. | <ul style="list-style-type: none"> • Produce a yearly plan for teaching based on the prescribed syllabus in your particular subject area • Produce daily lesson plan • Show evidence of taught lesson plans • Demonstrate critical reflection on your own teaching and other activities through your professional journal |

Appendix III

Guidelines for trainee teacher for the development of their Professional Journal

It is necessary to organise your ideas so that you can find what you need when you want it. It is good to organise your Teaching Practice Port-folio according to the following areas of capability or a similar categorical scheme: The Teaching Practice Port-folio is a personal diary where you present

- ☞ your experience of issues encountered in practice during your time in schools
- ☞ focus on important aspects of educational principles and theory
- ☞ understanding of the school practices
- ☞ evidences of the ‘reflective practitioner’
- ☞ knowledge and understanding of the teacher’s professional duties

One of the main purposes of the Teaching Practice Port-folio is to improve your practice.

General Knowledge Acquired

This collection should provide evidence that you are well-informed. It might include such items as a record of the course work you have completed in your different units having a link with your SBE.

You may also include your understanding and appreciation of the secondary school curriculum, in terms of

(i) The Curriculum

The content in each subject area, the importance and weightage of the different subject areas, learners’ common mistakes and misconceptions, the organisation of the curriculum, time-tables etc, the place of extra curricular activities, the involvement of the community in the school

(ii) *Pedagogy*

The various teaching strategies , the type of teacher-pupil interaction, the nature of classroom management, and control.

This collection should provide evidence that you are beginning to :

- ☞ develop a knowledge and an understanding of the teaching skills (both theoretical and practical).
- ☞ identify clear teaching objectives and content
- ☞ specify how content will be taught
- ☞ provide clear structures for lessons and sequences of lessons to motivate and challenge learners
- ☞ make effective use of assessment information on learners' attainment and progress.
- ☞ evaluate your teaching critically and use this to improve its effectiveness

(iii) *School ethos and climate*

Management style, kind of inter-personal relationship, motivation structure, Discipline, extra curricular activities etc.

Organisation and Management Skills

- (i) This collection should provide evidence that you are beginning to
- ☞ understand that teaching requires you to assume a wide range of duties
 - ☞ directly and indirectly connected with teaching.
- (ii) It might include a selection of a number of personal experiences in the classroom, and outside in field situations. It may be supported by comments from teachers and other colleagues in the school, as well as the views of other stakeholders regarding the duties of a teacher.

Personal Qualities, and Interests,

This collection should highlight your unique characteristics. It could include

- ☞ information on your extra-curricular activities, work experiences, and
- ☞ special interests you have pursued. You may want to showcase your uniqueness,
- ☞ especially as it relates to specific situations in which you anticipate being
- ☞ professionally interested or involved.

Classroom Management skills

Show evidence of your knowledge and understanding of the methods of teaching., and your use of a wide range of teaching strategies.

- A** Reflect on the rubric and file items of your choice document your learning of strategies and techniques of teaching.
- B** Include items that highlight your understanding of the importance
- 1** to develop a positive rapport with learners
 - 2** to plan and manage instruction
 - 3** to work cooperatively with others
 - 4** to use initiative and independence as a life-long learner
 - 5** to involve the community in learning
- C** Include a reflective statement for each of the areas listed above.

| | | |
|--|--|--|
| | | |
|--|--|--|

Assembling and Presenting your Journal

During your placement in school you will identify the kind of knowledge you need to teach the subject matter in your area of specialisation. You will also learn how knowledge is broken down and structured before it is presented to learners.,

- A** File items of your own choosing in your journal which document that you are becoming involved in educational activities for learners.

B Include materials which prove that you have understood the need to have a good mastery of the content matter, as well as knowledge of growth and development patterns., and how it relates to teaching and learning. Include evidence which show the importance of

- 1** the need to communicate clearly
- 2** the need to apply a broad, general knowledge base
- 3** the need to apply basic skills (language, math, science, social studies)
- 4** the need to think reflectively
- 5** the need to develop curriculum materials (lessons/bulletin boards/units)

Include a reflective statement for any of the areas listed above which you may consider to be important , or any other that you may wish to bring to your own attention.

Your Teaching Practice Port-folio may also include evidence of your:

- 1** analytical presentation of your observation and general experience acquired during SBE
- 2** reflective attitude revealing that you have given some thought to the issues you yourself have raised
- 3** commitment to being an educator
- 4** understanding of the complex nature of the role of a teacher.

Criteria for Assessing the Professional Journal

| 1 | <u>Knowledge and understanding of Primary and Secondary School Education (24 marks)</u> | Marks Allocated |
|----------|---|----------------------------|
| | ☞ knowledge of Primary school curriculum | 6 |
| | ☞ knowledge of Secondary school curriculum | |
| | ☞ development of an understanding of issues related to school and classroom practice, e.g; reports and commissions in education, educational reforms etc. | 6 |
| | ☞ evidence relating to the understanding of the school as a social organisation with a series of different kinds of inter-personal relationships | 6 |
| 2 | <u>Pedagogy (34 marks)</u> | |
| | ☞ ability to identify and understand the need for a wide range of teaching strategies. | 5 |
| | ☞ ability to work cooperatively with others | 5 |
| | ☞ Reliability to cater for the needs of different ability groups. | 5 |
| | ☞ understanding of the link between theory and practice of teaching and learning. | 5 |
| | ☞ understanding of the adolescent in a developmental perspective in teaching and learning. | 5 |
| | ☞ ability to develop a positive rapport with learners | 5 |
| | ☞ Understanding the importance to involve the community in learning. | 4 |
| 3 | <u>Personal Qualities, and Interest (15 marks)</u> | |
| | ☞ ability to integrate and contribute to school life | 6 |

☞ evidence of involvement in extra curricular activities
forms part of the role of a teacher. 6

4 Trainee as a Reflective Practitioner (30 marks)

☞ Evidence of reflection across the journal 15

Such reflection must draw on knowledge of the theory and methods of teaching and learning from a variety of perspective

Ability to engage in practice (critically reflect on ways and

Means to improve teaching and enhance learning)

☞ Ability to apply a broad, general knowledge

base from different areas of the programme.

in any reflective process. 15

100

| Grade | Grade Point | Percentage |
|-------|-------------|----------------------|
| A | 4 | $70 \leq x \leq 100$ |
| B | 3 | $60 \leq x < 70$ |
| C | 2 | $50 \leq x < 60$ |
| E | 0 (Fail) | $x \leq 49$ |

Total Score Obtained out of 100 :

Grade:



**PGCE Full-Time
PGCE TEACHING PRACTICE**

SUBJECT AREA

FORMATIVE ASSESSMENT FORM

Name of Student :

School :

Subject Taught :

Name of Tutor :

Date : **Class** :

Comments by Tutor :

.....

.....

Signature of Tutor :

Date :

P.T.O

Teaching Practice Assessment Scheme

| | Competence | Weightage | Criteria for Teaching Practice Assessment | Profile | Marks | Comments |
|-----|--|-----------|--|---|-------|----------|
| 1 | Knowledge | 25 | Confidence & Competence in the subject area Awareness of new trends Appropriate approach to subject (e.g inductive, deductive, enquiry-based, discovery, etc.) | VG 18 - 25 G 15 - 17 S 9 - 14 US < 9 | | |
| 1.1 | Subject / Content | | | | | |
| 1.2 | Learner | 10 | Awareness of the needs of the individual learner Provision of learning opportunities to accommodate all abilities | VG 8 - 10 G 6 - 7 S 3 - 5 US < 3 | | |
| 1.3 | Teaching Methods | 25 | Evidence of mid-term, long-term planning Quality of lesson plan (format, objectives, content, procedure) Delivery of lesson (coherence, sequence, etc.) Clarity of voice and use of appropriate language Use of resource/teaching aids (video, audio, realia, etc) Use of techniques (questioning, explaining, demonstrating, instructing, etc) | VG 18 - 25 G 15 - 17 S 9 - 14 US < 9 | | |
| 2 | Management of Teaching-Learning Process | 15 | Organisation of learning environment (seating arrangement etc) Quality of relationship with learners (facilitating attitude, motivation, reinforcement, etc) Monitoring of activities (organisation, guiding, advising) Adjust | VG 11 - 15 G 9 - 10 S 5 - 8 US < 5 | | |
| 3 | Evaluating and Recording of Learner's Progress | 15 | Identification and recording of learning difficulties Ability to use feedback to improve and facilitate learning Provision of appropriate remedial measures Keeping a continuous record of individual progress | VG 11 - 15 G 9 - 10 S 5 - 8 US < 5 | | |
| 4. | Further Professional Development | 10 | Evidence of pastoral care Professional conduct (manners, behaviour, relationship with colleagues and learners etc) Evidence of self-reflection | VG 8 - 10 G 6 - 7 S 3 - 5 US < 3 | | |

Weightage of Assessment Criteria

A : 70 - 100

B : 60 - 69

C : 50 - 59

E : 0 - 49

VU : Very Unsatisfactory (0 point)

U : Unsatisfactory (1 point)

S : Satisfactory (2 points)

G : Good (3 points)

VG : Very Good (4 points)



PGCE TEACHING PRACTICE

SUBJECT AREA

FINAL ASSESSMENT FORM

Name of Student :

School :

Subject Taught :

Name of Tutor :

Date : **Class** :

Comments by Tutor :

.....

.....

Marks Scored : **Grade Obtained** :

Signature of Tutor :

Date :

P.T.O

**PGCE Full Time
Subject Area**

Teaching Practice Assessment Scheme

| | Competence | Weightage | Criteria for Teaching Practice Assessment | Profile | Marks | Comments |
|-----|--|------------------|--|--|--------------|-----------------|
| 1 | Knowledge | 25 | Confidence & Competence in the subject area Awareness of new trends Appropriate approach to subject (e.g inductive, deductive, enquiry-based, discovery, etc.) | VG 18 - 25 | | |
| 1.1 | Subject / Content | | | G 15 -17 S 9 - 14 US < 9 | | |
| 1.2 | Learner | 10 | Awareness of the needs of the individual learner Provision of learning opportunities to accommodate all abilities | VG 8 - 10 G 6 - 7 S 3 - 5 US < 3 | | |
| 1.3 | Teaching Methods | 25 | Evidence of mid-term, long-term planning Quality of lesson plan (format, objectives, content, procedure) Delivery of lesson (coherence, sequence, etc.) Clarity of voice and use of appropriate language Use of resource/teaching aids (video, audio, realia, etc) Use of techniques (questioning, explaining, demonstrating, instructing, etc) | VG 18 - 25 G 15 -17 S 9 - 14 US < 9 | | |
| 2 | Management of Teaching-Learning Process | 15 | Organisation of learning environment (seating arrangement etc) Quality of relationship with learners (facilitating attitude, motivation, reinforcement, etc) Monitoring of activities (organisation, guiding, advising ..) Adjust | VG 11 - 15 G 9 -10 S 5 - 8 US < 5 | | |
| 3 | Evaluating and Recording of Learner's Progress | 15 | Identification and recording of learning difficulties Ability to use feedback to improve and facilitate learning Provision of appropriate remedial measures Keeping a continuous record of individual progress | VG 11 - 15 G 9 -10 S 5 - 8 US < 5 | | |
| 4. | Further Professional Development | 10 | Evidence of pastoral care Professional conduct (manners, behaviour, relationship with colleagues and learners etc) Evidence of self-reflection | VG 8 - 10 G 6 - 7 S 3 - 5 US < 3 | | |

Weightage of Assessment Criteria

A : 70 - 100
B : 60 - 69
C : 50 - 59
E : 0 - 49

VU : Very Unsatisfactory (0 point)
U : Unsatisfactory (1 point)
S : Satisfactory (2 points)
G : Good (3 points)
VG : Very Good (4 points)



PGCE TEACHING PRACTICE
EDUCATION STUDIES
FORMATIVE ASSESSMENT

Name of Student :

School :

Subject Taught :

Name of Tutor :

Date : **Class** :

Comments by Tutor :

.....

.....

Signature of Tutor :

Date :

P.T.O

EDUCATION STUDIES
Teaching Practice Assessment Scheme

| | Weightage | VU | U | S | G | VG | |
|--|-----------|----|---|---|---|----|--|
| 1 Lesson Plan (Statement of objectives, description of content) | 3 | | | | | | |
| 2 Execution of Lesson Plan (Introduction, motivation, clear explanation and instruction matched to learners' needs) | 3 | | | | | | |
| 3 Evaluation (Relevance to objectives of lesson) | 3 | | | | | | |
| 4 Interaction with Learners (Positive rapport with learners) | 3 | | | | | | |
| 5 Class Management (Monitoring of learners' behaviour, anticipating misbehaviour, awareness of classroom events, classroom discipline) | 3 | | | | | | |
| 6 Teaching Methods (Questioning Technique, Relevance, distribution, thought-provoking, treatment of learners' response, attention to special and individual needs and remediation strategies) | 3 | | | | | | |
| 7 Teaching Aids (Use of a variety of stimuli. Use of chalk-board, maps, charts, various models. Clear diagrams) | 3 | | | | | | |
| 8 Communication Skills | 2 | | | | | | |
| 9 Personal Qualities (Delivery, empathy, resourcefulness.) | 2 | | | | | | |



PGCE TEACHING PRACTICE

Appendix. V (b)

EDUCATION STUDIES

FINAL ASSESSMENT

Name of Student :.....

School :.....

Subject Taught :.....

Name of Tutor :.....

Date :..... **Class** :.....

Comments by Tutor :.....

.....

Marks Scored :..... **Grade Obtained** :

Signature of Tutor :

Date :

P.T.O

EDUCATION STUDIES

| | Weightage | VU | U | S | G | VG | |
|--|-----------|----|---|---|---|----|--|
| 1 Lesson Plan (Statement of objectives, description of content) | 3 | | | | | | |
| 2 Execution of Lesson Plan (Introduction, motivation, clear explanation and instruction matched to learners' needs) | 3 | | | | | | |
| 3 Evaluation (Relevance to objectives of lesson) | 3 | | | | | | |
| 4 Interaction with Learners (Positive rapport with learners) | 3 | | | | | | |
| 5 Class Management (Monitoring of learners' behaviour, anticipating misbehaviour, awareness of classroom events, classroom discipline) | 3 | | | | | | |
| 6 Teaching Methods (Questioning Technique, Relevance, distribution, thought-provoking, treatment of learners' response, attention to special and individual needs and remediation strategies) | 3 | | | | | | |
| 7 Teaching Aids (Use of a variety of stimuli. Use of chalk-board, maps, charts, various models. Clear diagrams) | 3 | | | | | | |
| 8 Communication Skills | 2 | | | | | | |
| 9 Personal Qualities (Delivery, empathy, resourcefulness.) | 2 | | | | | | |

Weightage of Assessment Criteria

A : 70 - 100

B : 60 - 69

C : 50 - 59

E : 0 - 49

VU : Very Unsatisfactory (0 point)

U : Unsatisfactory (1 point)

S : Satisfactory (2 points)

G : Good (3 points)

VG : Very Good (4 points)

**MAURITIUS INSTITUTE OF EDUCATION
PGCE FULL TIME PROGRAMME
SCHOOL BASED EXPERIENCE**

Mentor's Report

Name of Rector:-----

Name of School:-----

Name of Trainee Teacher:-----

Trainee's teacher field of specialisation:-----

Please give your views by pulling a tick (√) in the appropriate column.

| | Very good | Good | Needs Improvement |
|---|------------------|-------------|--------------------------|
| a..Trainee's ability to manage and control learners | | | |
| b. Trainee's ability to use a range of teaching strategies | | | |
| c. Trainee's ability to use audio visual materials effectively | | | |
| d..Trainee's general attitude to his work | | | |
| e..Trainee's relationship with learners and class teachers. | | | |
| f. Trainee's ability to collaborate (with class teachers, mentors or other trainee teacher) | | | |

Any other comments you would like to make:-----

Signature of Mentor:-----

Date:-----

Component III – Indepth Study Project Assessment Criteria

Name of Student Teacher _____

Subject Area: _____

Title of Project: _____

Name of Supervisor: _____

Assessment Criteria

| Criteria | Marks allowed | Marks obtained |
|--|---------------|----------------|
| Research Focus/Clarity of problem Identified | 8 | |
| Reflective Approach to Lit. Review | 10 | |
| Methodology & the Action Research Overall Plan | 10 | |
| Process Management & Reporting | 12 | |
| Analysis & Interpretation of Results | 25 | |
| Level of critical reflection | 12 | |
| Validity of Support Documents | 8 | |
| Overall presentation & consistency | 8 | |
| Quality of Language | 7 | |
| Total | 100 | |

| Grade | Grade Point | Percentage |
|-------|-------------|----------------------|
| A | 4 | $70 \leq x \leq 100$ |
| B | 3 | $60 \leq x < 70$ |
| C | 2 | $50 \leq x < 60$ |
| E | 0 (Fail) | $x \leq 49$ |

Signature of 1st Examiner: _____

Grade Obtained:

Date: _____

Component III – Indepth Study Project Assessment Criteria

Name of Student Teacher _____

Subject Area: _____

Title of Project: _____

Name of Supervisor: _____

Assessment Criteria

| Criteria | Marks allowed | Marks obtained |
|--|---------------|----------------|
| Research Focus/Clarity of problem Identified | 8 | |
| Reflective Approach to Lit. Review | 10 | |
| Methodology & the Action Research Overall Plan | 10 | |
| Process Management & Reporting | 12 | |
| Analysis & Interpretation of Results | 25 | |
| Level of critical reflection | 12 | |
| Validity of Support Documents | 8 | |
| Overall presentation & consistency | 8 | |
| Quality of Language | 7 | |
| Total | 100 | |

| Grade | Grade Point | Percentage |
|-------|-------------|----------------------|
| A | 4 | $70 \leq x \leq 100$ |
| B | 3 | $60 \leq x < 70$ |
| C | 2 | $50 \leq x < 60$ |
| E | 0 (Fail) | $x \leq 49$ |

Signature of 1st Examiner: _____Grade Obtained: Name of 2nd Examiner: _____

Date: _____

Signature of 2nd Examiner: _____

Assignment Submission Sheet
(to be attached with each submission)

(You may copy or reproduce this sheet, but the order must be maintained for uniformity)

Name :

Subject Area :

Module/ Component:

Lecturers Name:

Date of Submission :

Signature of Student:

Signature of Executive Officer:

Peer/Micro Teaching Assessment Criteria

Name of Student :

Department/ School:

| | | | Marks |
|---|--|--|--------------|
| 1 | Development and Implementation of lessons | Summary of main points In-built Summative Evaluation Visual Arts etc Planning lessons Using theoretical principles Teaching lessons | 10 |
| 2 | Class Management and interaction | Evidence technique for class participation and of response | 15 |
| 3 | Mastery subject knowledge | Evidence of mastery of concepts, principles and ideas | 10 |
| 4 | Transformation of subject knowledge into pedagogical content knowledge | Organisation of content into learning content/activities | 15 |
| 5 | Communication Skills | Evidence of accuracy, clarity and fluency in classroom instruction and interaction | 10 |
| 6 | Reflection on Practice | Evidence of critically analysis of practice of self and others | 20 |
| 7 | Personal Qualities | Accepting feedback, comments and criticism Using feedback and comments to improve Sharing ideas Collaborating with other learners and tutor | 20 |

| Grade | Grade Point | Percentage |
|--------------|--------------------|-------------------|
| A | 4 | $70 \leq x < 100$ |
| B | 3 | $60 \leq x < 70$ |
| C | 2 | $50 \leq x < 60$ |
| E | 0 (Fail) | $x \leq 49$ |

Name of Examiner.....Signature:.....