

Bed (1.5/2.5/04 YEARS)

MANUAL

TEACHING PRACTICE

CODE No: 6997



Department of Early Childhood Education and
Elementary Teacher Education
Faculty of Education
Allama Iqbal Open University, Islamabad

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1. Course Description

This course involves field experiences for trainee teachers in a classroom/school setting. This experience encompasses applying effective teaching theories, techniques, and skills by trainee teachers in a classroom/school setting. This course provides opportunities to trainee teachers for classroom teaching and school-based experiences. Besides classroom teaching, this experience will also assist trainee teachers in learning classroom management skills. This course consists of the workshop, teaching practice in school, and presentation of model/final lesson plans. The workshop provides an orientation to the trainee teachers about the course requirements, lesson planning and presentation. Teaching practice in school requires trainee teachers to complete the work of 144 hours duration in this course. The trainee teacher is required to work for 04-05 hours per day in the school during 04 weeks of teaching practice. Site approval form for the school, where a prospective teacher wants to perform teaching practice, must be submitted for approval to the respective regional centre of the Allama Iqbal Open University. The submission of the 'Site Approval Form' for approval of practicum school must be completed at least 02 to 03 weeks before the start of teaching practice. The regional centre of the University will issue a teaching practice letter to the trainee teacher in the name of the head of that school. This letter aims to facilitate trainee teachers getting permission from the head for teaching practice in that school. After successful completion of teaching practice in school, the trainee teachers present two model/final lessons in front of the evaluators appointed by Allama Iqbal Open University. The centre for the presentation of lessons will be communicated to the trainee teachers by the regional offices.

2. Course Learning Outcomes

After the successful completion of the Teaching Practice course, the trainee teacher would be able to:

- Develop lesson plans for teaching using appropriate instructional methods and techniques.
- Implement lesson plans for effectively teaching the content to students.
- Assess the learning needs of the students.
- Collaborate with teachers of the school for professional responsibilities.
- Utilize feedback from teachers of the school in a non-defensive manner.
- Reflect on the teaching practice in school.
- Establish a learning environment to meet the cognitive and affective needs of children.
- Utilize appropriate techniques for assessing the students' performance.

3. Components of ‘Teaching Practice (Course Code: 6997)’

‘Teaching Practice’ course consists of the following components:

1. Workshop - 18 hours of work

- 1.1 **15** hours for face-to-face interaction for lesson planning, practice and presentation
- 1.2 **03** hours for home tasks related to lesson planning and AV aids etc. during workshop days

2. Teaching Practice- 112 hours of work (04 weeks)

- 2.1 Teaching in the classroom- 36 hours (1-2 hours/day to teach in the classroom at the school level)
- 2.2 Teaching Support activities in school- 36 hours (1-2 hours/day in the school)
- 2.3 Lesson planning and preparation- 40 hours (1 hour × 40 lesson plans= 40 hours)
- 2.4 Practicum report (see page# 20-21)

3. Final Lessons - 14 hours of work

- 3.1 Presence at the presentation venue for final lessons presentation and observation of lessons presented by their colleagues (5 hours× 2 days = 10 hours)
- 3.2 Preparation of Lessons and AV aids for 'Final Lessons' (2 hours× 2 final lessons = 4 hours)

***Presentation of practicum report is only for those students who have selected specialization courses from “Leadership and Management” (i.e., course codes 8615, 8616, 8617 and 8618) in B.Ed. (1.5 years).**

Note: All the trainee teachers of B.Ed. (2.5/04 years), and the trainee teachers of B.Ed. (1.5 years) who have selected specialization courses from “Educational Technology and Evaluation”, “Teacher Education”, “Science Education”, “Inclusive Education” and “Reading” will consult the section “Teaching Practice” (Pages No. 03-04 and 15-18) for further details. Students who have selected specialization courses from “Leadership and Management (course codes 8615, 8616, 8617 and 8618) in B.Ed. (1.5 years)” will consult section “School Management Practicum” (Page No. 05-06 and 20-21) for further details.

Table 1: Components of Teaching Practice (CC: 6997) for Trainee Teachers

[All of the trainee teachers except the trainee teachers of leadership and management area, will follow this table. Trainee Teachers of Leadership and Management Area i.e., trainee teachers who have passed the course codes: 8615, 8616, 8617 & 8618 in their second semester of B.Ed. 1.5 years, will use table 02 on page 05.]

S#	Component	Activities/requirements	Deadline	Procedure
1	Workshop (03 days/15 hours) <u>10+20=30 Marks</u>	1) Participation in Workshop and Presentation of lessons on two topics selected from two different school subjects (10 marks) 2) Development of teaching resources during the workshop (charts, models, working models, technology integration, low-cost/ no-cost materials) (20 marks)	During workshop days	i. Plan the various components of a lesson in consultation with supervisors ii. Write neatly the lesson plans iii. Develop teaching resources (charts, models, working models, technology integration, low cost-no cost materials) related to those lesson plans iv. Present the lesson plans with the help of teaching resources in front of the supervisor and trainee teachers during the workshop sessions.
2	Teaching practice (04 weeks) <u>30 Marks</u>	Three documents are required: i) Lesson planner (at least 40 lesson plans from three school subjects). ii) Teaching practice completion certificate- Compulsory. [Without this certificate, the marks will not be given to the lesson planner.].	Due date to be communicated during workshop days by the workshop coordinator	i. Write lesson plans neatly and appropriately in a file/register etc. in the form of a lesson planner ii. Assemble into one folder the lesson planner, teaching practice completion certificate and attendance record of the trainee teacher for the period of teaching

		iii) Attendance record of the trainee teacher for teaching practice in the respective school-Compulsory. [Without this certificate, the marks will not be given to the lesson planner.]		practice in school. iii. Submit the folder to the evaluator on the day of submission informed by the workshop coordinator and the regional office of AIOU
3	Final Lesson-1 & Final Lesson-2 <u>20+20=40 Marks</u>	Two types of work are required: i) Write up of a final lesson plan-1 and final lesson plan-2 related to two different school-level subjects for a standard school class time ii) Preparation of appropriate AV aids for the presentation of model/final lessons	Deadline to be communicated during workshop days by the workshop coordinator	i. Develop/write the final lesson-1 and final lesson-2 plans. ii. Present the final lessons with the help of AV aids in front of the panel of evaluators appointed by the university with the help of appropriate AV aids for each model/final lesson plan. The university examiner(s) may ask questions from the trainee teacher during the presentation. iii. Submit the file of written model/final lesson plans to the university examiner. <i>Note: It is compulsory to submit written final/model lesson plans and present them in front of Examiners to pass the final lessons component.</i>

Note: Only handwritten lesson plans will be accepted. No marks for typed lesson plans

Table 2: Components of Teaching Practice (CC: 6997) for Trainee Teachers of Leadership and Management Area (trainee teachers who have passed the course codes: 8615, 8616, 8617 & 8618 in their second semester of B.Ed. 1.5 years)

S#	Component	Activities/requirements	Deadline	Submission
1	Workshop (03 days/15 hours) <u>10+20 Marks</u>	1) Participation in Workshop and Presentation of lessons on two topics selected from two different school subjects (10 marks) 2) Development of teaching resources during the workshop (charts, models, working models, technology integration, low-cost/no-cost materials) (20 marks)	During workshop days	i. Plan the various components of a lesson in consultation with supervisors ii. Write neatly the lesson plans iii. Develop teaching resources (charts, models, working models, technology integration, low cost-no cost materials) related to those lesson plans iv. Present the lesson plans with the help of teaching resources in front of the supervisor and trainee teachers during the workshop sessions.
2	Teaching practice (04 weeks) <u>30 Marks</u>	Three documents are required: i) Lesson planner [at least 20 lesson plans from 3 school subjects.] (15 marks) ii) Practicum report (detail given in the 6997 manual). [Organizing 20 field note journals in the following areas: Financial management of schools, Physical resource management, Personnel management, Instructional supervision, School development/improvement, School Community Relations. The last chapter of the report will be the	Deadline to be communicated during workshop days by the workshop coordinator	i. Assemble the lesson planner, practicum report, teaching practice completion certificate, and attendance record for the teaching practice period in school in one folder. ii. Submit the folder to the evaluator on the day of submission informed by the workshop coordinator and the regional office of AIOU

		<p>conclusion and plan of action.] (15 marks)</p> <p>iii) Teaching practice completion certificate- Compulsory. [Without this certificate, the marks will not be given for the lesson planner and the practicum report.]</p> <p>iv) Attendance record of the trainee teacher for teaching practice in the respective school-- Compulsory. [Without this certificate, the marks will not be given for the lesson planner and the practicum report.]</p>		
3	<p>Final Lesson-1 & One Action Plan</p> <p><u>20+20=40 Marks</u></p>	<p>Two types of work are required:</p> <p>i) Write up a final lesson plan-1 related to the school subject for a standard school period and one action plan</p> <p>ii) Preparation of appropriate AV aids for the presentation of model/final lesson and action plan</p>	<p>Deadline to be communicated during workshop days by the workshop coordinator</p>	<p>i. Develop/write the final lesson 1 and one action plan neatly and appropriately.</p> <p>ii. Present the lesson plan and action plan in front of the examiners with the help of appropriate AV aids. The university examiner may ask questions from the trainee teacher during the presentation</p> <p>iii. Submit the file of the model/final lesson plan and action plan to the university examiner.</p> <p><i>Note: It is compulsory to submit written work of model/final lesson plan and, present it in front of university examiners to pass the teaching practice course.</i></p>

Note: Only handwritten lesson plans will be accepted. No marks for typed lesson plans.

4. Plan of Action

The schedule of the workshop, teaching practice in school, and model/final lessons will be communicated to trainee teachers through the website and/or regional office of Allama Iqbal Open University. The trainee teacher is required to attend the workshop (03 days duration) before the start of the teaching practice in school. It is compulsory to attend the workshop with 80% attendance for successfully passing the course. The trainee teachers are also involved in developing lesson plans and their presentations under the guidance of the tutor/supervisor during the workshop. This activity carries marks therefore, successful completion of lesson presentation during the workshop is required. The coordinator of a group of trainee teachers will keep a record of the names of trainee teachers, and email addresses by filling Students' Biodata Form (see Appendix I) for future correspondence. The workshop coordinator will arrange the supervisors for workshop sessions after approval from the university. The evaluators for the final lessons will be finalized after approval from the regional office of the university. At the end of the workshop, the coordinator will submit the workshop report (see Appendix II), workshop progress report of trainee teachers (appendix III) and trainee teachers' biodata form to the regional office/center of the university as soon as possible.

After the successful completion of the workshop, the trainee teachers will attend the school for the teaching practice. The duration of teaching practice in school is 04 weeks. The trainee teachers are required to spend 112 hours in the school during 04 weeks of teaching practice. The trainee teacher must work for at least 04 hours per day in the school for the teaching practice component.

For teaching practice, the trainee teacher will inform the respective Regional Center of the university about the school where he/she would perform teaching practice by filling out the Teaching Practice Site Approval Form (given in appendix IV) and submitting it in the respective Regional Center. The regional office/center of the university will prepare a Teaching Practice Letter (see appendix V) for the trainee teacher. The trainee teacher would submit the Teaching Practice letter to the school where he/she will perform the teaching practice. However, the trainee teacher must ensure the availability of opportunities for teaching practice at that school before the submission of the Teaching Practice Site Approval Form. This process must be completed at least 01 week before the start of the teaching practice.

After the successful completion of teaching practice in school, the trainee teachers will present 02 final lessons before a panel of evaluators appointed by the university. The panel will consist of a tutor, supervisor, and expert(s). The panel will assess the trainee teacher on the components of lesson planning and presentation (mentioned in the criteria for assessment of lesson plans and presentation section).

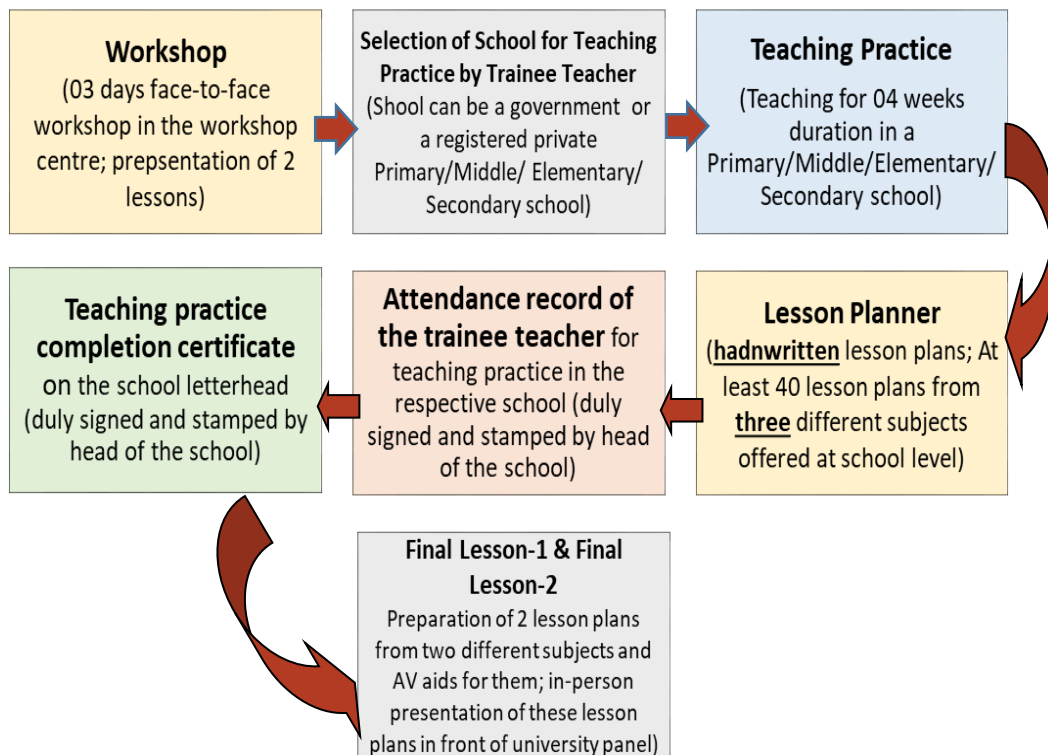


Figure 01. Components of Teaching Practice Course

The responsibilities of all the agencies involved in the course are as follows:

Table 3: Responsibilities of the Stakeholders

S/No	Stakeholder	Responsibilities
1.	Regional Centre	<ul style="list-style-type: none"> i. Workshop arrangements for the trainee teachers ii. To facilitate the trainee teachers by providing teaching practice letters to perform teaching practice in a school iii. To guide the trainee teachers with their queries and up- to-date information about various components and work requirements of teaching practice course
2.	Tutor/Supervisor	<ul style="list-style-type: none"> i. To make necessary arrangements for conducting the workshop and final lessons presentation after approval from the regional offices of the university ii. To ensure the smooth progress of the workshop iii. To make arrangements for supervising the teaching practice of trainee teachers by coordinating with the Regional Centre of the University. iv. To make arrangements for final lessons of trainee teachers after approval from the regional offices of the university
3.	Cooperating Teacher (in school) & Tutor/Supervisor (in the workshop)	<ul style="list-style-type: none"> i. To supervise trainee teachers by providing them with practical experience in lesson planning and classroom teaching. ii. To guide the development of professionalism among trainee teachers iii. To observe the lesson presentation of the trainee teacher during the workshop/in-classroom iv. To monitor and assess the performance of trainee teachers v. To provide feedback on the performance of trainee teachers vi. To give suggestions to trainee teachers for improving his/her teaching performance vii. To supervise trainee teachers for reflection on his/her teaching performance
4.	School Administration	<ul style="list-style-type: none"> i. To assign a cooperating teacher to a trainee teacher in school ii. To provide resources including classrooms, electricity, AV aids and furniture i.e., table and chairs, etc., to trainee teachers for teaching practice work iii. To ensure the availability of opportunities for providing teaching and administrative work experience to trainee teachers

5.	Trainee Teacher	<ul style="list-style-type: none"> i. To demonstrate professional behaviour depicting punctuality, responsibility, dedication, respect, integrity, teamwork and self-reflection during the ‘workshop’ and ‘teaching practice in school’ ii. To seek guidance from the coordinator, cooperating teacher and schoolteachers in performing teaching and administrative tasks iii. To work collaboratively with teachers on teaching and administrative tasks iv. To co-plan and co-teach with teachers of the school v. To plan for performing teaching, management and assessment responsibilities in the classroom vi. To reflect on his/her teaching practice vii. To develop a portfolio containing lesson plans taught by the trainee teacher and proof of attendance record for teaching practice
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5. Assessment

As there is no written exam in the course, the trainee teacher will be assessed by the supervisor and the coordinator on his/her performance during the workshop, teaching practice work and model/final lessons work. The trainee teacher will discuss and get feedback about his/her performance with the supervisor and the cooperating teacher during this course. During teaching practice, the trainee teacher can also seek guidance from the teachers at the school. The lesson planning, lesson presentation, teaching performance and classroom management skills of the trainee teachers will be assessed in the course. Additionally, final lessons and a portfolio containing lesson plans and teaching practice work will contribute to the major part of the assessment of the trainee teacher during this course. The portfolio contains lesson plans taught by the trainee teacher, teaching practice completion certificate and proof of attendance record for teaching practice.

The trainee teachers with specialization courses in the Leadership and Management area will be assessed on their practicum report containing reflective journals of day-to-day activities and presentation of action plan. For further details, trainee teachers with specialization courses in Leadership and Management must consult pages number 20-21.

Marks Distribution & Passing Marks

Passing marks in the Teaching Practice course are 50% aggregate. The component-wise marks of this course are as follows:

Table 4: Marks Distribution for Teaching Practice course

S#	Components	Marks Allocated	Workshop/Practicum marks distribution 95 % & above 10 marks 90-94% 09 marks 85-89% 08 marks 80-84% 07 marks Below 80% Does not qualify
01	Workshop attendance and participation	10	
02	Development of teaching resources during the workshop (charts, models, working models, technology integration, lowcost/no-cost materials)	20	
02	Teaching Practice Related Work (Lesson Planner, report)	30	
03	Final Lessons (Lesson Plans and Presentation)	40(20×2=40)	
	Total Marks	100	

6. Behaviour Expectations from Trainee Teachers

There are some behaviours that a trainee teacher must exhibit during the workshop, teaching practice in school and model/final lessons.

- a. **Responsibilities:** ‘Workshop’ and ‘teaching practice in school’ are full-time responsibilities. Therefore, any other assignments or responsibilities may not be taken during the workshop and teaching practice period.
A trainee teacher is expected to be physically present in the workshop and teaching practice site for the specified period. The trainee teacher will perform all curricular and co-curricular activities as may be suggested by a teacher/school within the territory of the school.
- b. **Absences:** Absence due to illness or personal emergency must be timely notified to the head of the school and the regional office/center of the university. If a trainee teacher was unable to maintain 80% attendance during the workshop, then it would result in failing the course “Teaching Practice”. The attendance record of trainee teachers during ‘teaching practice in school’ is to be maintained by the school and the trainee teacher. The trainee teacher will submit the attendance record along with its lesson planner and other documents to the appointed tutor(s)/examiner(s) appointed by the university at the end of the teaching practice.
- c. **Cell Phones:** Phone calls, messaging or Facebook are not allowed during the workshop and at the teaching practice site. All cell phones must be turned off/switched on silent during the workshop and at the teaching practice site. If a trainee teacher feels the need to use his/her cell phone, he/she must first get permission from the headteacher for it.
- d. **Communication:** Communication must be regularly between a trainee teacher, tutor and the regional center of the university. The concerned regional center may manage to visit practicum schools at regular intervals during teaching practice. The

purpose of this visit would be to ensure the successful completion of teaching practice in school by the trainee teacher.

- e. **Confidentiality:** Trainee teachers must maintain confidentiality concerning pupil records and any other information related to the concerned classroom/school. Written permission from the school administrator must be obtained before collecting and sharing any school-related information with anyone outside the school.
- f. **Corporal (Physical) Punishment:** Trainee teachers must not use corporal punishment in the classroom.

7. Workshop

The workshop is a mandatory part of the Teaching Practice course. Attending the workshop is compulsory to pass the course Teaching Practice. The purpose of the workshop is to equip trainee teachers with the strategies, skills and techniques for effective teaching practice in school. The workshop will consist of 03 days with 05 hours duration per day. It carries **10 marks** for lesson planning and presentation work, and class participation during the workshop sessions. The trainee teachers will plan and present two or three lessons in the workshop. The trainee teachers will also work to develop the teaching resources during the workshop (charts, models, working models, technology integration, low-cost/no-cost materials) related to their lessons; it carries 20 marks. So, in total, the workshop activities carry 30 marks.

The workshop will be conducted before teaching practice work in the school. The workshop includes training on components like:

- ❖ Lesson planning
- ❖ Lesson presentation
- ❖ Development of AV aid/artwork
- ❖ Classroom management skills
- ❖ Classroom assessment skills
- ❖ Practical issues of teaching and learning in the classroom
- ❖ Preparing portfolio

The tentative program for the workshop is given below. However, minor amendments can be made to make adjustments to local circumstances.

Table 5: Program of Workshop

Day	Activity	Responsibility	Time	Duration
01	Session-I (i) Inauguration of the Workshop (ii)Explanation of requirements and marks distribution of the course	An officer from the concerned Regional Centre of the University/Faculty Member in case of a Workshop in the Main Campus	02:00 p.m. to 03:00 p.m.	01 Hour
	Session-II (i) Instructional Planning for an Academic Year (ii)Components of Lesson planning [Formulation of instructional objectives and learning outcomes, selection of teaching method(s) and technique(s), selection & use of AV aids and Classroom Assessment Techniques (CATs) for a lesson]	Supervisor(s)/Tutor & Trainee Teachers	03:00 p.m. to 04:00 p.m.	01 Hour
	Session III Practice on components of lesson planning	Tutor, Supervisor(s) & Trainee Teachers	04:00 to 05:00 p.m.	01 Hour
	Session-IV Lesson Presentation by Trainee Teachers & Feedback provided by supervisor(s)/tutor for improvement of lesson planning & presentation.	Tutor, Supervisor(s) & Trainee Teachers	05:00 p.m. to 06:00 p.m.	01 Hour
	Session-V (i) Organizing and managing an inclusive and safe classroom & learning environment that recognizes the physical, emotional, affective, social, and intellectual needs of the students (ii)Students will be assigned	Tutor, Supervisor(s) & Trainee Teachers	06:00 p.m. to 07:00 p.m.	01 Hour

	tasks for lesson presentation on the second and third day of the workshop.			
02	Session I Development of various kinds of AV aids (Hands-on practice)	Tutor/Supervisor(s) & Trainee Teachers	02:00 p.m. to 03:00 p.m.	01 Hour
	Session II Development of various kinds of AV aids (Hands-on practice)	Tutor, Supervisor(s) & Trainee Teachers	03:00 p.m. to 04:00 p.m.	01 Hour
	Session III Lesson Presentation by Trainee Teachers & Feedback provided by supervisor(s)/tutor for improvement of lesson planning & presentation.	Tutor, Supervisor(s) & Trainee Teachers	04:00 p.m. to 05:00 p.m.	01 Hour
	Session IV Lesson Presentation by Trainee Teachers & Feedback provided by supervisor(s)/tutor for improvement of lesson planning & presentation.	Tutor/Supervisor(s) & Trainee Teachers	05:00 p.m. to 06:00 p.m.	01 Hour
	Session V Lesson Presentation by Trainee Teachers & Feedback provided by supervisor(s)/tutor for improvement of lesson planning & presentation.	Tutor/Supervisor(s) & Trainee Teachers	06:00 p.m. to 07:00 p.m.	01 Hour
03	Session I (i) Instructional & non-instructional roles of a teacher for curriculum, school, head teacher, teachers, students, parents and the community) (ii) Professionalism in Teaching: Dress Code, Behaviour, Attitude and	Tutor/Supervisor(s) & Trainee Teachers	02:00 p.m. to 03:00 p.m.	01 Hour

Interaction with Students & Teachers (iii) Issues faced/Queries by trainee teachers related to teaching and learning during the field placements i.e., teaching practice in school)			
Session II Lesson Presentation by Trainee Teachers & Feedback provided by supervisor(s)/tutor for improvement of lesson planning & presentation.	Tutor/Supervisor(s) & Trainee Teachers	03:00 p.m. to 04:00 p.m.	01 Hour
Session III Lesson Presentation by Trainee Teachers & Feedback provided by supervisor(s)/tutor for improvement of lesson planning & presentation.	Tutor/Supervisor(s) & Trainee Teachers	04:00 p.m. to 05:00 p.m.	01 Hour
Session IV Lesson Presentation by Trainee Teachers & Feedback provided by supervisor(s)/tutor for improvement of lesson planning & presentation.	Tutor/Supervisor(s) & Trainee Teachers	05:00 p.m. to 06:00 p.m.	01 Hour
Session V Lesson Presentation by Trainee Teachers & Feedback provided by supervisor(s)/tutor for improvement of lesson planning & presentation.	Tutor/Supervisor(s) & Trainee Teachers	06:00 p.m. to 07:00 p.m.	01 Hour

‘Teaching Practice in School’

8. Teaching Practice in School

The trainee teacher would be present at the teaching practice school for at least 04-05 hours per day during the teaching practice in school. Every week, the trainee teacher will gradually take on more responsibilities thus leading to assuming a full range of responsibilities during teaching practice in the school. Attendance of trainee teachers must be maintained daily by the school during the teaching practice.

9. Activities during Teaching Practice in School

The activities that a trainee teacher is supposed to perform at practicum school are given with an explanation below:

- a. **Performing Co-curricular and administrative tasks assigned by the school within the school**
- b. **Teaching in the Classroom**
The trainee teacher would develop at least 40 lesson plans and teach them in the class during the teaching practice in school. The duration of each lesson will be equal to one class period in the school.

The format of the lesson plan is given below:

- **Preliminary Section:** It contains information about the title of the lesson, date of teaching the lesson, name of the trainee teacher, his/her registration number, subject name from which topic has been selected for teaching, topic to be taught, class and number of students.
- **Objectives of the Lesson:** There would be general and specific objectives in the lesson plan. The general objectives would be related to the purpose of teaching the subject from which a topic for the lesson has been selected. The specific objectives reflect the target behind teaching the particular topic.
- **Teaching Method:** The teaching method which would be used to teach a particular topic must be suitable for teaching that topic. And teaching method must also help achieve the general and specific objectives of the lesson.
- **AV Aids:** AV aids to be used for teaching the topic of the day must be in accordance with the subject and topic of the lesson. It is also helpful for achieving the general and specific objectives of the lesson.
- **Previous Knowledge Test:** A previous knowledge test would involve asking questions from children to test their previous knowledge. The purpose of the previous knowledge test is to relate the lesson of the day with the previous knowledge of the students.
- **Announcement of the Topic:** The trainee teacher would announce the topic of the lesson in such a way that would arouse the interest of the students.
- **Presentation:** The presentation of the lesson would be in two parts: questions/activities would be asked of students after every part for formative evaluation of the lesson. During the presentation, easy words should be used. The style of presentation of the lesson must be appropriate to the age, background

knowledge and mental level of students. Formative assessment will keep the lesson fresh in the minds of students.

- **Recapitulation (Evaluation):** Summative evaluation will be carried out at the end of the lesson. It will be helpful to inform the teacher about how much he/she is successful in achieving the objectives of the lesson.
- **Homework:** The students must be assigned brief but interesting homework for practising the lesson of the day in more detail.

Sample lesson plans are given in Appendix VII. The trainee teacher will teach, manage and assess the student's performance for three or more subjects during teaching practice in the school. He/she will also keep a written record of lesson plans in his/her lesson planner. The lesson planner will be evaluated at the end of teaching practice.

10. Schedule of Teaching Practice in School

A general plan of teaching practice is given below. The tutor, cooperating teacher and the trainee teacher must ensure to follow this plan.

Table 6: Schedule of Teaching Practice at School

S/No	Week	Tasks to be Performed
1.	Week 01	<ul style="list-style-type: none"> • Awareness of school resources, school records, community relationships, discipline, procedures, and policies • Information about the school system by interviewing a school teacher and student(s)
2.	Week 02	<ul style="list-style-type: none"> • Working on tasks (lesson-planning, copy checking, test development, guiding a group of students, invigilation or paper-checking) assigned by school administration/cooperating teacher • Observing the teaching of a school teacher for teacher-student interaction and the flow of the lesson • Co-teach lessons with a teacher at the school for one subject every day
3.	Week 03	<ul style="list-style-type: none"> • Assuming the responsibility for lesson planning • Teaching and assessment of one subject (full lesson) throughout the week
4.	Week 04	<ul style="list-style-type: none"> • Assuming the responsibility for lesson planning • Teaching and assessment of three core subjects (full lesson) throughout the week (Maths, Urdu, Science/ General Studies etc.)

11. Final Lessons

At the end of the teaching practice in school, the trainee teacher is required to prepare two final lessons and present them before the panel of university examiners. The panel will consist of tutors, supervisors and expert(s). The marks allocated to trainee teacher during final lessons will add up in his/her final score for the course “Teaching Practice”. Therefore, the successful presentation of two final lessons is compulsory for a trainee teacher to pass the course.

12. Criteria for Assessment of Lesson Plans and Presentation

The criteria for assessment of lesson plans and presentation is given below:

Criteria for Assessment and Feedback for a Written Lesson Plan

1) <u>Preliminary section of a Lesson Plan:</u> Name of trainee teacher, his/her roll number, subject, topic, class, size of class (number of students in the school classroom), school name, date of lesson teaching and duration of lesson (for example, 40 minutes)
2) <u>Objectives of the Lesson:</u> Clear & measurable lesson objectives and linked to the objectives of the course/subject
3) <u>Introduction of the Lesson:</u> Relevant to the topic & students’ life
4) <u>AV Aids:</u> Appropriate for the level of students, lesson and subject
5) <u>Teaching Method:</u> Appropriate teaching method for the age group of students and topic of the lesson
6) <u>Procedure of lesson presentation:</u> Step-by-step description of lesson content with clarity. Step-wise explanation of class activity designed for students’ practice about the topic of the lesson.
7) <u>Recapitulation:</u> Assessment technique for checking the progress of students on lesson objectives
8) <u>Homework:</u> Relevant to the topic & real life; it must address at least application or higher cognitive level.

Criteria for Assessment and Feedback for Presentation of Lesson Plan

1) <u>Introduction:</u> The presenter must introduce herself/himself before the lesson presentation.
2) <u>Objectives of the Lesson:</u> Clear & measurable lesson objectives and linked to the objectives of the course/subject
3) <u>Introduction of the Lesson:</u> Relevant to the topic & students' life
4) <u>Use of AV Aids:</u> Appropriate for the level of students, lesson and the subject
5) <u>Teaching Method:</u> Appropriate teaching method for the age group of students and lesson topic
6) <u>Presentation of lesson:</u> Step-by-step presentation of lesson content with clarity and students' practice
7) <u>Recapitulation:</u> Assessment technique for checking the progress of students on lesson objectives
8) <u>Time Management:</u> Allocation of reasonable time to various components of a lesson during the presentation
9) <u>Confidence:</u> Confidence of trainee teacher during lesson presentation
10) <u>Interaction with Audience/Students:</u> The trainee teacher was interactive with the audience/students during his/her presentation.

School Management Practicum

{Developed by EPPSL Department}

[For Students with Specialization Courses (course codes: 8615, 8616, 8617 & 8618) in the “Leadership & Management” area in the second semester of B.Ed. (1.5 years) program]

13. Practicum Report

At the end of the practicum, the trainee teacher will prepare a practicum report and present it before the panel. The panel will consist of a tutor, cooperating teacher and expert(s). The marks allocated to the trainee teacher after assessing their practicum report and presentation will be added up with their final scores for the course “Teaching Practice”. Therefore, a successful presentation of the practicum report is compulsory for a trainee teacher to pass the course.

14. Making Field Notes and Journal

After completion of the workshop, students will go to the respective selected schools. They will actively participate in the school administration for four weeks. The trainee teachers are required to maintain a field notes journal for each day of the practicum. The following guidelines should be considered while writing the journal. While making the field notes journal students are advised to follow the Gibbs’ reflective cycle. Gibbs’ reflective cycle encourages you to think systematically about the phases of an experience or activity, and you should use all the headings to structure your reflection. Gibbs’ reflective cycle can be very useful in making you think through all the phases of an experience or activity.

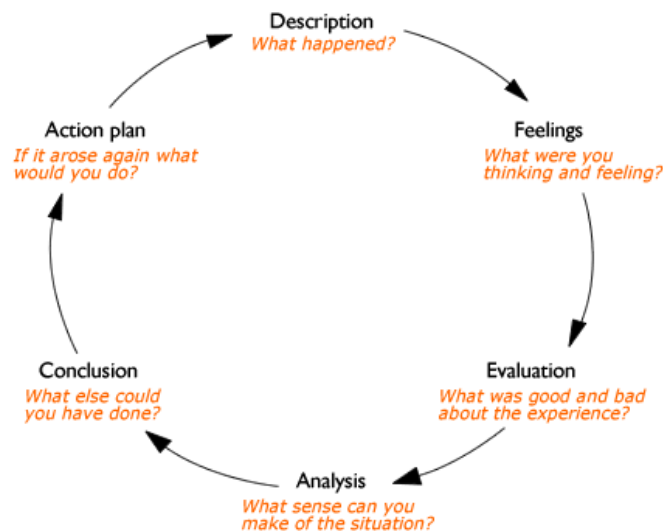


Figure 02. Gibb's Reflective Cyclel

During the practicum sessions in school the trainees should observe the events happening in their schools. Applying the Gibbs model they are required to prepare a report for all days they attended their respective selected school during the four weeks of practicum.

15. Format of Practicum Report

Students are required to make a report of the practicum. The report should consist of 40 to 50 pages. The following are the details related to the format of the report.

1. Title Page
The title page of the report will include:
Name of the organization
Name, ID, and session of the trainee teacher
Submission date of the practicum report
Name of the University
AIOU logo
2. Letter of Undertaking (sample will be provided)
3. A scanned copy of the practicum certificate (provided by the school where the practicum was conducted)
4. Dedication (Optional)
If you want to dedicate your work to someone, you may write the dedication note under this section of your internship report.
5. Acknowledgement
In this section, you acknowledge the help and support of all those who helped you in the completion of your practicum and the report e.g. tutor, supervisor, teachers, principal, and your family members.
6. Executive Summary
Executive summary previews every section of the report in a short form. It can be called a micro image of the report. It helps the reader to get a glance at the report before reading it in detail. Everything important that you have done, discovered and concluded should be mentioned but briefly and concisely.
7. Table of contents
List the important headings and subheadings in the report with page numbers. Also, make a separate list of tables and figures in the table of contents if you have used any.
8. Overview of the Organization (word limit: min. 500 words)
 - Brief History and Introduction of the school
9. Organizing the field note journals according to the following headings. They may organize the field notes in chapters.
 - ❖ Financial management of schools
 - ❖ Physical resource management
 - ❖ Personnel management
 - ❖ Instructional supervision
 - ❖ School development/improvement
 - ❖ School Community
 - ❖ Any other
10. The last chapter of the report will be the Conclusion and plan of action. The students will present a plan of action to the panel of evaluators.

APPENDIX I **STUDENT BIODATA FORM (WORKSHOP)**

S/No.	Student Name	Phone Number	Email Address
1.			
2.			
3.			
4.			
5.			
6.			
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16.			
17.			
18.			
19.			
20.			
21.			

APPENDIX II WORKSHOP REPORT

1. Program: ☐B.Ed. (1.5 years) ☐B.Ed. (2.5 years) ☐B.Ed. (04 years)
2. Duration of the Workshop: 03 days
3. Name of the Institution (where the Workshop was conducted)
4. Name of the Tutor
5. Qualification of the Tutor.....
6. Designation of the Tutor
7. Name of the Supervisor.....
8. Qualification of the Supervisor
9. Designation of the Supervisor.....
10. Total Number of Students in Workshop
11. Number of Failure Students in Workshop.....
12. Timings of the Workshop from..... to.....
13. Difficulties Faced During Workshop
-
-
-
-
14. Suggestions for Improving Workshop
-
-
-
-

Regional Director

Tutor

Supervisor

APPENDIX III

PROGRESS REPORT OF STUDENTS

S/No.	Name of Student	Roll No.	Workshop (30 Marks)	Portfolio (30 Marks)	Final Lesson I (20 Marks)	Final Lesson II (20 Marks)	Total Marks (Obtained out of 100)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							

* For students with specialization courses in “Leadership and Management”, the action plan will be assessed in place of final lesson II.

APPENDIX IV
TEACHING PRACTICE SITE APPROVAL FORM

This form must be completed and submitted to the concerned Regional Office/Center of the Allama Iqbal Open University for approval at least 01 week before the start of teaching practice.

Student Name:.....

Registration No:

Name & Address of School:

Phone Number of School:

Principal/Head Teacher Name:

APPENDIX V

TEACHING PRACTICE LETTER

Respected Head of the Institution,

Mr./Ms./Mrs. _____ is a student of B.Ed. (1.5/2.5/04 years) under registration number_____ in Allama Iqbal Open University, Islamabad. He/she needs to perform teaching practice in the school as a requirement of his/her degree program. Kindly facilitate him/her by providing this opportunity in your institution.

**Director,
Regional Center_____ ,
AIOU, Islamabad.**

APPENDIX VI

TEACHING PRACTICE COMPLETION CERTIFICATE

Note: The teaching practice completion certificate must be printed on a page with the school letterhead. It must have the signature of the school principal, contact information (official phone number and email of the school principal) and the official stamp.

It is certified that Mr./Ms./Mrs. _____ Son/Daughter of _____, Roll No. _____ registration number _____, has completed the teaching practice of 04 weeks duration from date-month-year till date-month-year for the course 'Teaching Practice (code: 6997)' in school _____ (mention the complete school name here). He/she was an active and responsible teacher during his/her teaching practice in the above-mentioned school.

(Headteacher Name & Signature)
(School Name)

APPENDIX VII

ATTENDANCE RECORD FOR TEACHING PRACTICE IN SCHOOL

School Name: _____

Teacher's Name: _____ Registration#: _____

S#	Date	Arrival Time	Teacher's Signature	Departure Time	Teacher's Signature
1.					
2.					
3.					
4.					
5.					
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31.					
32.					

APPENDIX VIII

FORM FOR MARKING OF FINAL LESSON PRESENTATION

Name of Trainee Teacher:

Roll No. of the Trainee Teacher:

Subject:

Date:.....

S/No.	Dimension	Score	Marks for Final Lesson
1.	Preliminary section of a Lesson Plan		
2.	Objectives of the Lesson		
3.	Introduction of the Lesson		
4.	Use of AV Aids		
5.	Teaching Method		
6.	Presentation of lesson		
7.	Recapitulation		
8.	Homework		
9.	Time Management		
10.	Confidence		
11.	Interaction with Audience/Students		
12.	Professional write-up of Lesson		

Comments:

Supervisor Evaluator.....

Evaluator..... Tutor.....

APPENDIX IX (A)

SAMPLE LESSON PLAN 01

Name of the Trainee Teacher.....
Subject: General Science
Duration of the Lesson: 30 min.
Topic of the Lesson: Our Environment

Class: 6th
No. of Students: 25
Date:
School Name.....

General Objectives: At the end of this lesson, students will be able to:

1. Interpret the importance of the environment.
2. Execute various steps for keeping the environment clean.
3. Assess the importance of living organisms in the environment.

Specific Objectives:

1. To define the term 'environment'.
2. To enumerate the living and non-living components of the environment.
3. To explain the relationship between the living beings of the environment.
4. To exemplify the importance of various components of the environment for one another.

Teaching Method: Lecture-cum-inductive/deductive Method

AV Aids: Blackboard, Chalk, Textbook, Chart, Pictures of living and non-living things.

Previous Knowledge:

1. What is the difference between living and non-living things?
2. How many types of living beings are there?
3. What would be examples of non-living beings?
4. What do we obtain from the sun? (light & Energy)
5. What is the nature of light and energy?
6. Can we live without water?
7. What are the needs of living beings to live? (Oxygen, water, food, a place to live)

Announcing the topic: Today, we are going to learn about "Our environment".

Introduction:

Give two minutes to children to notice and tell various living and non-living beings in the classroom and the school. Write down the names told by students on the blackboard (air, water, soil, plants, trees, birds, light, sun, children etc.).

Are all these things present in our home? Yes, nearly all places, the various living and non-living make up the environment together.

Presentation:

Now show a chart to students with the following main elements and pictures of living and non-living beings.

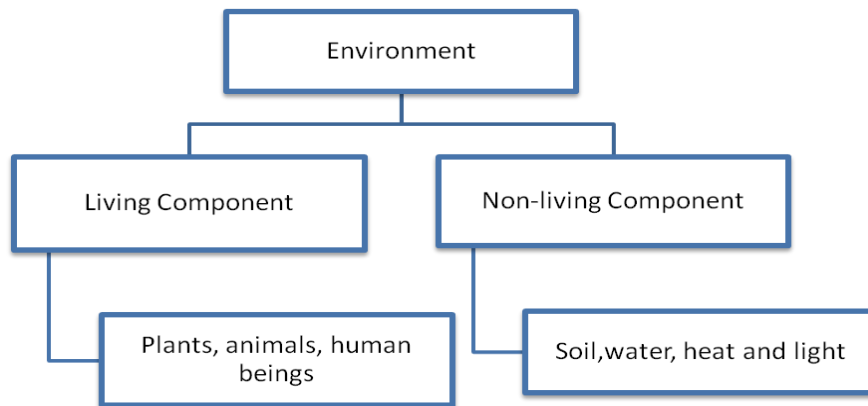


Figure 1: Components of Environment

(Formative Evaluation) Question: What are the main components of the environment?

Now tell about the importance of plants in the environment. Plants prepare food on which other living beings depend. Plants are called **producers**. Now draw the diagram of the food chain and explain to students the inter-dependence of various living beings on each other. In the environment, energy travels from green plants to **herbivores** (animals eating plants) then to **carnivores** (animals eating animals) and finally to **omnivores** (animals who eat both plants and animals).

Now, explain the importance of green plants (**producers**) that they produce oxygen and regulate the temperature of the environment. Tell about the importance of water in the environment for all the plants and animals and that without it, life is impossible. Also, mention the importance of soil for the living beings in the environment.

Review:

- What benefits do we get from plants? (Ask children to write it down on blackboard when they speak about it)
- What are the sources of energy in the environment?
- What are the man-made sources of energy?

Summative Evaluation (Recapitulation)

1. What do you mean by environment?
2. Give some examples of natural elements.
3. Are we also included in natural elements of the environment?
4. Is a human being a producer or consumer?
5. Who are the producers? What do they do?
6. How carnivores (animals who eat other animals) are dependent on plants?

Homework:

1. Arrange the following living beings in the sequence of the food chain.
Lion, Goat, Rabbit, Owl, Green plant
2. Write down the benefits of light and heat from the sun.
3. What benefits can be obtained if we grow more plants?

Appendix VI (B)

سبق نمبر 2

نام معلم

رول نمبر

نمبر

متعلقہ جماعت

الجبرا

مضمون

$$a^m \times a^n = a^{m+n}$$

عنوان

تعداد و طلبہ

35 منٹ

وقت

تاریخ

خلاصہ تختہ سیاہ

نفس مضمون و طریقہ تدریس

مقاصد

(الف) عمومی مقاصد

- 1- بچوں کی ذہنی نشوونما کرنا
- 2- بچوں کو بات استدلال کو فروغ دینا۔
- 3- بچوں میں خود اعتمادی اور خود فکری کی عادت پیدا کرنا۔
- 4- بچوں میں تحقیق و تجسس کا مادہ پیدا کرنا۔

(ب) خصوصی مقاصد

- 1- بچوں کو اس قائل بنانا کہ وہ $a^m \times a^n = a^{m+n}$ کو سمجھ سکیں۔
- 2- بچوں کو اس قائل بنانا کہ وہ حساب اور الجبرا کے سوالات حل کرتے وقت یہ فارمولا استعمال کر سکیں۔
- 3- بچوں کو اس قائل بنانا کہ وہ متعلقہ درسی کتاب کے سوالات کو حل کر سکیں۔

تدریس موادات

کمرہ جماعت، درسی کتاب، تختہ سیاہ، چاک، ڈسٹر، پوائنٹر وغیرہ۔

سابقہ تجربات کا جائزہ

بچوں سے یہ توقع رکھنی چاہیے کہ وہ الجبرا میں اعداد کی جمع، تفریق، ضرب اور تقسیم کا عمل جانتے ہیں اور سچے اساس اور قوت نما کے بارے میں بھی جانتے ہیں۔

سابقہ واقفیت کا جائزہ

بچوں کی سابقہ واقفیت کا جائزہ لینے اور سبق کے لیے آمادہ کرنے کے لیے مندرجہ ذیل سوالات کئے جائیں گے۔

(i) الجبراء میں اساس سے کیا مراد ہے؟

(ii) قوت نما کیا ہوتا ہے؟

(iii) الجبراء میں اعداد کو کس طرح جمع کیا جاتا ہے؟

(iv) الجبراء میں اعداد کو کس طرح ضرب دیا جاتا ہے؟

(v) ضرب کرتے وقت کن اصولوں کو مد نظر رکھنا چاہئے۔

اعلان سبق

بچوں کی سابقہ واقفیت کا جائزہ لینے کے بعد اور یہ تسلی کر لینے کے بعد کہ بچوں کو اس عنوان سے متعلقہ باتوں کا علم ہے۔ بچوں کو بتایا جائے گا کہ آج وقت کا ایک قانون پڑھ رہے ہیں جس کی مدد سے الجبراء کے سوالات کو آسانی سے حل کیا جاسکتا ہے۔

اختصار

اعلان سبق کرنے کے بعد بچوں سے مختلف سوالات پوچھے جائیں گے جو عنوان سے متعلق ہوں گے اور سوالات کو تختہ سیاہ پر بچوں کے سامنے لکھا جائے گا اور بچوں سے قوت کے اصولوں کے بارے میں پوچھا جائے گا اور ان کو ان اصولوں کے متعلق مزید بتایا جائے گا۔ اس کے ساتھ ساتھ $a^m \times a^n = a^{m+n}$ کا فارمولہ تختہ سیاہ پر لکھا جائے گا اور مختلف سمعی و بصری معاونات کی مدد سے بچوں کو یہ فارمولہ سمجھایا جائے گا اور بچوں سے کہا جائے گا کہ وہ یہ فارمولہ بار بار اپنی کاپیوں پر لکھیں اور چند بچوں سے تختہ سیاہ پر لکھوایا جائے گا۔ بچوں کو یہ بتایا جائے گا کہ اگر اس اس ایک جیسے ہوں تو الجبراء میں ضرب کرتے وقت طاقتیں (قوت نما) آپس میں جمع ہو جاتی ہیں جیسے:

$$x^2 \times x^3 = x^{2+3} \\ = x^5$$

اسی طرح

$$x^2 \times x^{-3} = x^{2+(-3)} \\ = x^{-1}$$

نیز یہ بھی بتایا جائے گا کہ اس فارمولہ کو ہم دو سے زیادہ متغیرات کے لیے بھی استعمال کر سکتے ہیں جیسے:

$$a^4 \times b^{-2} \times c^4 \times b^3 \times c^{-3} \times a^2 \times c^4 \times b^5 \times a^2 \\ = a^4 \times a^2 \times a^2 \times b^{-2} \times b^3 \times b^5 \times c^4 \times c^{-3} \times c^4 \\ = a^{4+2+2} \times b^{-2+3+5} \times c^{4-3+4} \\ = a^8 \times b^6 \times c^5$$

اس کے بعد طلبہ سے ایسے سوالات کئے جائیں گے کہ خود ایسی رقمیں تختہ سیاہ پر لکھیں جو اس فارمولہ کی مدد سے حل ہو جاتے ہیں اور جن میں اس فارمولہ کا استعمال ہوتا ہے۔

اعادہ

بچوں سے عنوان کے متعلق مختلف سوالات کئے جائیں گے جیسے:

1۔ $(x^4 \times x^3)$ کس کے برابر ہوگا۔

2۔ $(b^3 \times b^2)$ کس کے برابر ہوگا۔

اس قسم کے چند مزید سوالات کرنے کے بعد ایک بار پھر بچوں کے سامنے فارمولا کو بیان کیا جائے گا تا کہ بچوں کو یہ فارمولا اچھی طرح ذہن نشین ہو جائے۔

تفویض کار

آخر میں بچوں سے کہا جائے گا کہ وہ یہ فارمولا اپنی کاپیوں پر لکھ کر لائیں اور گھر سے اپنی کاپیوں پر درسی کتاب سے اس فارمولا کے متعلق مشق کے سوالات خوشخط حل کر کے لائیں اور یہ کہا جائے گا کہ اگلے دن کاپیاں باقاعدہ طور پر دیکھی جائیں گی اور اگلے دن کاپیاں چیک کرنے کے بعد ان حصوں کی وضاحت کی جائے گی جہاں بچوں نے مشکل محسوس کی اور جہاں پر بچوں سے غلطیاں سرزد ہوئی ہوں۔ تمام بچوں کی کاپیاں چیک کی جائیں گی اور اچھا کام کرنے والے بچوں کی حوصلہ افزائی کی جائے گی۔

Appendix X

General Guidelines for Trainee Teachers of 6997

- 1) **Only handwritten lesson plans are required for this course. Typed lesson plans will not be accepted.**
- 2) It is the trainee teacher's responsibility to check before submission that the **submitted work is correct and appropriate for the given requirements.** An examiner cannot give marks for a work that does not meet the requirements of any component of the teaching practice course (CC: 6997). So, a trainee teacher is required to resolve these issues before the submission date for the relevant component of the teaching practice course.
- 3) If the work of the teaching practice (course code: 6997) submitted by a trainee teacher is found plagiarized/similar or close to similar to the work submitted by another past/present trainee teacher at any stage of the degree/semester, then s/he will be marked as "fail". Disciplinary action will be taken against such cases according to the university rules.
- 4) No fresh work shall be accepted from the trainee teachers for course 6997 after the due date of the submission of the work.
- 5) **50% marks are required in each component to successfully pass Teaching Practice (CC: 6997).**
- 6) If trainee teachers need guidance or have any questions, then they can contact their group tutor/supervisor through email. The email should contain the question/issue faced along with your name, roll number and the course code. After sending the email, please wait for a few hours/days for your tutor's/supervisor's response.
- 7) In case, you did not receive any response/support from your tutor/supervisor through email, then you can send an email to the course coordinator Dr. Mubeshera Tufail at mubeshera.tufail@aiou.edu.pk. Your email should contain the question/issue faced along with your name, roll number, and course code. After sending the email, please wait for a few hours/days for your supervisor's response.
- 8) In case, you face any issue regarding the Teaching Practice course (course code: 6997), support from your group supervisor/tutor or any other related issue, you can directly contact the course coordinator through mubeshera.tufail@aiou.edu.pk. Your email must contain the question/issue faced along with your name, roll number, course code and group number of 6997. Please contact the course coordinator only if you did not receive a response from your tutor/supervisor.

Guidelines for Trainee Teachers about Result-Related Queries

- 1) For a result-related problem, you can send an email and/or post an application to the AIOU regional office in your area about the details of the request along with your name, roll number, course code, and a screenshot of the result. You can also send an email to mubeshera.tufail@aiou.edu.pk with relevant details in that email.
- 2) The result revision requests are entertained for 01 week after the result announcement. After this period, no request for result revision will be entertained. Therefore, the trainee teachers are advised to immediately report the result-related problem through email to the AIOU regional office in your area.

Note: *Please make sure that you have typed the correct email address before sending that email.* The relevant email address can be found in regional campuses on the university website <https://www.aiou.edu.pk/>