

FEDERAL REPUBLIC OF NIGERIA



NATIONAL COMMISSION FOR COLLEGES OF EDUCATION ABUJA

TEACHING PRACTICE SUPERVISOR'S TOOLKIT

A

HAND BOOK FOR TEACHING PRACTICE SUPERVISORS IN NIGERIA



TETF PROJECT, 2012

FEDERAL REPUBLIC OF NIGERIA



Teaching Practice Supervisors' Toolkit

A Handbook for Teaching Practice Supervisors in Nigeria



TETF PROJECT 2012

Guidelines on Teaching Practice

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This Toolkit is an Open Educational Resource (OER). We welcome feedback from those who read and make use of the Toolkit.

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TESSA is a research and development programme engaged in teacher education and was established in 2005 by The Open University UK.



Please note: If you are reading this document online, you can move between section or to documents by clicking on the **brown underlined links in the text. Hover over the text with the mouse, and when the small hand with the extended index appears, click on the link.**



Teaching Practice Supervisors' Toolkit

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National Teachers' Institute (NTI)

National Commission for Colleges of Education (NCCE)

Foreword

The National Commission for Colleges of Education in collaboration with Teacher Education in Sub-Sahara Africa (TESSA) consortium developed this Teaching Practice Supervisors Toolkit for Teaching Practice Supervisors in Nigeria. The toolkit is part of the effort of the Commission to upgrade the quality of the NCE teaching practice supervision for both pre and in-service programmes in addition to the New Guidelines on the Management of teaching practice in all NCE awarding Institutions.

Our goal is to introduce the students-teacher, Teaching Practice Supervisor and cooperating school to the active pedagogy, exemplified in the TESSA materials and to support effective teaching practice preparation, supervision and execution. By going meticulously through practice activities presented in the toolkit, it is expected that the Teaching Practice Supervisor and student teacher would have an enriching experience in the conduct of supervision and management of teaching practice in NCE awarding Institutions.

We sincerely congratulate all those who contributed to the development of toolkit. Our thanks go most especially to the staff of National Teacher Institute, Kaduna; Federal College of Education, Zaria; the Open University U.K and Academic Programmes Officers of National Commission for Colleges of Education. We are indebted to the William and Flora Hewlett Foundation of United Kingdom and Tertiary Education Trust Fund of Nigeria for supporting the production and publication of toolkit.

With great expectations for improved in Teaching Practice Supervision, the Executive Secretary, National Commission for Colleges of Education, heartily recommend this toolkit to all NCE awarding Institutions for the purpose of management and effective teaching practice.



Professor Muhammad Ibn Junaid
Executive Secretary,
NCCE, Abuja

February, 2013

Preface

Welcome to the Teaching Practice Supervisors' Toolkit.

You, as a **Teaching Practice Supervisor** for the NCE and Diploma teacher education programmes, are the primary audience for this Toolkit.

The Toolkit contains several resources for you to use in developing teaching and supervisory skills which are beneficial to the teaching experience of student teachers. Further, the Toolkit aims at supporting you in encouraging the integration of TESSA materials (based on active learning approaches) into the teaching practice experience.

This Toolkit is not intended to be a module or a procedural document. It is not a book which you read and work through from cover to cover. It is a collection of tools to which to refer where certain challenges occur in the process of teaching practice supervision. The tools are shown on the diagram on the entry page of the Toolkit and they can be accessed in any order you wish.

The Toolkit contains a number of activities which can be undertaken in individual self-directed study or collaboratively by groups of supervisors. You are encouraged to assess your own needs and to find items in the Toolkit which can best address these needs. You can make the best use of this Toolkit by first skimming through the items and scanning and selecting relevant hints and guides where and when necessary. The Toolkit is also recommended to serve as seminar resource material in the preparation for teaching practice. It can also be used as a training tool for school inspectors, head teachers and other educationalists.

This Toolkit was developed by a group of educators from the NTI, NCCE and The Open University UK at workshops in Kaduna and Abuja during 2011–12.

Our goal

Our goal is to introduce the student teacher, Teaching Practice Supervisor and cooperating school to the active pedagogy exemplified in the TESSA materials and to support effective teaching practice preparation, supervision and execution using this active pedagogy.

Objectives of the Toolkit

- To serve as a guide for the Teaching Practice Supervisor for effective supervision and mentoring of the student teacher.
- To aim to make the teaching practice exercise an interesting, collaborative and successful experience for the student teacher, Teaching Practice Supervisor and cooperating school.
- To move the Teaching Practice Supervisor role from mere assessment to mentoring, supporting and assisting the student teacher; a more learner-centred approach.
- To support standardised high-quality supervision.
- To provide a set of instruments (published under an open licence) to support the above, which can be adapted and used in different environments and contexts.

Other useful resources



1

This symbol indicates easily accessible further reading on the topic in hand. It is not essential that you read this but this will help you to enhance your understanding of your role and active learning pedagogy.

The Teaching Practice Supervisor

Role of the Teaching Practice Supervisor

Your role as a supervisor is to develop the required skills and competencies in the student teacher to enable him/her to function effectively in the basic education classroom.

As a Teaching Practice Supervisor, you are required among other things to be:

- a model in all ramifications
- able to utilise methods and strategies that put the student teachers and their pupils at the centre of learning
- knowledgeable in your subject matter and versatile in the facilitation of learning
- a prudent manager of time and resources
- able to plan and design programmes that will facilitate effective teaching practice
- able to use appropriate resources to stimulate and facilitate the development and assessment of teacher trainees during teaching practice
- able to observe and assess student teachers objectively.

Qualities of an effective Teaching Practice Supervisor

Throughout the Toolkit you will read the thoughts and conversations of four Teaching Practice Supervisors who have contributed many ideas to the Toolkit. We are going to meet them now. They will be joined now and again by guest Teaching Practice Supervisors. Let's meet our four supervisors.



Mrs. Auta

My name is **Mrs. Auta** and I am in my 40s. I am a practising primary schoolteacher, teaching social studies to Primary 1-6, and I have been teaching for 16 years. I graduated with a B.Ed., and am currently studying for an M.Ed. I hold a number of roles in addition to my school duties: organising workshops for teachers on new teaching methods (such as group work), undertaking exam supervision, and I am also a Teaching Practice Supervisor. As a Teaching Practice Supervisor, I feel highly valued by the schools I work with and by the NTI, although less so by the student teachers themselves.

My role as a Teaching Practice Supervisor involves ensuring that the student teachers have proper classroom organisation, showing them how to plan lessons, observing their lessons, and assessing their progress and final competence. I am currently working with six trainees; three men and three women, and I feel that the

three women face bigger challenges than their male peers due to family demands.

I am familiar with new technologies and own a computer, laptop and mobile phone. I regularly use the Web to keep up to date with new ideas. I was introduced to TESSA at an NTI workshop in 2006 and would like to see initiatives like TESSA being extended across Nigeria.

I am **Mall. Rabi**, and I am over 50 years old. I have a B.Ed. and have been a secondary schoolteacher for more than 20 years. I have been a Teaching Practice Supervisor for over six years, and am currently supervising 27 student teachers (including 17 women) on teaching practice as well as some permanent teachers in the immediate locality (1-5 km). I volunteered to become a supervisor, as I met the key criteria of being in a teaching post and I was motivated by my interest in TESSA. As a supervisor, I feel valued by those I work with - teachers, head teachers and the student teachers.

I believe the key functions of my supervisory role are to improve classroom teaching and learning, to ensure a child-centred approach, to make teaching more interesting and meaningful, to ensure TESSA is being used appropriately and to upgrade pupil standards through hard work. The supervisor works in partnership with the school - there are many shared responsibilities.

I feel that my effectiveness as a supervisor is enhanced through use of TESSA materials combined with my interest in working with teachers. However, lack of cooperation from the supervising teacher can limit my impact with student teachers. In my opinion, I am particularly good at the discussion of lessons with student teachers, and I enjoy this part of the role, although I feel my observation of student teachers could be improved.

I believe good supervisors have experience of teaching and an interest in undertaking the task. I did not receive any initial training for the role but since being in post I have participated in training, both face-to-face and distance learning. I would like to have more training, particularly around reviewing the teaching practice part of the programme, establishing criteria for assessment in the teaching practice programme and new teaching techniques.

I was introduced to TESSA in a training workshop in 2009 and have remained enthusiastic about TESSA. I use it to keep up to date and I demonstrate TESSA strategies to my trainees; I am keen to move teachers away from a teacher-centred approach and see TESSA as supporting this development.

I use a mobile phone and occasionally email and social networking through Facebook.



Mall. Rabi



Mr Omotoso

My name is **Mr Omotoso** and I am over 50 years old. I have been a study centre manager and Teaching Practice Supervisor during my career. I am no longer teaching in schools but have over 20 years' experience teaching in secondary schools and upper primary classes.

In my opinion, the role of the Teaching Practice Supervisor is focused on monitoring and evaluating the practices and behaviours of the student teachers including dealing with errant student teachers. The school shares responsibility with the supervisor for supporting the student teacher in lesson planning, observation and feedback as well as demonstrating teaching skills and counselling them.

I received training when I started working as a Teaching Practice Supervisor and have subsequently participated in both face-to-face and distance learning courses to keep up to date. I would like more training, particularly on designing the teaching practice part of the programme and defining areas of responsibility within it, helping student teachers to develop their reflective skills and counselling student teachers on teaching-related difficulties. I feel valued as a Teaching Practice Supervisor, by head teachers and teachers in coordinating schools and by student teachers and feel I am acting as a role model, although I would like further recognition in terms of financial reward, resources and training for the role.

I currently supervise 20 student teachers, 13 of them women, at schools ranging from 25 to 65 km from my base. The student teachers' average age is early 30s. Some of the student teachers find it difficult to find sources for teaching materials due to their low-income status and many of the women complain of domestic issues.

I was introduced to TESSA in 2006 at a workshop for teachers in Lagos. I use micro-teaching and activity seminars to help my student teachers to become familiar with the approaches in TESSA as well as making suggestions on their lesson plans. I own a laptop and mobile phone and have occasionally used social networking sites such as Facebook. I would like to see the Nigerian education system give much greater importance to experience and interest over paper qualifications. I believe that teacher educators should have a much higher status, as in other professions, and would like to see teaching practice given status as a discrete programme rather than as part of a larger programme.

My name is **Hajia Rahmatu** and I have been a secondary schoolteacher for over 20 years. I now also hold the posts of study centre manager and Teaching Practice Supervisor. I am in my 40s with an M.Ed. and have been in my current posts for more than six years. I was keen to become a supervisor because of my interest in teachers. I supervise NCE students on teaching practice and facilitate NTI and NCE students' contact sessions.

I believe that the main role of the Teaching Practice Supervisor is to prepare student teachers for their teaching practice (through a group session before the teaching practice) and subsequently to monitor their lesson preparation and delivery, in particular the use of activity methods, pointing out strengths and weaknesses and encouraging student teachers to improve.

My view is that supervisors should be appointed on the basis of their educational qualifications and expertise. I feel my main strengths are in observing student teachers' teaching, assessing their final competency and in counselling those with personal difficulties. In my opinion, supporting student teachers with the planning of lessons and demonstrating teaching skills is the responsibility of the school. A lack of time hinders my effectiveness in the role but this is balanced by my interest, love for the job and for student teachers and by being impartial. I received training at NTI for the role of supervisor when I took on the role, and I have since participated in further training, both face-to-face and distance learning. However I would like to receive further training. I was introduced to TESSA in 2011.



Hajia Rahmatu

Activity 1: Qualities of an effective Teaching Practice Supervisor

This activity invites you to reflect on the qualities of a Teaching Practice Supervisor.

- Read through the Teaching Practice Supervisor portraits and make a list of the qualities of an effective Teaching Practice Supervisor as noted by these supervisors.
- Are there any qualities you would like to add? Insert these in the list you have just created from your reading.
- Compare your list with the list on the next page that was written by a group of Teaching Practice Supervisors at a workshop. Is there anything they have missed that you consider important?

Teaching Practice Supervisors at a workshop wrote that a good Teaching Practice Supervisor should be:

- respectful of the student teacher and understand them
- a facilitator and mediator of learning
- knowledgeable and understanding of how adults learn
- one who uses creative and problem-solving approaches to learning that stimulate him/herself and the student
- a good communicator and role model
- able to take account of what student teachers already know and can do
- able to build on teacher trainees' interest
- someone who appreciates the value of developing links with the school and community
- someone with good subject knowledge
- aware of the need to continue to develop an understanding and practice of teaching and learning
- someone who carries out professional roles conscientiously.

Core tasks of the Teaching Practice Supervisor

1. Provide regular on-site observation of student teachers' teaching performance.
2. Help student teachers to develop lesson plans which encourage an activity-based approach.
3. Assess the student teacher's performance based on pre-established teacher performance standards.
4. Interact with student teachers about their teaching experience and their progress.
5. Analyse the whole of the student teacher's logbook/diary.
6. Conduct seminar classes to prepare student teachers for and evaluate the success of teaching practice.

Activity 2: Core tasks of the Teaching Practice Supervisor

In this activity, you are going to review how you carry out the Teaching Practice Supervisor's main tasks.

Read the core tasks of a Teaching Practice Supervisor above again and as you do so, think of your own practice as a Teaching Practice Supervisor.

- Which of these tasks do you spend most time on?
- Which do you think is most important?
- Which task do you enjoy most?
- Which task do you feel most confident about undertaking?
- Which tasks do you feel less confident about undertaking?

Note down your answers (either on a paper notebook or in a computer) and keep them to refer to as you work through different aspects of the Toolkit.

You might find it interesting to compare your answers with those of other Teaching Practice Supervisors.

About TESSA

The first step is for you, the Teaching Practice Supervisor, to get familiar with the TESSA materials (developed for preparing teachers for micro-teaching and teaching practice, for pre-service and in-service teachers for basic education). The following information serves as a relevant reference to the meeting point between TESSA materials and the Teaching Practice Supervisor's Toolkit.



- 1 Both NCCE and NTI have developed Teaching Practice and Continuing Professional Development manuals for TESSA that are accessible online and available for reference purposes.

TESSA provides resources for teachers to use in their own classroom to support active learning methods and improvements in learning. TESSA materials are all designed to help teachers by:

- developing teachers' understanding of teaching and learning
- encouraging teachers to think about their role in helping pupils to learn
- developing teachers' understanding of how pupils learn
- exploring different ways of organising and working in the classroom.

The TESSA materials are suitable for all teachers, including those in pre-service and in-service (NCE and Diploma) training. Student teachers should be encouraged to use TESSA in their teaching practice lessons. All the TESSA materials are available at www.tessafrica.net.

The screenshot shows the TESSA Nigeria website. At the top, there is a navigation bar with links for Home, News, About TESSA, Projects, Research themes, TESSA share, and Forums. Below this, the page is titled 'Nigeria' and includes a welcome message: 'Welcome to the TESSA community for Nigeria'. It lists partner organizations in Nigeria, including the National Teachers' Institute. The main content area is divided into sections: 'Primary Education Resources' with sub-sections for Life Skills, Literacy, Numeracy, Science, and Social Studies / Arts; 'Downloads' with a link to download all materials; and 'Other resources' with sub-sections for Key Resources, Audio Resources, Teacher Educator Guidance, and Curriculum Overview. A black arrow points to the 'here' link in the Downloads section. On the right side, there is a 'TESSA materials' section with a globe icon and a 'Select a country...' dropdown menu, and a 'TESSA News' section with a 'Latest Newsletter!' link. At the bottom, there is a Creative Commons license logo and the text: 'This work is licensed under a Creative Commons Licence unless otherwise indicated.'

Getting to know the TESSA materials

All the TESSA materials are open educational resources (OER). This means they are free to be used by anyone either online or downloaded and used offline or printed. They can be adapted, modified or integrated with other materials in any form.

TESSA materials have been written by teacher educators from different countries in sub-Saharan Africa.

The TESSA materials are organised into **five curriculum areas** (as shown in Table 1 below): Literacy, Numeracy, Science, Life Skills and Social Studies and the Arts. Each curriculum area has three modules and each module has five sections or units. So altogether there are 75 sections.

Table 1: The five TESSA curriculum areas

Module Area	Module 1	Module 2	Module 3
Literacy	Reading and writing for a range of purposes	Using community voices in the classroom	Promoting communication in an additional language
Numeracy	Investigating number and pattern	Exploring shape and space	Investigating measurement and data handling
Science	Looking at life	Investigating materials	Energy and movement
Social Studies and the Arts	Developing an understanding of place	Investigating history	Looking at the arts
Life Skills	Personal development	Exploring social development	Community issues and citizenship



Further details of the 75 sections are in the [Summary Curriculum Framework](#) and the [Inventory of TESSA Teacher Training Resources](#) on the TESSA website.

These are the five sections in Module 1 of Life Skills, each section follows the same pattern. Here is the first section in the Personal Development module.

The focus in all sections is on developing teachers' understanding of teaching and learning and improving their classroom practice.

In the TESSA materials, there are activities for teachers to do in their classrooms to help them to develop their teaching skills. These school-based activities can be used by trainees during teaching practice. They involve the student teacher in using their classroom experience as a way of learning about teaching. School-based activities are different from traditional activities used in teacher education as they link theory and practice; teachers are encouraged to think critically about what is happening in their classrooms.

The materials have been adapted to best match local needs, culture and surroundings in a range of national contexts across sub-Saharan Africa and are available in four different languages (Arabic, English, French and Kiswahili). **The set of TESSA materials in English, which are available from the Nigeria TESSA home page, have been adapted for Nigeria.**

[Help to download or print the resources](#) (see instructions on p. 73)

Key resources: Supporting all the TESSA sections is a series of [Key Resources](#); these provide support on cross-curricular issues such as 'Working with large classes' or 'Using group work in your classroom'. They are referred to across all the module areas. The key resources can be easily located on the Nigeria home page on the TESSA website (www.tessafrica.net). They are a very good starting point for your student teachers to engage with TESSA. We suggest you print out the key resources to take with you on your school visits. They are also very useful as a resource for your seminars.

Audio resources: 'Story Story' short dramas: Enriching the TESSA text materials is a collection of audio resources. These can be found on the TESSA Nigeria home page under the [audio resources button](#). The 'Story Story' short dramas show scenes in and around a local school involving teachers, pupils, parents and other members of the community. For each drama, there are questions for the student teachers to consider and discuss – well chosen, these are ideal for use in your seminars.

Activity 3: Using audio drama clips for working with your student teachers

This activity will enable you to become familiar with the format of the TESSA audio clips and how you might use them with your student teachers.

[Help to download or print the resources](#) (see instructions on p. 73)

Find the audio drama about the external examiner coming to school in '*Story Story*', *Equal Opportunities for Pupils* on the TESSA website: www.tessafrica.net.

Listen to it and think how you might use it with your student teachers in a seminar or during a school visit.

Explaining a TESSA section

All 75 TESSA sections follow the same pattern (see Table 2 on page 14). Each section is designed progressively to develop the teachers' practice through engagement with activities in their classroom. Each activity is expected to take one or two lessons at the most (unless it specifies longer).

Activity 4: Becoming familiar with TESSA

This activity will help you to understand how a TESSA section has been structured and the function of each part of the section.

- a) Print or download the TESSA section '*Ways to explore who pupils are*' from the website www.tessafrica.net.

[Help to download or print the resources](#) (see instructions on p. 73)

You will find it by following this pathway:

- Curriculum area: Life Skills
 - Module 1 '*Personal Development – How Self-Esteem Impacts on Learning*'
 - Section 1 '*Ways to explore who pupils are*'.
 - Click on the **print button** to download and print the whole section.
- b) As you read Table 2 below, annotate the section you have printed to identify its different parts.
- c) Look carefully at the section '*Ways to explore who pupils are*', and for each part of the section identify
- the key point being explored
 - how each case study provides an illustration of the point
 - how the connected activity enables the teacher to practise the point.

For example:

Around Activity 1 and Case study 1:

Key point: How to organise pupils to help them to explore differences and similarities so that they treat each other better.

Case study 1: Describes how a teacher organises his class in groups to draw out a list of similarities collaboratively. This is illustrated by describing a precise activity that helps put the idea in the key point into practice in the classroom.

Activity 1: Sets the teacher a similar task, giving support on how to do it. The task ends with questions that invite the teacher to reflect on what happened in the classroom.

Resources: No additional resource for this part.

Now do the same for Activity/Case study 2 and Activity/Case study 3.

Table 2: Content of the TESSA sections

Key Focus Question	This is addressed to the teacher and summarises the area to be studied in the section.
<i>Learning Outcomes</i>	Each section has a maximum of three learning outcomes for the teacher. These centre on the development of classroom skills in the context of the curriculum of that module area.
<i>Introduction</i>	The introduction sets the scene for the section. It outlines classroom skills to be developed by the teacher and the curriculum content area across the section.
<i>Narrative</i>	The narrative across three web pages of each section provides a rationale for the case studies and activities and highlights the purpose of each.
<i>Case Studies</i>	Every section has three case studies, each linked to a particular activity. The case studies illustrate ideas and concepts by describing how one teacher has approached the linked activity or a similar activity in their classroom. They may often focus on one particular aspect of the activity or on a particular classroom situation – for example working with a multi-grade class, with very large numbers of pupils or in particularly challenging circumstances.
<i>Activities</i>	The three activities are the most important part of TESSA. They offer activities for the teacher to undertake in their classroom, with pupils or in the wider school and community. The activities build towards the final activity, known as the key activity. The activities are all learner centred and highly engaging for pupils. Some activities are very short – perhaps a 20-minute task – whereas others are projects stretching over several weeks. Most should take one lesson to complete.
<i>Resources</i>	<p>Each section has up to six supporting resources. These can take a variety of forms including web links, articles, images, stories, posters, examples of pupils' work, detailed lesson plans, poems and worksheets and template documents. They are chosen to enrich the teachers' learning and support their delivery of the activities. The resources support the development of different dimensions of a teacher's knowledge base, including:</p> <ul style="list-style-type: none"> ■ content knowledge ■ pedagogical knowledge ■ pedagogical content knowledge. <p>A few of the resources are intended for use with pupils. Icons are used to show the core purpose of a resource. These are:</p> <ul style="list-style-type: none"> ■ pupil use ■ background information/subject knowledge for teachers ■ teacher resource for planning or adapting to use with pupils ■ examples of pupils' work.

Activity 5: Planning to use TESSA with your student teachers

This activity invites you to plan how you will use the TESSA resources when working with your student teachers.

- Read the TESSA section you downloaded again.
- Which parts of the section do you think would be most useful to a student teacher?
- What support do you think they would need to carry out the activities successfully?
- How could you provide this support? Could the cooperating teacher or the head teacher give this support?
- Can you recall circumstances when you could have used this section of TESSA while working with one of your student teachers during a school visit?
- Share your ideas with another Teaching Practice Supervisor.



Hajia Rahmatu

I am broadly in agreement with the statements in Table 2, but for me, the case studies are really important and I use them extensively. They are like a film of a real activity in the classroom, showing how the key point can be enacted in practice. It really speaks to the teacher. I use the case studies a lot, selecting appropriate ones for my seminars, and when I can remember one that fits the situation, I also use them as examples for discussions with individual student teachers during school visits.

Teaching and learning in TESSA: active learning

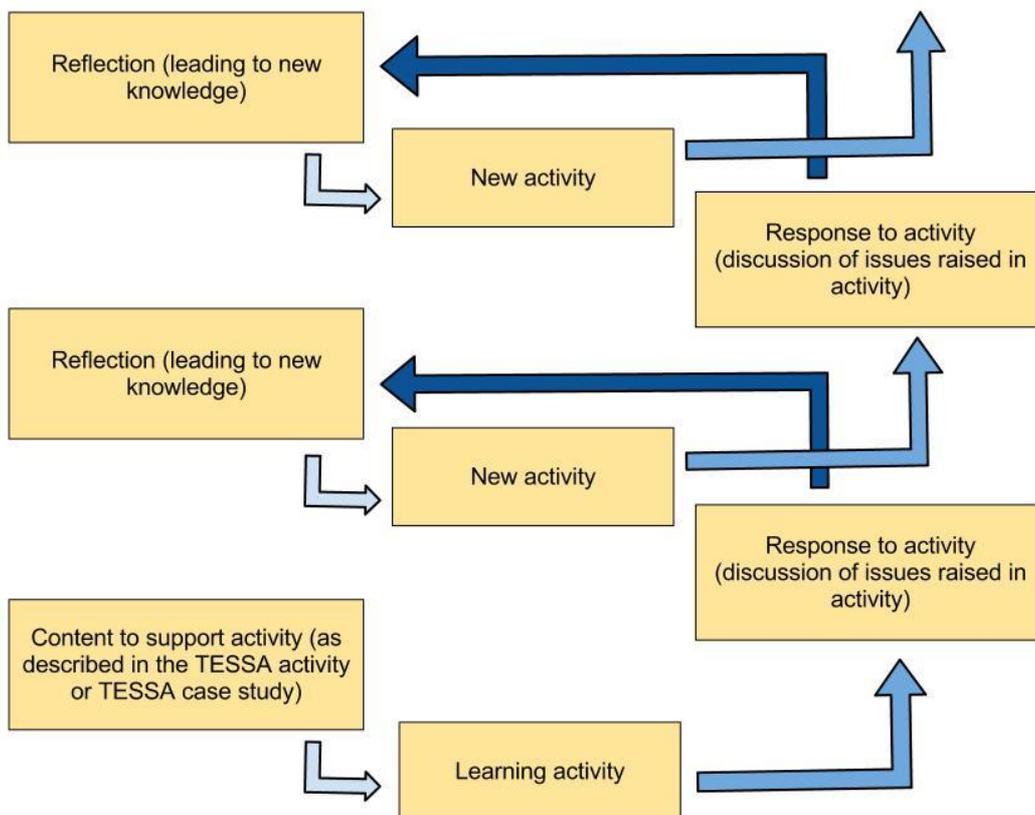
TESSA materials encourage activity-based learning.

What does activity-based learning mean? Children and adults use action to learn. This can be an actual physical action, but with older children and adults, the action increasingly happens through thinking about something in a new way. This thinking is based on some initial reading or a lecture, and on discussion or writing. The action is not just reading or listening to a lecture from the teacher. Through this action and thinking, we are able to:

1. connect new information to what we already know
2. fill in missing gaps in our knowledge by identifying other facts that will help us to interpret new information
3. recognise new and contradictory ideas that our existing knowledge cannot explain.

This process is reflected in what we call a learning cycle.

Diagram 1: A learning cycle



TESSA materials are designed to help teachers and pupils to move through the learning cycle.

TESSA materials challenge teachers who are using a 'teacher-centred' lecture style pedagogy. They encourage teachers to

- listen to pupils
- encourage pupils to ask questions
- develop competency with different learning strategies
- work collaboratively.

In this style of teaching, the teacher is engaged in cooperative activity with their pupils; they construct knowledge jointly.

Activity 6: Active pedagogy

This activity will help you to identify how the TESSA resources offer improved ways of teaching that replace more conventional ways of teaching.

- Look again at the TESSA section you were studying in Activity 4. In what way do you think the activities and case studies here show 'active' learning pedagogies? How is this different to the way teachers usually teach this topic?

For example:

Case study 1:

- The usual way might be as follows: the teacher asks closed questions from the whole class, and only self-assured pupils answer. The teacher judges what he considers to be right or wrong answers and would write it on the board.
- In the active learning scenario encouraged by TESSA, pupils are placed in groups and all pupils are called upon to share their ideas in the security of the small groups. The ideas shared with the class come from the group rather than from individuals, thus protecting shy, unconfident pupils. The class as a whole then makes the decision as to what is right or not. In the last phase, the classification phase, the teacher uses the pupils' ideas, thus giving them value and credibility.

How can the TESSA teacher materials help me to produce skilled teachers?

When you use TESSA materials, you will realise that there is an impact on at least three levels – the pupil, the student teacher and yourself, the Teaching Practice Supervisor.

What makes a good teacher? There are many historical, personal, psychological, sociological and cultural issues which influence who a teacher is, what he/she believes and how he/she behaves and teaches. A lot of what makes each individual teacher is hidden beneath the surface. Part of our task as supervisors is to help student teachers to become more aware of these issues, and the deeper issues around teaching. By using the activity-based teacher materials, and reflecting on how they are used, student teachers become more critical of their own teaching and therefore learn more about themselves, and how to teach.

Activity 7: What makes a good teacher?

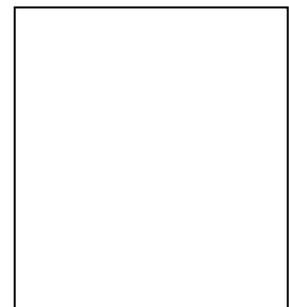
This activity invites you to think about the characteristics of good teachers.

What do you think are the characteristics of a good teacher?

- First, write your own list.
- Then, read these two short pieces:
 - i) What the Teaching Practice Supervisors say about good teachers.
 - ii) **What makes a good teacher?** on the following page.
- These will help you to think more about the kind of teachers you want to help to train.
- Do you want to alter your list? How? Why?

What the Teaching Practice Supervisors say about good teachers

I believe that a key characteristic of a good teacher is that they assess their pupils. I think it is more important that a good teacher organises pupils to engage in collaborative work, encourages their pupils to ask questions and to develop their own learning strategies.





Mall. Rabiú

A good teacher is someone who has many skills and characteristics, in particular an interest in the job and who uses relevant instructional materials appropriately.

For me, a good teacher is one who uses participatory methods of teaching and has a focus on social skills in their lessons.



Mr Omotoso

What makes a good teacher?

Many researchers have tried to identify what a good teacher is. Some say that a good teacher is the one whose pupils get the best results. Some say that a good teacher is one who helps pupils to believe that they can do it themselves. Others say that a good teacher is someone who can manage to make a class work quietly and behave well. What do you think makes a good teacher? We think that this is a complex question, and there are many characteristics which distinguish good teachers. We also think that the way we define a good teacher depends on our view of education and life as a whole, so different people will emphasise different characteristics over others.

What researchers say about good teachers

Teaching Practice Supervisors have to help their students to be good teachers. You will find it really helpful if you are clear about the kinds of characteristics you want your student teachers to demonstrate. They will naturally show some of these characteristics, and will have to work hard at developing others. TESSA has developed a list of **characteristics of a good teacher** and has provided a description of the competences displayed by **an effective teacher**.

How can you help your student teachers to develop the characteristics of good teachers?
Here are some ideas:

- Be a role model. The characteristics of good teachers also apply to you as a supervisor. Practise what you preach. Most importantly, show respect for your student teachers' knowledge, skills and values. Do not see yourself as the holder of all knowledge.



Teaching Practice Supervisors at NTI looking at the TESSA resources together

- Articulate (talk about) the characteristics of a good teacher. This does not mean lecturing trainees about it. When you notice a student teacher demonstrating one of these characteristics, compliment them by *naming* what they are doing. For example if you observe a student teacher walking round the room during the lesson, listening and encouraging pupil talk, praise this behaviour: 'I liked how you were showing respect to pupils by listening to their ideas'.

- Sow the seeds of possibility and hope in your student teachers. They need to have the imagination to see that it is possible to do things differently. For example if a student teacher is not confident about doing an investigation or science experiment with the whole class, encourage the student teacher to do the activity with a small group while you teach the rest of the pupils. This will give them confidence. Or tell them about other examples of student teachers trying out more active learning methods.

Table 3 shows some important active teaching and learning methods and some of the skills that student teachers need to develop – these are all covered in the TESSA materials.

Abbreviations used in Table 3:

CS	Case Study
Lit	Literacy
LSk	Life Skills
M	Module
Num	Numeracy
S	Section
Sc	Science
SSA	Social Sciences and the Arts
KR	Key Resources

Table 3: Active teaching and learning methods in TESSA

Strategy number	Active teaching and learning method	Some of the teaching skills needed	Audio/Video/ Photo	TESSA key resources	TESSA modules and sections
1	Building models	Thinking about what pupils will learn.		Using explaining and demonstrating to assist learning.	Sc-M1-S1 Sc-M3-S5
		Being able to build the model themselves.		Using group work in your classroom.	Sc-M1-S1 Sc-M3-S5 Num-M2-S3
2	Classification	Using observation.	Audio: Teacher Swap 'The Outdoor Lesson'	Using the local community/environment as a resource.	Num-M2-S1 SSA-M1-S3 Sc-M1-S1 Sc-M1-S4 Sc-M1-S4
3	Collaborative activities	Knowing pupils to decide on working groups.	Audio: Smart Father (Story Story, Equal Opportunities for Pupils)	Using group work in your classroom.	LS-M1-S5 LS-M3-S3 Lit-M2-S4
4	Debate	Giving all pupils an opportunity to participate.		Being a resourceful teacher in challenging circumstances. Working with large and/or multi-grade classes.	Lit-M1-S4 SSA-M1-S2
5	Demonstration	Organisation. Explaining clearly and in a manner to keep pupils' interest.	Photo: Demonstration of electrical circuit in Ghana	Using explaining and demonstrating to assist learning.	Sc-M2-S3 Sc-M3-S3
6	Discussion	Giving all pupils an opportunity to participate.	Audio: Seeking Help (Story Story, Equal Opportunities for Students)	Using questioning to promote thinking. Using mind maps and brainstorming to explore ideas. Using role play/ dialogue/drama in the classroom. Being a resourceful teacher in challenging circumstances.	Lit-M2-S5 Sc-M1-S5 SSA-M2-S1 Sc-M3-S2

7	Displaying real items (exhibitions)	Organising your classroom or exhibition space.	Audio: The Artwork (Story Story, Using Local Resources)/ Photo: 'class shop' cupboard of food packaging in NTI staff school	Working with large and/or multi-grade classes.	Lit-M1-S1 Sc-M1-S1 Sc-M1-S1
		Thinking how pupils can share their knowledge, e.g. labels.		Using the local community/environment as a resource.	Sc-M1-S1 Sc-M1-S1
8	Games	Thinking about what pupils will learn.	Audio: The Maths Game (Story Story, Active Learning)	Planning and preparing your lessons.	Lit-M2-S3 Lit-M3-S1 LS-M1-S2
		Classroom organisation and management.		Working with large and/or multi-grade classes. Using group work in your classroom.	Lit-M3-S3 Num-M1-S1 Sc-M2-S1
		Being able to play the game yourself.		Using explaining and demonstrating to assist learning.	Num-M1-S1 Num-M1-S4
9	Group work	Arranging your classroom in advance.	Audio: The Open Day Drama (Story Story, Active Learning)	Using group work in your classroom.	Num-M1-S5 Num-M1-S2 Sc-M3-S4 Sc-M3-S3
		Deciding how to divide your pupils.			SSA-M1-S3 LS-M3-S3 LS-M3-S1
		Deciding on a job for each pupil in the group.			LS-M1-S4- CS1 Lit-M2-S2- KA
10	Investigation/ inquiry	Planning the investigation/inquiry with your pupils.		Using investigation in the classroom.	Num-M3-S5 Sc-M2-S2 SSA-M1-S5 Sc-M1-S4

		Deciding how pupils will report.			Lit-M2-S1 Sc-M3-S1
11	Making deductions	Helping pupils to discover for themselves.	Audio: Be Careful (Story Story, Listening to Pupils)	Using investigation in the classroom. Using questioning to promote thinking.	Sc-M1-S4 Num-M1-S3 Sc-M1-S2
12	Mind mapping/ brainstorming	Identifying clearly the issue or problem.		Using mind maps and brainstorming to explore ideas.	Num-M3-S1 Sc-M1-S4 Sc-M2-S3 Sc-M3-S5
		Agreeing the rules with pupils.			LS-M2-S3
		Giving a clear summary at the end.			Num-M3-S1 Sc-M2-S3
13	Observation/ identification	Using local resources.	Audio: Teacher Swap 'The Outdoor Lesson'	Using the local community/environment as a resource. Using investigation in the classroom.	Num-M2-S1 SSA-M1-S3 SSA-M3-S4
		Using questioning.		Using questioning to promote thinking.	Num-M2-S1 Sc-M1-S1 Sc-M1-S4
14	Prediction	Helping pupils to form appropriate questions.		Using the local community/environment as a resource. Using investigation in the classroom.	Lit-M1-S1 Lit-M2-S1
15	Problem solving	Setting out the problem clearly.		Using explaining and demonstrating to assist learning.	Num-M1-S5 Num-M2-S2 LS-M3-S4
		Identifying in advance areas of difficulty.		Planning and preparing your lessons.	LS-M1-S2 LS-M1-S5
		Thinking of questions which will help pupils.		Using questioning to promote thinking.	Num-M1-S3 Lit-M1-S2
16	Project method	Using group work.		Using group work in your classroom.	Sc-M1-S1 Sc-M3-S3 Sc-M2-S1

		Helping pupils to discover and think for themselves.		Using investigation in the classroom.	Lit-M1-S5 Sc-M1-S2 Sc-M1-S3 SSA-M1-S5 Sc-M2-S5
17	Questioning	Thinking about the type of question – open or closed.	Audio: Teacher Swap 'Geography Lesson'	Using questioning to promote thinking.	Num-M2-S4 SSA-M3-S4
		Encouraging a range of pupils to answer.	Audio: Teacher Swap 'Discipline'		SSA-M1-S2 LS-M1-S3
		Encouraging pupils to think for themselves.			Lit-M1-S5 Sc-M1-S3
		For checking comprehension.			Num-M3-S3 Lit-M1-S3
		Pupils asking questions.	Audio: Excursion (Story Story, Using Local Resources)		Sc-M1-S2 Sc-M1-S2
18	Reporting/oral presentation	Using a variety of ways – oral, posters, etc.	Audio: The Music Teacher (Story Story, Motivating Pupils)	Using investigation in the classroom. Using role play/ dialogue/drama in the classroom.	Lit-M2-S3 SSA-M1-S2
		Giving clear guidelines.			LS-M1-S1 Lit-M2-S2
19	Researching/ exploration	Defining the research question.		Researching in the classroom.	Lit-M2-S1 SSA-M3-S2
		Deciding on the research method.			Lit-M2-S1 Sc-M1-S5
		Deciding on how the findings will be recorded.			Sc-M1-S5 SSA-M1-S4
20	Role play	Using group work to act out a situation.	Video: Science Lesson	Using role play/ dialogue/drama in the classroom.	LS-M3-S5 Sc-M2-S3 LS-M3-S2 LS-M3-S5

		Thinking about where the groups will work – inside or outside of the classroom.	Audio: Viva Unweze (Story Story, Being a Professional)		SSA-M3-S4 LS-M2-S2 LS-M3-S3 Lit-M1-S1
21	Simulation	Giving pupils a clear brief.	Audio: 'Walking Encyclopaedia' (Story Story, Using Appropriate Language)		Sc-M3-S5
22	Storytelling/ folk tales	Identifying where you can find local and other stories.	Audio: Cast the Spell (Story Story, Active Learning)	Using storytelling in the classroom.	Sc-M3-S5 SSA-M2-S2
		Using different people to tell stories – you, pupils and local people.			LS-M3-S4 Lit-M1-S2 Lit-M2-S1 Lit-M2-S2
23	Student field work	Planning.		Using investigation in the classroom. Using the local community/environment as a resource.	SSA-M1-S4 SSA-M2-S3
		Setting clear learning objectives for pupils.			SSA-M1-S4 LS-M3-S3
		Using investigations.	Audio: Teacher Swap 'The Outdoor Lesson'		SSA-M2-S3 Sc-M1-S2 Sc-M1-S3
24	Think–pair–share	Using good time management.		Planning and preparing your lessons.	LS-M3-S5 LS-M3-S3
+	Songs, poems and rhythms		Audio: Seven Rivers in Africa (Story Story, Active Learning)		Lit-M1-S1 Lit-M3-S2
	Local experts			Using the local community/environment as a resource.	SSA-M2-S5 SSA-M3-S5 LS-M3-S5

For more resources, see the [Teaching and Learning Methods](#) table.

Activity 8: Identifying active teaching methods

This activity shows how you can help your student teachers to make the link between the description of active teaching methods and actual examples.

This activity might be suitable to use in one of your seminars on active learning and teaching strategies. You will find it useful to do the activity before the seminar so that you can guide the discussion in the groups or in the plenary.

You and your student teachers will need copies of the TESSA section you downloaded for Activity 4 in the Toolkit (or another TESSA section).

- Read the case studies again and identify which active teaching and learning method(s) each one illustrates (in Table 3)

For example, Case study 1 illustrates
 method 3 = collaborative activities
 method 10 = group work

- Then look at the photos below and for each one, again, identify which active teaching and learning method(s) is illustrated.



Photo A

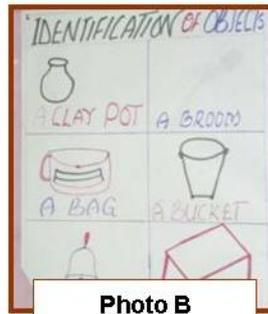


Photo B



Photo C



Photo D

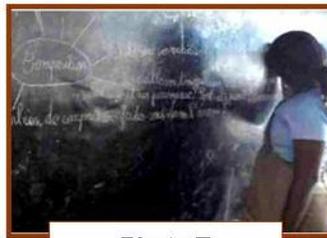


Photo E



Photo F

Activity 9: Active teaching methods – auditing your own and your student teachers' familiarity with these approaches

This activity provides the opportunity to use and assess a tool you may find useful with your student teachers. The tool helps them to review their developing approach to an active approach to teaching and learning.

First, to become familiar with it, and to find out how the activity will work for your student, we suggest you do this audit for yourself.

- Find and download the table: **Self-audit and targets: active teaching and learning methods**. It is in the section at the back of this Toolkit.
- Fill in the table for yourself. For each of the 25 activities, tick the appropriate statement for yourself – feel free to annotate the table in the margin.
- Choose three of the methods you are not familiar with or less knowledgeable about, and explore the TESSA materials which have examples of classroom activities using the method. If you are online, you could use the suggestions in the **Teaching and Learning Methods** table for assistance. What have you learnt?

Now that you are familiar with this audit table and the way it works, plan how you might use it with your student teachers:

- at one of your face-to-face seminars
- to help you and them to review their progression and progress through developing an active approach to teaching and learning.

Recognising a good lesson

As a Teaching Practice Supervisor, one of your key roles is to identify the good and not so good features of a lesson.

The list of questions below will help you to check the main characteristics of what makes a good lesson.

Recognising a good lesson

1. Does the lesson stimulate and interest the pupils?
2. Is it appropriate to the age and grade of the pupils?
3. Does the student teacher have a good knowledge of the subject matter?
4. Is the lesson plan and presentation flexible?
5. Are there opportunities for active learning? e.g. questions and answers, debates, role play, discussion, dramatisation, song and dance, experimentation etc.
6. Is there dialogue between the pupils and the student teacher? (not just closed questions with 'right' answers?) Does the student teacher listen to the pupils' ideas?
7. Are instructional materials appropriate? If so, are they used well?
8. Is a range of learning styles used in the lesson? (e.g. visual, kinaesthetic, oral – to engage different pupils)
9. Does the lesson involve all the pupils? Or are some pupils not encouraged to participate?
10. Is the class organised effectively? How well is the class managed and controlled?
11. Does the student teacher have clear strategies for evaluating the achievement of objectives? e.g. practice, demonstrative, tests, questions and answers etc.

Activity 10: Features of good lessons

This activity gives you ideas about how to support your student teachers in developing their lessons – you may also want to show your student teachers the video clips.

Find the list of questions on 'Recognising a good lesson' and keep it next to you and your student teachers. Download one or more of the video clips from [TESSA Share](#).

Watch each video in turn with your student teachers and ask them to note down the features of good lessons in these extracts.

We suggest you do this first and create your own list to compare with the student teachers.

Here is an example from the **Video of the Maths lesson** with a grade 3 class in a semi-urban school (labelled Maths Lesson Game on [TESSA Share](#)). The pupils have just been working on simple sums (additions, subtractions, multiplications and divisions) and the teacher wants to reinforce their handling of these sums and at the same time check their mental arithmetic on these sums.

You may have noted the following features of a good lesson:

- The whole class is listening and taking part.
- The sums that are practised are appropriate to the children's age and grade.
- The resources have been well planned, prepared and they are instrumental in the active involvement of the children.
- There is a range of learning styles called upon in the activity, visual through the reading of the cards, oral through the listening to the clue, verbal through the answer and next clue given and kinaesthetic through the standing up and showing of card.

Planning and using TESSA materials with student teachers

The first step is to become familiar with the TESSA materials yourself as a Teaching Practice Supervisor. If you are not familiar, go back to '[About TESSA](#)'.

Tempting student teachers to use the materials

When you are familiar with the organisation and content of the TESSA materials, you need to introduce the TESSA materials to your student teachers and encourage their buy-in for use. Encouraging buy-in from your student teachers to use TESSA materials needs extensive discussion of some skilful strategies on repeated occasions. **Students need time to explore the materials a small chunk at a time and also time to discuss the strategies in the TESSA materials** either with you, their cooperating teacher or head teacher or in a small group. Student teachers should be using activities and case studies from the sections as part of their teaching practice.

Activity 11: Active teaching methods – supporting student teachers

This activity suggests one way that you can introduce TESSA to your student teachers:

- Ask each student teacher to choose a lesson topic to be taught next week or a topic they taught last week.
- Ask him/her to go to the TESSA website, find and study the appropriate materials which are relevant for the lesson topic. (Note: TESSA is not a guide to the whole curriculum so your student teachers might not immediately find the topic in the TESSA materials. They may need to think about what comes before or after the topic or the teaching strategies they are using.)
- Let him/her lead the discussion with you on how to integrate these materials into the lesson plan.
- Let him/her teach the lesson.
- Let him/her reflect on what he/she has done (for this last step you might find it helpful to look at some of the ideas about reflection later in this section and in the [Advice and hints for running seminars and workshops](#)).

For many teachers, learning through and from their classroom practice is unfamiliar. There are many factors which influence how student teachers develop their classroom practice.



3

The point of the TESSA materials is to help teachers actually to do the TESSA activities in their classrooms or during teaching practice and to learn skills and gain understanding about teaching. So just giving student teachers the copies of TESSA materials is not going to be enough. You need to prepare the student teachers for classroom use of the materials, and help them to reflect on their experience of use. Case Study 1 and Case Study 2 show how Teaching Practice Supervisors approached this introduction and followed it up to provide support to the student teachers (Case study 1) and help to develop a high level of competence within a learning and teaching strategy (Case study 2).

Case study 1: Triggering interest and supporting integration of ideas into the classroom teaching

In one TESSA project in Nigeria, teachers were introduced to the TESSA materials at a one-day workshop at a Study Centre, before using TESSA materials in their classrooms. A senior teacher educator at the National Teachers' Institute (NTI) led this orientation workshop. The supervisors were first briefed on the TESSA materials and the expected outcomes of the orientation programme, after which the teachers were taken through the aims and concept of the TESSA materials, schedule of activities and the expected outcomes of the orientation programme. Key elements were: sample lessons using the new classroom activities, extensive discussion time, choosing the TESSA sections to use, and agreeing when to use the activities. In Kaduna State, the mathematics and science teachers were anxious to know how to use stories and games in teaching. The audio drama piece 'the Maths Game' from the TESSA materials was used as an example to demonstrate how games can be used in teaching mathematics and the teachers read the Numeracy Module 1 Section 1 and the Science Module 2 Section 1 materials and their supporting resources. They discussed in groups how they would use them in their classrooms. They each selected the approach that was the closest to the contents of their future lessons and promised to incorporate a game in the lesson and to report back at the next seminar where their experience would be discussed with their peers and their Teaching Practice Supervisors.

The TESSA website (www.tessafrica.net) hosts all the TESSA materials. However, for many student teachers access to the internet is difficult. But there are other ways in which you can help teachers to have access to the TESSA materials:

[Help to download or print the resources \(see instructions on p. 73\)](#)

Offline:

- Through the use of CDs. Increasingly teachers can find a computer, laptop or notebook with a CD-ROM drive. The [TESSA website](#) offers a tool to enable you easily to create CDs for distribution to student teachers on your programmes or courses.
- Through use of 'datasticks' or flash drives. Again, the TESSA materials can be downloaded to these for distribution to student teachers.



In print:

- TESSA materials can be printed (use the PDF version) from the TESSA website. You can print either individual sections or whole modules for distribution to student teachers.

Case study 2: Student teachers using the materials to develop one competence

During a seminar, Teaching Practice Supervisor Mall. Rabiú set an activity for his group of student teachers. While the group was carrying out the activity, he withdrew student teachers from the group in pairs to discuss which strategy they were going to develop over the next 3–4 weeks. Mall. Rabiú believed that students working in pairs might support one another while trying new strategies. He had already asked all the students to let him know which area of the curriculum they felt more at ease with so that they could develop new teaching techniques in an area they felt reasonably safe in; he had paired up Aisha and Grace, two of his students who had both chosen literacy as they thought their knowledge of their mother tongue and English was strong. Mall. Rabiú had the **Teaching and Learning Methods** table ready on his laptop and Aisha, Grace and he scanned it quickly to determine which teaching strategies Aisha and Grace could develop. The students both agreed to select the use of songs, poems and storytelling. Mall. Rabiú asked them to do some research in the TESSA materials on these methods so that at the next seminar, they could firm up their project.

During the following week, Aisha and Grace had both read the key resource *Using storytelling in the classroom*. After a brief discussion, they agreed that their pupils had difficulties in pronouncing some English sounds and that they would use the activity in Literacy Module 1 Section 1 *Supporting and assessing reading and writing on using songs and rhymes* to make the link between written and spoken phonemes. Aisha also liked the idea of the big print copy of songs and volunteered to make a few for her class which she would use at the end of the lesson for relaxation (as suggested by the key resource), but also to reinforce sound patterns. She thought she might try this three times during the week and share her experiences with Grace by SMS or calling her. It was also agreed she would report back to the whole group at the following seminar and then decide on her next action.

In the next seminar, Aisha reported that the big print copy was a great success with the whole class. The pupils had enjoyed it and made some progress in the recognition and pronunciation of the selected sounds. Grace and Aisha decided to produce a big book each, Aisha in Science and Grace in Mathematics, which they would swap after using them with their pupils.

Different ways to use TESSA materials

You can use the TESSA materials in a range of different contexts and for a variety of purposes. They are flexible materials from which you can pick and choose or mix and match depending on your student teachers' needs and those of the pupils in the coordinating school.

Activity 12: Possible usages of the TESSA materials

In this activity you are going to collect ideas on how TESSA materials are used in different settings and prepare for using TESSA.

Consider Case Studies 3, 4, 5 and 6 which show how different Teaching Practice Supervisors in different settings have used the TESSA materials to enhance their work and that of their student teachers.

- Make a list of the different ways of using the TESSA materials as shown in Case Studies 3, 4, 5 and 6
- Select one way of using the TESSA materials you are going to try.
 - Which use of TESSA have you selected?
 - Why are you going to use it?
 - How?
 - What results are you expecting?
 - How will you know you are being successful?

Case study 3: School-based Teaching Practice Supervisor in a full-time pre-service teacher development course at a College of Education

Mrs Adeniji is a school-based supervisor for the teaching practice part of a full-time pre-service teacher training course at a college. Her student teachers can access the TESSA materials on the college intranet. They use the materials to guide some of the activities they do in the classroom. One of the student teachers, Maria, has to teach a biology lesson on classifying things in nature. Encouraged by Mrs Adeniji, Maria, explores the TESSA science resources and finds that Module 1 Section 1 *Classifying living things* provides a good framework for this topic. She printed the section and all the supporting resources which she studied carefully. She decided that she would start by following the first part of the section. She used the model provided by Resource 1 and created a family tree of Goldie, the famous pop-star and discussed the relationships between the various members of the family. After reading the case study of Ms Ukwu's class carefully and relating Ms Ukwu's experience to Activity 1, she carried out a lesson following the Activity 1 instructions. Mrs Adeniji used Maria's experience during this lesson as the basis for discussion and reflection with her. Before they actually discussed the lesson, Mrs Adeniji asked Maria to write a reflective response to the experience; she gave her a few questions to guide her writing:

- a. Was this lesson successful? Why/why not?
- b. Were all pupils involved in the lesson?
- c. What did the pupils learn in the lesson?
- d. What would you do the same again? Why?
- e. What would you change? Why?

Mrs Adeniji and Maria read Maria's reflection together and discussed her responses. They also considered what Maria would do in the next lesson. Maria had experienced a few difficulties when she

organised the class around the table where the six items were displayed. However, she also felt very encouraged by the pupils' involvement and the fact that they identified most of the characteristics of living things without being told them. She is determined to plan more lessons that actively involve pupils and asked whether she could continue to use the ideas from TESSA as support, which Mrs Adeniji granted with pleasure.

Case study 4: Teaching Practice Supervisor for distance learning programme with in-service teachers

Mr Omotoso is a supervisor for a distance education teacher training programme and wants his student teachers to see that learning does not always involve the teacher talking at the front of the classroom, but that different ways of doing things can work. He had been introduced to the TESSA materials at a workshop and thought that the case studies provided lively scenes of different classroom organisation and different learning and teaching methods. He reflected on how best to enable his student teachers to gain some familiarity with these different methods and decided on a focused approach. At the seminar he told his student teachers that in preparing for a seminar in two weeks' time, he expected them to have done some research on the TESSA website on how using real items in the classroom could make learning more meaningful. To support his student teachers, he gave them a copy of the instructions on how to access the TESSA website, copied from this Toolkit, and a copy of a sheet he had prepared using the [Teaching and Learning Methods](#) table to give them quicker access to the appropriate resources.

At the next seminar, he structured the discussion around what they had discovered, how they could implement the ideas in their own teaching, the sort of support they would need to seek from their colleagues at school, particularly the cooperating teacher, what they would need to do to try one of the activities they had read about. The students decided they would all try one of the ideas in the next fortnight and report back and discuss their experience with their peers and their supervisor at the following fortnightly seminar. The discussion at that seminar was lively, the student teachers shared their difficulties and their successes, the supervisor made sure he held back a little; he listened carefully and interjected questions that forced student teachers to explore the reasons for success (or otherwise) and that invited them to reflect on what they might do to improve on and increase their experience.

Mr Omotoso decided that he would try to lead the workshops using active pedagogy methods to model good practice to his student teachers. He also decided it would be useful to see how TESSA supported teachers in developing and scaffolding discussion. He looked up the resources listed for discussion on the [Teaching and Learning Methods](#) table and emulated the advice in his seminar.

Case study 5: Subject methods supervisor in a full-time pre-service teacher development course at a College of Education

Miss Okafor is a mathematics methods supervisor at a College of Education. She really enjoys teaching theory to her students but has realised they find her lectures a little dull, and more to the point, that they do not always relate her lectures to what happens in the classroom. She therefore has looked for ideas to make her course more practical. While reading the NCCE booklet, *Pre-service Teachers' Manuals for Micro-Teaching and Teaching Practice for Basic Education*, she was attracted by the table that presents the Numeracy TESSA materials and decided to investigate further. She

read and annotated the materials for herself and worked out how she could use them. First of all, some of the case studies looked useful to illustrate the points Miss Okafor makes in her lectures. She therefore decided to use some of them as appropriate examples, and she noticed how the interest of her students increased. Miss Okafor also thought she might benefit if students approached the theories of learning in new ways by experiencing different ways of learning themselves. While reading the TESSA Numeracy Module 1 Section 1, she felt Activity 2 could easily be adapted to invite her students to reflect on how games could enhance certain aspects of mathematics learning. She therefore adapted the activity slightly and after the students played the games, she led a discussion on the value of games in learning. She had prepared the structure of the discussion so that she could make sure students would 'discover' the points she usually made in her lecture. This was a great success; the lecture had become a workshop where all were involved. All students left the room very happy, discussing how other games they knew would support different mathematical points. Weeks after the experience the students still mentioned it and referred to some of the learning theories that had been explored through the games. Miss Okafor decided she would use more of the active methods related in the TESSA materials to involve students in their learning.

While reading through the materials, when she came to TESSA Numeracy Module 3 Section 1 Resource 4 on *Units of measurement*, Miss Okafor thought of Edith, one of her students who found it really difficult to remember the relationships between measurement units. She printed the sheet for her and made a poster of how some of the resources linked with specific subject knowledge development. She pinned this poster on the wall of her lecture room and drew students' attention to it. She also placed a few posters on how to access the TESSA materials in the college computer room.

Miss Okafor is pleased with the way that the TESSA materials are enabling her to support her students in so many different ways in her specific area of specialisation. They also enable her to link theory and practice in a school-integrated way and to support the development of her students' subject knowledge.

Case study 6: Part-time Teaching Practice Supervisor for distance learning programme with in-service teachers and part-time teacher in a primary school

Mrs Taiwo is a part-time Teaching Practice Supervisor for a distance education teacher training programme and at the same time, she continues to teach in a primary school. She discovered the TESSA materials during a Teaching Practice Supervisor training workshop at NTI and tried many of the ideas in the materials in her own classroom. She was fortunate to receive the support of her head teacher who is keen for more active methods being used in the school. With her head teacher's consent and support, Mrs Taiwo has decided to organise demonstration lessons based on specific TESSA material for her school and for the student teachers in her school. She uses these lessons as a starting point for discussions around the use of particular teaching methodologies with colleagues and student teachers at the end of the school day.

The TESSA materials can therefore be used in many different ways to suit the students' needs, their level of development or the purpose of the activity considered. This requires planning on your part.

Helping student teachers to carry out action planning

TESSA preparation should always involve student teachers experiencing the TESSA activities in a practical way before trying them out in classrooms with pupils, and this should include:

- discussion
- modelling/demonstration (video clips can be useful)
- micro-teaching.

The TESSA audio materials are ideal for stimulating discussion at seminars if audio equipment (including speakers) is available. Each audio clip has a number of questions at the end for teachers to discuss. You can also download the scripts to use with your trainees – they could role play one or two of the scenes.

- If you have not already read it, you might, at this point, find it helpful to refer to **Case study 1**: *Triggering interest and supporting integration of ideas into the classroom teaching* in the tool **Planning and using TESSA materials with student teachers**.

The TESSA handbooks *Working with Pupils* has been created to support student teachers and *Working with Teachers* has been created for teacher educators and Teaching Practice Supervisors to provide support in the use of the TESSA materials. **Both handbooks can be accessed from the 'Teacher Educator Guidance' button on the Nigeria page of the TESSA website.**

Working with Teachers guides you, the Teaching Practice Supervisor, in the use of TESSA. In *Working with Teachers*, look at the diagram on page 3 and the table of contents on page 4 to direct you to the sections that are of immediate relevance to the task you want to carry out. *Working with Pupils* is a useful tool for you and your student teachers. You can give a copy to student teachers for them to have and refer to or you can take loose sections with you to school or fortnightly seminars to give your student teachers as appropriate.

Activity 13: Using the TESSA handbook *Working with Pupils* as support

This activity will help you to identify ways of adapting the use of the TESSA handbook *Working with Pupils* to different situations.

Imagine the following situations at a face-to-face seminar. How could you use the TESSA handbook *Working with Pupils* to support you and your student teachers?

1. You asked your student teachers to look for TESSA materials with the idea of incorporating a new strategy into one of their next lessons. The following week, they have done this task and two of them, Akachi and Audu, ask you the questions below. Which sections of *Working with Pupils* are you going to direct them to in order to help them? What advice would you give them?

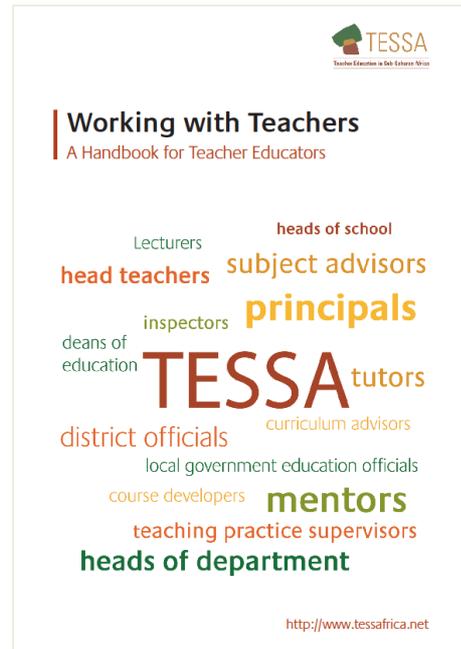
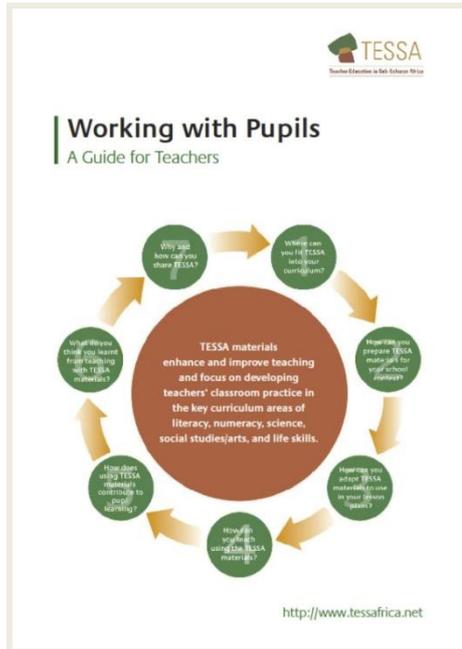
Akachi: The idea in Numeracy Module 1 Section 1 is just right for my pupils. I am not sure what I do now that I have chosen the idea.

Audu: I like what the idea of the treasure hunt in the Social Studies and Arts Module 1 Section 1. The problem is our school seems to have different features to theirs!

2. Another week, you want to hold a discussion on the quality of pupil learning. Do you have all the questions that you need to ask students to guide the discussion? Is there a page or a section of *Working with Pupils* which you could give students to help them to remember the discussion?

The answers to the situations in Activity 13 may be very obvious. The advice to Akachi is to consult Section 4 of the TESSA handbook *Working with Pupils*: 'How you can teach using the TESSA materials' and Audi should refer to Section 3 of *Working with Pupils*: 'How can you adapt TESSA materials to use in your lesson plans?'. For your session on the quality of pupil learning, Section 6 of *Working with Pupils*: 'What do you think you learnt from teaching with TESSA materials?' will provide support.

Make sure you familiarise yourself with both *Working with Teachers* and *Working with Pupils* to avail yourself of these extra training resources.



Reflecting on the use of TESSA strategies in the classroom

Student teachers simply selecting the relevant TESSA sections and trying out the activities in their classrooms **is not enough to bring about real improvement**. Student teachers need further support to help them to understand and reflect fully on their classroom experiences with different sorts of activities. This could be through sharing their experiences:

- in seminars or tutorials
- in discussions with mentor/supervisors/head teachers/inspectors
- through communication with a tutor by email
- through discussions with peers by email, mobile or text messages.

Student teachers can be helped to reflect constructively by sharing both good and bad experiences in a non-threatening way. Describing is a good starting point for reflection, but teachers also need to be encouraged to **think** about why things happened the way they did, and what they will take from this experience into their lessons next time. The last question in Activity 12 gave you a few ideas on how to invite students to reflect. Let's explore further your role in helping student teachers to develop reflection.

Activity 14: Using the TESSA handbook *Working with Teachers as support*

This activity will help you to identify ways of encouraging reflective practice in your student teachers.

Asking questions at face-to-face seminars or during post-lesson discussion in a school visit is one of the strategies you could use to help students to reflect on their and their pupil learning.

- First, list any other strategies you can think of.
- Then, in *Working with Teachers*, read Section 6: 'How can you encourage reflective practice with TESSA activities through the kinds of assessment you use?'
- Finally, add to your list and make a few notes of things you want to remember and try when you work with your student teachers.

You will find the notes you have just made useful when you reach the section in this Toolkit about encouraging reflection in the **[Advice and hints for running seminars and workshops](#)**.

Remember it is important to scaffold the student teacher's progress through the process of raising awareness, planning for use, using and reflecting on use of a new learning and teaching strategy. This will lead to the student teacher gaining independence and developing his/her own use of some aspects of the TESSA resources as illustrated in Aisha's case study below.

Case study 7: Aisha develops her own materials

'Using story with big book in science went really well. Is there a section on using big print in a different subject I could try?'

This was the SMS message Mall. Rabi, Aisha's Teaching Practice Supervisor received the afternoon after Aisha tried this technique for the fourth time. Her supervisor was pleased she had persisted and succeeded so well: the first attempts had been a little difficult. He looked at the **Teaching and Learning Methods** table, phoned her back and suggested she tried using stories without the big print and looked at these TESSA sections:

- inviting a local storyteller as in Literacy Module 2 *Ways to collect and perform stories*
- in Literacy Module 2, the sections *Investigating stories* and *Using story and poetry*; in Module 3, the section *Ways towards fluency and accuracy*
- in Social Studies and the Arts Module 3, *The art of storytelling*
- in Life Skills Module 2, the section *Investigating self-esteem* and in Module 3, *Exploring the environment*.

Together they decided on a route through the suggestions that he had made.

Aisha's confidence went from strength to strength. There were fewer attempts at trying new ideas on using stories for teaching. She gained so much confidence and expertise in this technique that she started inventing her own stories to illustrate some of her lessons in a range of subjects. Other teachers in the school asked her if they could observe her reading stories with the children and also borrow her resources.

Getting the most out of the school visit



Mrs. Auta

The supervision of teaching practice is very important. It allows you to see if the teacher is prepared for the lesson, can introduce it well, has the instructional materials together and the various methods he uses in teaching and if he is giving the children a chance to participate in the lesson instead of being teacher centred. During supervision, I always bring out some of my observations about their teaching.

During the teaching practice period, I make sure I have plenty of time to spend on supervision. At that time, I will dedicate myself to it. So therefore when I go to school I will observe a student teacher from the beginning of the lesson to the end of it, and then take time to make all the feedbacks. I also spend time briefing the head teacher and the student teacher on the purpose of the visit. But some people may not have time to do this.

How much time I can spend on supervision all depends on the number of students I am given and where they are located. Supervisors are given time to be able to cover all of the students who are assigned to them within that period of teaching practice. But some of the schools I visit are not easily accessible - the roads are bad and the schools often have no signboard so they are hard to find. If I spend a long time travelling to the school, I cannot spend so long with the student teacher. I will just watch a part of the lesson, and will spend around five minutes on feedback with the student teacher.



Hajia Rahmatu



Mall. Rabiu

I feel much valued during the teaching practice, in the sense that after my mentoring there is always improvement in the subsequent lesson delivery, and a lot of cooperation being experienced from the head teachers, student teachers and their colleagues. I feel honoured to be able to help student teachers to impact positively on pupils in their classrooms.

I will always spend time with the head teacher and cooperating teachers when I sign the visitors' book and check the attendance register. I ask for their feedback and tell them what the student teacher is expected to do for next time.

Before the visit

To make a school visit most successful, you need to do some activities before you visit the school:

- inform the student teacher and school when you will be visiting
- familiarise yourself with this Toolkit and organise and run pre-teaching practice seminars for your student teachers
- review documents such as assessment documents
- familiarise yourself with the student teacher's background and progress on the course.

It is important to create a good rapport with the school authorities. Here are some suggestions on how to do this:

- Host a meeting to explain the purpose of the relationship with the school and discuss what is expected of the school; explain the focus of active learning and show the TESSA materials. Do not forget to give some acknowledgement to the participating school for their contribution to teacher development.
- Plan school-based activities based on TESSA activities jointly with school staff and involve them in reflection.
- Offer mentoring or other training to school staff if appropriate.

Activity 15: Reflecting on school visits

In this activity you review your own practice during the teaching practice school visit and consider how you could maximise your support to the student teacher.

- Think about how you spend your time during a school visit.
- Write a list of the things you do during a school visit and how long you spend on average on each one.

Now, look at the extracts of school visit diaries. Is there anything that surprises you? What advice might you give to these supervisors to support student teachers' classroom practices more effectively?

Now read again what the resident Teaching Practice Supervisors say about their schools visits.

- How do their experiences and views match yours?
- Is there anything they do that you would like to try? Would you want to alter the length of time that you spend on different activities?
- What are the implications of your decisions for the distribution of time during your school visits?

Keep a diary yourself on your next three visits.

Could you change the balance of your time more **effectively to support the student teacher**?

If you would find it helpful, compare your answers with other supervisors.

School visit diaries

1. Mr Omotoso's school visit diary

Length of time	Activity
30 mins	Reading of lesson plan
	Observation of the student teacher
	Discussion with the student teacher
	Scoring the student teacher

2. Mrs Okonkwo's school visit diary

Length of time	Activity
5-10 mins	Visit to head teacher
5 mins	Meet with the student teacher
30 mins	Observe the student teacher teach
5-10 mins	Discussion of lesson with trainee teacher. Debriefing after observation

3. Mrs Adeniji's school visit diary

Time	Activity
8.00 am	Observing the conduct of assembly
8.15 am	Marking of attendance register
8.45 am	Observing the teacher at work (teaching)
9.20 am	Going through the lesson notes and corrections if any

4. Mrs Achebe's school visit diary

Length of time	Activity
2 mins	Signing of visitors' book in the school
3 mins	Reading of lesson plan
20 mins	Observing the teacher carrying out his/her lesson
5 mins	Counselling

5. Mall. Rabi's school visit diary

Length of time	Activity
5-10 mins	Reading of lesson notes
20 mins	Observing lessons
5-10 mins	Counselling/Feedback

6. Miss Okafor's school visit diary

Time	Activity
8.00-8.10	Arrival and signing of visitors book and briefing with head teacher
8.10-8.20	Briefing of the student teacher on the purpose of the visit
8.20-9.00	Checking of lesson notes and discussions on enlisted methods and materials
10.15-12.30	Observation of lessons
12.30-13.15	Feedback

During the teaching practice visit

When you visit your student teachers during their teaching practice, the visit is likely to include four different activities:

1. Meeting cooperating school staff and other procedures, for example signing the visitors' book
2. Lesson observation
3. Feedback
4. Assessing the student teacher.

Remember that the first teaching practice visit may not involve formal assessment.

1. Contact with the cooperating school staff

a) Civilities and monitoring of school: Call on the head teacher, greet him/her and introduce yourself, then explain the purpose of the visit which is to support, assist and guide the student teacher. Ask for an update on the situation in the school since your last visit to find out the context in which the student teacher is teaching. Ask also about the student teacher's progress.

b) Advocacy for TESSA: Sensitise the head teacher towards TESSA. Introduce him/her to the purpose of TESSA, the OER materials and the idea that the student teacher is being encouraged to use active learning during their teaching practice.



A head teacher and other teachers discussing the TESSA resources

Find out if the school has a computer and access to the internet.

You can play a key role in working with the cooperating teacher and the head teacher at the school to support your student teacher in developing high standards in teaching skills.

Make sure the head teacher is aware of Continuing Professional Development events that teachers might like to attend, for example NTI's annual Millennium Development Goal (MDG) training, where teachers are given TESSA MDG manuals.

This sensitisation meeting is particularly important if you have not been able to meet the head teacher before the teaching practice visit as detailed above.

c) Institution's procedures: Don't forget the **other procedures** that you also need to follow from your institution, such as signing the school's visitors' book.

- Pre-briefing with the student teacher on the purpose of the supervision, emphasising the need to make teaching learner centred and activity based. Ask if they are having any difficulties.
- You should also interact with the cooperating teachers during your visit and ask for their feedback on their observations and suggestions relating to the student teacher. Don't forget to ask them about the progress made by the student in using active-learning and teaching methods.
- You should also find out if the cooperating teacher is fulfilling his/her role as defined in the relevant handbooks (observing, inducting, guiding, mentoring and assisting the student teacher). You can gain this feedback from the cooperating teacher and the student teacher. If they are not fulfilling this role, you should report this to the head teacher.

On your visit, you will play a crucial role in encouraging your students to use active-learning strategies as described in TESSA and in encouraging the school to support the student teacher in using active-learning strategies.

You could suggest that the student teacher completes a logbook/diary to submit to you on your next visit to school. This can then be used to reflect with the student teacher on the next visit and in seminars as well as in a follow-up session once the teaching practice period is complete.

2. Lesson observation

During your visit, you will observe the student teacher teaching.

- If you have been able to do seminars with your student teachers, you should be able to observe your student teachers trying out different active-learning strategies in their lessons. Encourage your student teachers to make the link with the seminars and to teach using strategies from TESSA. Remind them that trying out new strategies may be difficult and that it may be easier to start with areas of the curriculum they feel comfortable. Remind them as well that they shouldn't expect everything to go perfectly the first time. Encourage them to take small steps and make small changes, using some of the strategies discussed in **Case study 2: Student teachers using the materials to develop one competence** in the tool **Planning and using TESSA materials with student teachers** and **Activity 11**. They may also find some strategies easier to use than others, for instance using artefacts from the local environment or encouraging pupils to ask questions might be easier than organising group work or pupil field work.

- Remember that it will be useful to use a variety of media to capture their observations, such as lesson observation forms/notes, questionnaires, videos, photographs – and your mobile phone will be the perfect tool for this. These can then be reviewed with the student teacher during feedback. Remember to ask permission from the head teacher before using a camera or video camera or your mobile phone as a camera in the classroom.



A supervisor photographs his student teacher during her teaching practice

You might find it useful to record your classroom observation on the [Teaching Practice Supervisor Lesson Observation Form](#) at the end of this section.

3. Student teacher feedback

There are tools within this Toolkit dedicated to [Giving constructive feedback](#).

4. Assessment

There are also tools and [Guidance on assessment of student teachers](#). For the formal assessment of the student teacher you should be using the NTI or College criteria and form.

Remember that all visits may not necessarily involve assessment.

Before leaving the school, you should have a brief session with the head teacher and cooperating teacher to highlight your findings and suggestions.

Case study 8: Making suggestions to head teachers and cooperating teachers

Mrs Achebe's student teacher, Florence, was keen to help her pupils to develop confidence speaking in front of the class, as many of them were very shy and quiet. During Mrs Achebe's visit to her school, Florence asked her Teaching Practice Supervisor if she could recommend any activities which would help with this. Mrs Achebe suggested that Florence listen to the TESSA audio resource *The Music Teacher* to find out about ways of encouraging pupils to share a topic that they know well with their classmates.

After she had finished speaking with Florence, Mrs Achebe sat down with the head teacher and cooperating teacher at the school to discuss Florence's progress. She told them that Florence wanted to encourage her pupils to present a talk about a topic which interests them, and explained that she had recommended a TESSA audio resource which would help her to learn more about how to do this. She suggested that the head teacher and cooperating teacher could speak to Florence about this resource and help her to plan lessons which would allow her to develop this idea.

The head teacher and cooperating teacher were interested to hear about the TESSA audio resources, and asked Mrs Achebe to explain where they could find them on the TESSA website. They assured Mrs Achebe that they would support Florence in planning lessons which would help her to develop her pupils' skills in this area.

During the teaching practice supervision, you will conduct a number of follow-up visits that will help the student teacher to develop more teaching skills. Such visits may not necessarily involve formal assessment but are important to encourage best practices.

When your student teachers are coming to the end of their teaching practice period, you could write a letter to the cooperating teacher to thank them for any assistance that they have given the student teacher.

Teaching Practice Supervisor Lesson Observation Form

Student teacher's name

Date Time Duration

Class Average age No. of boys No. of girls

Subject

Topic

Subtopic

Notes on the lesson plan:

-
-
-

Notes on the learning objectives:

-
-
-

Notes on the instructional materials:

-
-
-

Notes on the use of previous knowledge/entry behaviour

Detailed notes on the lesson

	Time	What happens in the classroom	Comments, questions, suggestions
Introduction			
Step 1			
Step 2			
Step 3			
Step 4			
Step 5			
Evaluation and feedback			
Summary			
Conclusion			

Summary for the student teacher

What we agreed went well:	
Agreed areas to develop:	TESSA strategy/strategies or resources that would help:
General comment on the lesson:	

Giving constructive feedback

Giving feedback is an important part of your role as not only does it help student teachers to improve their present classroom practice, but also it sows the seed for the quest for continuous personal development.

Activity 16: Giving feedback to my student teacher

This activity helps you to improve the feedback you give to your student teachers.

Before you read this section, think about the last time you gave feedback to a student teacher. (If you can, record the feedback session and listen to it when you get home.)

- How much of the time did you spend talking?
- How much time did the student teacher have to talk?
- How many questions did you ask the student teacher?
- How many questions did the student teacher ask?
- How many suggestions on possible improvements did you make?
- How many suggestions on possible improvements did the student teacher make?
- How many suggestions on possible alternative strategies did you make?
- How many suggestions on possible alternative strategies did the student teacher make?

Return to these questions on your own experiences once you have read this section on good practice. Are there any changes you might make?

Before the observation, it is best to ask the student teacher about the learning and teaching strategies he/she is working on and agree with him/her beforehand the areas you are going to give and he/she would welcome feedback on. The TESSA materials have very clear learning outcomes for teachers within each section, so most feedback should be based around these if these have been used. However, you might want to agree that you also need to look at some other areas too, for example the student teacher's voice levels or his/her ability to include all pupils in the lesson. Also keep a clear

focus or you will both be trying to cover too much ground in one go thereby losing clear focus for improvement.

Here are some suggestions for a helpful feedback session.

You want the student teacher to listen to all of your advice; you are an experienced educator so it is important that you find a quiet private place for feedback so the student teacher is relaxed and receptive.



A Teaching Practice Supervisor and student teacher discuss the lesson

Give student teachers the chance to reflect on their own performance first. Let them write down or state what they saw as the positive points of the lesson (expect at least three positive points), what they felt needed improving and what they would do differently next time – one or two areas to improve on might be sufficient. This will usually provide a good basis for discussion. Student teachers not used to doing this might need help in being specific and self-critical. Allow time for this.

Here are some questions which you can use to help your student teacher to reflect. You might want to use some of these questions and there is no need to use all of them.

The questions that you use will vary with the student teacher and the lesson you observed.

- 1) How successful was this lesson? What made it successful? Or not successful?
- 2) What were the main strengths and weaknesses of the lesson?
- 3) Did the pupils learn what they were intended to learn?
- 4) Did the lesson address the pupils' needs?
- 5) Was the lesson at an appropriate level of difficulty?
- 6) Were all pupils involved in the lesson?
- 7) Did the lesson arouse their interest in the subject matter?
- 8) Did you prepare sufficiently for the lesson?
- 9) Do you need to reteach any aspect of the lesson?
- 10) What would be a suitable follow-up to the lesson?
- 11) Could you have used alternative teaching strategies?
- 12) Which strategies from this lesson will you use again? Why?

When the student teacher has given his/her reflection on the lesson, you should say what you saw as the positive points in the performance and hopefully agree with those selected by the student. Be encouraging. Give ample praise for things well done. Particularly comment on improvements that have resulted from previous discussions: 'It was great to see you put into practice the group work idea we discussed last time...'.

- Be specific in all your feedback – avoid general comments. Don't just say: 'Your classroom management was good,' – say why you thought it was good. What did you see that was good? Always provide concrete examples, for example 'It was particularly effective when you used this material, it really gained the pupils' interest as they were able to see the process you had explained in action'.
- Avoid words like 'but' and 'however'. For example: 'Most of your questions were very clear but sometimes they were too complicated.' When listeners hear 'but' they will only concentrate on the phrase following the 'but'. Keep the two separate.
- After giving the positive feedback (and checking that the student teacher agrees with you), go through the main things that could be improved, for example 'I felt that there were one or two questions that were too complicated for the pupils. Questions such as can you give me an example?'
- Write down and agree together on **two or three** issues that the student teacher will work on for the next lesson. It is tempting to have a long list of ideas, but two or three is the maximum that can be effectively dealt with at a time. So identify between you what are the most important areas. If you are not going to see the student teacher after the next session, agree a way in which they can give feedback to you – by phone or letter, or by using a peer to observe and give feedback. Ask the student teacher what they have learnt today and how they will incorporate it into their practice over the next few days. Ask them to jot down what happens.
- You have a key role to play in helping your student teachers to think critically about their teaching. Remember that thinking critically includes identifying the things that work well in addition to those that were not so successful. Ask the student teachers what they would repeat and what they would do differently in the future.

Remember also that you will need to help your students to focus these discussions on teaching in ways that help pupils to learn. You should support your student teachers by encouraging them to discuss other ways in which the strategies could be used in their teaching, both in other topics and in other subjects.

You should conclude by revisiting the positive points of the session, for example 'Your questions at the start of the lesson were very effective; you involved all the pupils and your questions were open-ended.'

Share if you learnt anything new by observing the student teacher's work, for example 'I liked the way you asked the pupils to think up questions for a revision session and test each other.'

Activity 17: Preparing for the feedback to my student teacher

This activity will help you to prepare yourself before you do your next feedback.

- Plan the questions you are going to ask your student teacher.
- Write yourself a prompt sheet. If it helps, write it on your phone – you will be able to amend it after you have carried out the debrief and have it handy for future debriefs.

Guidance on assessment of student teachers

Many teachers, teacher educators, pupils and parents think of assessment as evaluating only what learners have learnt at the end of a week, term or year. Such **summative assessment** is important. However, '**assessment for learning**' or **formative assessment** is important within the learning cycle because it gives

the educator and the learners
the teacher and the pupils
the teacher educator and the student teachers

the opportunity to check progress while all are learning. This can then be the basis for further learning. Both formative and summative assessment can include self- and peer assessment as well as Teaching Practice Supervisor directed assessment.

On your visits to your student teachers, you should complete the teaching practice assessment sheet as usual. The scoring can differ from one institution to another but this list covers some suggestions that you may want to consider in your assessment of the student teacher. The Teaching Practice Supervisor should be specific in stating their marks and give reasons and examples.

Assessment of teaching practice by Teaching Practice Supervisor

Trainee's Personal Behaviour

- Trainee's outward show (appearance)
- Trainee's contribution to school environment and other activities (culture, sport and social activities)
- Trainee's self-awareness

Lesson Preparation and Planning

- Level of detail and accuracy in the lesson plan
- Accuracy, adequacy and sequencing of content
- Knowledge and appropriate use of objectives according to the domains of cognitive, affective and psychomotor
- Coherent lesson design involving active learning according to the pupils' levels and competences
- Selection of appropriate instructional activity for the lesson objectives
- Preparation and selection of appropriate instructional materials

Lesson Presentation and Classroom Management (See the [Recognising a good lesson](#) section in the Toolkit)

- Stimulates the pupils
- Knowledge of subject
- Implementation of lesson plan (flexibility)
- Knowledge of the pupils and their individual differences
- Competency at using instructional materials especially the chalkboard
- Responses to pupils' behaviour
- Use of voice
- Pupil participation in the lesson by asking questions, debating and discussion
- Classroom management and control
- Relevant, interesting and motivational introduction
- Logical and sequential development of lesson
- Adequacy and accurate mastery of subject
- Command of language (accurate, fluent and to the point)
- Questioning (good quality, well distributed among the learners)
- Learner-centred approach (lots of relevant activities)
- Use of instructional materials
- Learning consolidation through summary and conclusion

Evaluation

- Evaluation of pupils' learning
- Analysis of lesson delivery against lesson objectives

Advice and hints for running seminars and workshops



Student teachers working in a small group at a seminar

It is a good idea to aim to hold seminars fortnightly with your student teachers before, during and after their teaching practice. These will give the student teachers an opportunity to share their successes and challenges, and strategies for overcoming these challenges. Through structured activities and discussion at the seminars, the student teachers will improve their ability to plan, teach and analyse their lessons. You will help them and they will help each other to draw up action plans on how to improve their lessons. They will also provide each other support to try new learning and teaching strategies.

By listening carefully to them, you will gain a better picture of how your student teachers are developing their teaching skills.

Planning a seminar

When you plan a seminar you will need to think about:

- What is the purpose of the seminar? (The first of these seminars could introduce the TESSA materials, the second could be preparation for teaching practice and another seminar could be focused on reflection from lessons during teaching practice.)
- What strategies will you use to achieve the chosen purpose(s)?
- Who will attend the seminar? (Just student teachers or also school staff?)
- How will you group the participants? (Student teacher and/or teachers.)
- How long will it last? (Two hours is the maximum recommended for a seminar; it should not be less than 30 minutes.)
- What problems might arise? (For example not everyone might contribute) How will you resolve these problems? (How will you get everyone to contribute?)
- How advanced are the student teachers in the areas that you propose to deal with? (For example thinking critically or learning from action?)

Using a range of learning in teaching strategies during the seminar

Face-to-face seminars are just the perfect place for you to give a live demonstration of active-learning and teaching methods. Try to take every opportunity to do so.

Activity 18: TESSA teaching strategies in a seminar

This activity provides a model on how to use TESSA teaching strategies in your face-to-face seminars.

It would be helpful to model some of the TESSA strategies at your face-to-face seminars, just before asking your students to use them in micro-teaching, for instance.

- Download and print one or both of the following two key resources:
 - Using mind maps and brainstorming to explore ideas
 - Using role play/dialogue/drama in the classroom.
- Choose one.
- Use the technique in one of your seminars.
- Discuss how the technique worked for your students with them and how it enabled them to participate.
- Either ask them to use in a micro-teaching session or to plan to use in one of their next lessons and to report back to you in a telephone text message.

1. Using the TESSA strategies



Hajia Rahmatu

I use the case studies in the TESSA module sections extensively. They are like a film of a real activity in the classroom, showing how the key point can be enacted in practice. It really speaks to the teacher. I use the case studies a lot in my seminars. We use them as starting points for discussions or for brainstorming strategies to teach in different ways. If the case study lends itself to it, we use it as a starting point for dramatisation. We have even acted the lesson described in the case study as a starting point for micro-teaching.

I find it very important to make sure there is some time available for student teachers to ask any questions they have about anything, and particularly the reflective reports and the plenary discussion. I am also very aware that the environment during the seminar is relaxed so that all can express themselves and ask these questions. I have found quite a few ideas in the Life Skills section of TESSA. The materials help to refresh my memory and give me some practical ideas which are easily adapted to working with my student teachers.



Mall. Rabiou

I use micro-teaching and activity seminars to help my student teachers to become familiar with the approaches in TESSA as well as making suggestions on their lesson plans.



Mr Omotoso

Throughout the Toolkit, there are ideas on how to use the TESSA resources in face-to-face seminars. These ideas can refer to:

- **Different techniques being used**
 - **Activity 3:** Using audio drama clips for working with your student teachers
 - **Activity 14:** Using the TESSA handbook *Working with Teachers* as support

- **Activities to do with your students**
 - **Activity 8:** Identifying active teaching methods
 - **Activity 9:** Active teaching methods – auditing your own and your student teachers' familiarity with these approaches
 - **Activity 10:** Features of good lessons
 - **Activity 11:** Active teaching methods – supporting student teachers

- **Ideas to adapt for the use of resources with your students**
 - **Case study 1:** Triggering interest and supporting integration of ideas into the classroom teaching
 - **Case study 2:** Student teachers using the materials to develop one competence
 - **Case study 4:** Teaching Practice Supervisor for distance learning programme with in-service teachers

2. Useful hints

Here are some useful hints on running your seminar.

- With a small group of student teachers (ten or fewer), you can work in one group. With a larger group, decide how to divide the student teachers so that they are most likely to benefit from the reporting process.
- Decide how to encourage active listening. For example, you might ask student teachers to make notes for use in a subsequent written reflection or other demonstration of what they have learnt, or for use in a plenary discussion.
- After individual group members have reported their reflections, and the group has had some discussion of the reports, have a short break (with a time limit) before you lead the plenary discussion.
- Decide how to encourage maximum participation in the plenary discussion. (Refer to **Case study 10**: Critical reflection – **Tool 2: Ideas for encouraging participation in a plenary discussion** for some ideas.)
- Make sure that there is some time available for student teachers to ask any questions that they have about the reflective reports and the plenary discussion.
- Make sure that the student teachers understand how to prepare reflective reports – see **Case study 9**: Preparing reflective reports.

Case study 9: Preparing reflective reports

In a seminar, student teachers were asked to prepare a reflective report on a classroom activity that they had used recently. Many tried to write about a lesson in which they used the beginning of a traditional story to promote speaking, listening, writing and reading.

One student teacher Saratu was very unsure what she was expected to prepare. She wrote a draft report in which she described how she introduced the story, what she asked pupils to do with it and what they did.

In the seminar, her supervisor realised she did not really understand what it means to write reflectively when reporting on a classroom activity. So he prepared a set of notes on how to prepare a reflective report:

Instructions and questions for supervisors and student teachers to use when preparing a reflective report on a classroom activity

1. Write a brief description of what you [the student teacher] did and what the pupils did during the activity.
2. What were you pleased about?
3. What, if anything, disappointed you?
4. What surprised you?
5. What did the pupils learn? Were there differences in what they learnt?
6. What did you learn from the experience of using this activity with your pupils?
7. Now that you have responded to these questions, how do you feel about the activity and the way in which you used it?

Case study 10: Critical reflection

After receiving guidance about how to prepare a reflective report on an activity that they had used in a primary school classroom, a group of 30 student teachers assembled for a Saturday morning seminar during which they would present their reports. Some of the student teachers had been teaching for years without formal qualifications, whereas others were young men and women straight from school who were having their first experiences of working in classrooms.

Chidi, their supervisor, divided the student teachers into three groups of ten. She asked them to present a five-minute report to the other members of their group and to listen carefully to what they heard, so that everyone could participate in a plenary discussion after the tea break. While she circulated among the groups, Chidi became aware of a few problems in the reporting process. After tea, the plenary discussion was lively but Chidi noticed that some student teachers did not contribute and some of them looked quite 'switched off'. At the end of the morning she sat down with a snack and made some reflective notes for herself on the seminar. Her notes looked like this:

Reporting groups -

- (i) perhaps mixing experienced and inexperienced student teachers was a mistake - the experienced dominated and some went off track with 'stories' from the past
- (ii) need for a chair - I should have appointed and briefed one.

Plenary -

- (i) some student teachers switched off - could I have invited their comments or asked them some questions?
- (ii) some could only talk about their own activity - had they listened to their colleagues?

As a result of her reflective notes, Chidi developed the following tools, which she thought would be helpful in her next seminar:

Tool 1: Being an effective chairperson of a reporting/discussion session

- Make sure that all participants are clear on the 'rules' and objectives for the seminar. For example if each student teacher is allocated five minutes for their report, after five minutes the chairperson will ask them to stop. Or, for example, that everyone is expected to keep to the topic of the course. If they begin to tell stories or make comments that are off topic, the chair will call them to order.
- Keep time accurately.
- Keep student teachers on topic. For example if the topic is the use of TESSA materials, the focus of discussion should be only on the use of these materials. Or if the topic is the 'challenges during teaching practice', this should be the focus.

- Encourage quiet teacher trainees ('small talkers') to participate and signal to 'big talkers' that the views of everyone are important. For example 'Ahmed hasn't had a chance to give us his views yet. Ahmed, would you like to tell us what you think?'
- If the group has a particular task, such as reporting back to a plenary session, make sure that time is allocated to preparing this report and that the group has a spokesperson

Tool 2: Ideas for encouraging participation in a plenary discussion

- Ask someone to report one 'thing' he or she has learnt or found interesting from listening to the reflective reports. Then ask those who have something similar on their list to raise a hand. Choose one or two of these 'hands' to explain, for example, why they were interested.
- Ask someone for a question he or she has about the reports to which he or she has listened. Then ask those with similar questions to raise a hand. Next, ask volunteers to suggest answers to these questions.

Case study 11: Emotional support for student teachers

In the evaluation of a seminar, one of the student teachers said: 'We are wasting time with all this teaching practice activity stuff and discussions. Just give us the facts we need and we will learn them.'

Mrs Eugenia, the Teaching Practice Supervisor, did not immediately start defending the teaching practice based activities. She sensed that the student teacher was saying this because he was not used to learning in this way and that he doubted his ability to learn through action and reflection. She decided to try to encourage him to be less anxious and to help him to feel more motivated. She said to the student: 'It is always difficult to adjust to new things and new responsibilities. These activities give you responsibility for your own learning and thinking, and this is different from what you are used to. But I know you are capable of rising to the challenge. I am convinced that, if you can overcome your anxieties, you will find that this way of learning is relevant to your needs as a teacher, and interesting too.'

Activity 19: Planning a face-to-face seminar

In this activity, you plan a face-to-face seminar and reflect on its effectiveness.

Use the information you have met in this section to help you to plan a face-to-face seminar. The purpose of your seminar is for your students to be introduced and practise active teaching methods.

- Write up your plan.
- Check it with another Teaching Practice Supervisor.
- Give feedback to each other on your plans.
- Use your plan for a seminar.
- Reflect on the effectiveness of your seminar. Are there any tools you have considered before that might help you to do this differently?

Counselling student teachers with teaching-related difficulties

Student teachers are likely to meet difficulties that can be divided into two broad categories: **micro-level difficulties** that are linked with teaching and the level of competence of the student teacher and **macro-level difficulties** that are linked with the student teacher's surroundings and his/her work conditions.

It might appear at first glance that although support can be provided for micro-level difficulties, little can be done to help to resolve macro-level difficulties. This is not necessarily so.

Dealing with micro-level difficulties

Examples of micro-level difficulties include:

- lack of teaching strategies
- inadequacy to develop locally oriented or culturally friendly teaching materials
- lack of confidence with improvisation of resources
- lack of mastery of subject content
- lack of ICT skills
- learners' lack of cooperation during activity methods of teaching
- the student teacher's lack of self-motivation.

Many Teaching Practice Supervisors have had some experience of these situations and have found some solutions which they have shared among themselves to increase their collection of tools to support their students.



Mall. Rabiu

As I indicated earlier, my key function as Teaching Practice Supervisor is to improve classroom practice and some of the micro-level difficulties linked with classroom practice, for example the lack of teaching strategies. I have found that the ideas contained in the Toolkit help me to scaffold the student teacher development in using an increasing number of teaching strategies - and I make sure that each of my students works on one teaching strategy at a time.



Mr Omotoso

Well again, the case studies used in the section of the modules do provide guidance and ideas on some of the difficulties met by student teachers.

Actually one area we have not explored yet is how to bridge the gaps in students' subject knowledge. I have found what I would call the supporting resources that provide background information and/or subject knowledge for teachers and that are clearly indicated by a small symbol most helpful. Did you know there are some on verbs and adverbs, electricity, the heart rate? Really all sorts and it is worth looking at these. The [Nigeria Resources Summary](#) will help you to identify them.



Mrs. Auta

And I would add, some of these provide support for techniques. So, yes, look them up!

Also don't forget the key resources that are extremely useful and can really trigger the imagination. For example, the two key resources *Being a resourceful teacher in challenging conditions* and *Using the local community/environment as a resource* can most certainly help student teachers who have difficulties in developing locally oriented or culturally friendly teaching materials or who lack confidence in improvising with resources. You may want to borrow one of the activities I do during one of my face-to-face seminars on 'How can you use this in your teaching?'. I bring in all sorts of local and usual items as well as photos of the local environment. We brainstorm ideas and students select a few of these to try in micro-teaching sessions.



Hajia Rahmatu

Two points we have not mentioned.

First how to get the learners to appreciate a different way of working? I would say, just as we introduce our students progressively to new methods, they need to explain to their pupils albeit briefly that today we are going to try a new way of doing things, and introduce things progressively.

And the last point, ICT skills; as you know I am self taught, but I know some of my students are diffident. Well, I have printed the ICT support page at the end of the Toolkit and brought my laptop to face-to-face seminars. In pairs, students go and try to access the site and/or resources. If they need help, another student who is computer literate goes and supports them.

Dealing with macro-level difficulties

The dialogue below illustrates some of the macro-level difficulties met by student teachers.

Student teacher: I find it really difficult to teach, let alone introduce new techniques in my class that is a multi-grade class.

Teaching Practice Supervisor: There are ways of organising the class that would help you to manage the differences. Have you read the TESSA key resources *Working with large and/or multi-grade classes* and *Using group work in your classroom*?

Student teacher: And I guess both of these will also be useful for teaching my overpopulated class?

Teaching Practice Supervisor: Yes

Student teacher: The lack of ICT infrastructure in the school makes teaching at times quite impossible.

Teaching Practice Supervisor: Let me tell you about the solution Bose and her Teaching Practice Supervisor, Mr Solomon, found ([Case study 12](#)). This may give you some ideas.

Case study 12: Using the local community for access to ICT facilities

Bose is a teacher trainee doing her teaching practice at LGEA Babandodo Primary School in Makera, in the north of Nigeria. She teaches Computers in Primary 5. On her Teaching Practice Supervisor's first visit to the school, Bose told him that she found it hard to teach Computers as the school had no computer so she had to teach it with pictures, which the children did not find stimulating. Bose's Teaching Practice Supervisor, Mr Solomon, advised her that using a real computer would be much more effective and he suggested that Bose could visit the nearby business centre to request if she could borrow a computer. Mr Solomon decided to revisit the school at a later date to see Bose teaching for another time. On the day of his second visit, Mr Solomon saw that Bose had done as he advised and used a real computer to demonstrate the components in her lesson. This made it very exciting for the pupils. Mr Solomon also brought his laptop with him on this occasion, and he used it to demonstrate to the children that computers are of various sizes and forms. He also showed his mobile phone to the pupils as it was another form of computer.

Student teacher: Actually, it is not only ICT resources that are hard to come by. Generally, the school is not very well equipped. There is a dearth of infrastructure, equipment and resources.

Teaching Practice Supervisor: Let me tell you about a very resourceful teacher, Mrs Buhari (**Case study 13**). And again, remember to look at the TESSA resources: *Being a resourceful teacher in challenging conditions* and *Using the local community/environment as a resource* are full of ideas you can use.

Case study 13: Being resourceful in finding reading resources

Mrs Buhari is a student teacher who is teaching reading to her Primary 6 class. She told her Teaching Practice Supervisor that she felt handicapped because the school she was practising in did not have any textbooks or materials they could work with, and she had nowhere to photocopy any materials. Her supervisor suggested that she ask pupils to bring any reading materials they could get their hands on, for example newspaper cuttings, waste paper, magazines. The pupils did this, and the class soon had a wide range of different types of reading materials which Mrs Buhari could use to teach them reading.

Student teacher: Hum, this will be more difficult to express and explain, but I do not feel very secure in the school.

Teaching Practice Supervisor: Well, this is something I cannot give you advice on immediately. I need to consult colleagues at the study centre and will give you a phone call on your mobile as soon as I have an answer.

There will be times when you as a Teaching Practice Supervisor will not have the answer (nothing wrong with this) and you will need to refer to your study centre because the matter seems to be an 'official' one and you need to check the institution's response to the questions. At other times, the issue that is revealed is very sensitive and you will feel that other colleagues' views on the matter will be useful to help you to work out a solution. For example, issues linked to social, cultural and multilingual context, as in the gender issue met by Mrs Okonkwo in **Case study 14**, are very delicate indeed, and other colleagues' advice

will be welcome. What would you have done in Mrs Okonkwo's situation?

Case study 14: Gender issues

Nancy is a young female teacher in her early 30s in Mrs Okonkwo's group of 12 student teachers. Mrs Okonkwo has noticed that during the face-to-face seminars, Nancy is always interested, she understands quickly the issue being discussed and is always the first to volunteer to take part in role-play exercises or be the teacher in a micro-teaching session for a new technique; she sounds a very promising teacher. Mrs Okonkwo is looking forward to seeing Nancy in front of a class when she does the next teaching practice visit. When she arrives to the school, she finds a very subdued Nancy who has not included a single new technique in her lessons and who seems drowned in front of the class. Where is the bright young woman of the face-to-face seminars? During the debrief, Mrs Okonkwo does not ask direct questions about the differences of attitude between the seminar and the school: she uses all her counselling to try to work out the reasons. But Nancy remains silent, looking at her feet. Mrs Okonkwo asks her to come to a meeting at the study centre that afternoon after school. She makes them a cup of tea, sits Nancy next to her and through careful questioning discovers that Nancy wanted to use some of the methods discovered during the seminars, but that the cooperating teacher did not use these methods and as he was an experienced teacher and was well respected in the school, she did not feel she could do something that may displease him. Mrs Okonkwo investigated a little further very gently and discovered that in her education, Nancy had been brought up never to question adults and particularly men.

Mrs Okonkwo decided on three lines of action:

- 1) seek the support of the school's head teacher so that for this first teaching practice at least, Nancy would be in a class with a female teacher
- 2) work with her students during a face-to-face seminar on issues linked to gender issues
- 3) convene a group of Teaching Practice Supervisors to discuss issues around 'giving a voice to students' so that their needs could be heard in their training, be it in schools or at the study centre.

Activity 20: Responding to your own student teachers' difficulties

This activity asks you to think about your students' individual needs and to consider how you might respond to them.

Think of each student in your group and list at least one difficulty he/she has (go up to a maximum of three difficulties per student if you wish).

- Try to group them in categories if appropriate.
- Are they similar or different to those in the dialogues and case studies above?
- How might you respond to them?
- Pair up with another Teaching Practice Supervisor and share your lists of student teachers' difficulties, particularly those you felt difficult to

respond to on your own.

Self-audit and targets: active teaching and learning methods

Strategy number	Active teaching and learning method	Some of the teaching skills needed	Strength	To develop	Never used	Notes
1.	Building models	<ul style="list-style-type: none"> v Thinking about what pupils will learn. v Being able to build the model themselves. 				
2.	Classification	<ul style="list-style-type: none"> v Using observation. 				
3.	Collaborative activities	<ul style="list-style-type: none"> v Knowing pupils to decide on working groups. 				
4.	Debate	<ul style="list-style-type: none"> v Giving all pupils an opportunity to participate. 				
5.	Demonstration	<ul style="list-style-type: none"> v Organisation. Explaining clearly and in a manner to keep pupils' interest. 				
6.	Discussion	<ul style="list-style-type: none"> v Giving all pupils an opportunity to participate. 				
7.	Displaying real items (exhibitions)	<ul style="list-style-type: none"> v Organising your classroom or exhibition space. v Thinking how pupils can share 				

8.	Games	<p>their knowledge, e.g. labels.</p> <ul style="list-style-type: none"> v Thinking about what pupils will learn. v Classroom organisation and management. v Being able to play the game yourself. 				
9.	Group work	<ul style="list-style-type: none"> v Arranging your classroom in advance. v Deciding how to divide your pupils. v Deciding on a job for each pupil in the group. 				
10.	Investigation/inquiry	<ul style="list-style-type: none"> v Planning the investigation/inquiry with your pupils. v Deciding how pupils will report. 				
11.	Making deductions	<ul style="list-style-type: none"> v Helping pupils to discover for themselves. 				
12.	Mind mapping/brainstorming	<ul style="list-style-type: none"> v Identifying clearly the issue or problem. v Agreeing the rules with pupils. v Giving a clear summary at the end. 				
13.	Observation/identification	<ul style="list-style-type: none"> v Using local resources. v Using questioning. 				
14.	Prediction	<ul style="list-style-type: none"> v Helping pupils form appropriate questions. 				
15.	Problem solving	<ul style="list-style-type: none"> v Setting out the problem clearly. v Identifying in advance areas of difficulty. v Thinking of questions which will help pupils. 				
16.	Project method	<ul style="list-style-type: none"> v Using group work. v Helping pupils discover and think for themselves. 				
17.	Questioning	<ul style="list-style-type: none"> v Thinking about the type of question – open or closed. v Encouraging a range of pupils to answer. v Encouraging pupils to think for themselves. 				
18.	Reporting/oral presentation	<ul style="list-style-type: none"> v Using a variety of ways – oral, posters etc. v Giving clear guidelines. 				
19.	Researching/exploration	<ul style="list-style-type: none"> v Defining the research question. v Deciding on the research method. v Deciding on how the findings will be recorded. 				
20.	Role play	<ul style="list-style-type: none"> v Using group work to act out a situation. v Thinking about where the groups will work – inside or outside of the classroom. 				

21.	Simulation	<ul style="list-style-type: none"> v Giving pupils a clear brief. 				
22.	Storytelling/folk tales	<ul style="list-style-type: none"> v Identifying where you can find local and other stories. v Using different people to tell stories – you, pupils and local people. 				
23.	Student field work	<ul style="list-style-type: none"> v Planning. v Setting clear learning objectives for pupils. v Using investigations. 				
24.	Think–pair–share	<ul style="list-style-type: none"> v Using good time management. 				

My own targets:

I will work on	I am to complete by (date)	How I will know I have developed my use of the method sufficiently	I will need the following support

Teaching Practice Supervisor Lesson Observation Form

Student teacher's name

Date

Time

Duration

Class

Average age

No. of boys

No. of girls

Subject

Topic

Subtopic

Notes on the lesson plan:

-
-
-

Notes on the learning objectives:

-
-
-

Notes on the instructional materials:

-
-
-

Notes on the use of previous knowledge/entry behaviour

Detailed notes on the lesson

	Time	What happens in the classroom	Comments, questions, suggestions
Introduction			
Step 1			
Step 2			
Step 3			
Step 4			
Step 5			
Evaluation and feedback			
Summary			
Conclusion			

Summary for the student teacher**What we agreed went well:****Agreed areas to develop:****TESSA strategy/strategies or resources that would help:****General comment on the lesson:**

'Do you need help...?'

Instructions for accessing resources on the TESSA website

Downloading the TESSA resources from the website

You can view the resources on the TESSA website online, but sometimes you might want to download them to a CD-ROM or flash drive so you can access them offline. These instructions will help you with that.

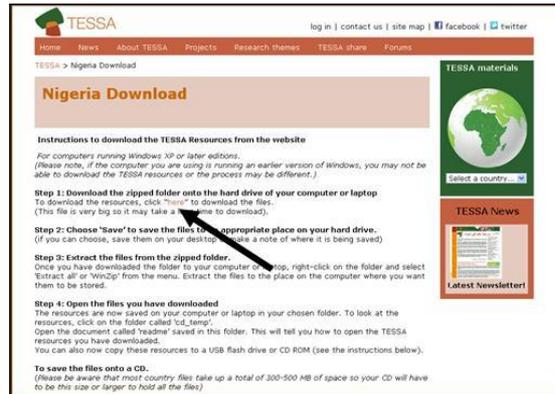
1. Type the TESSA website address: www.tessafrica.net into your internet browser. On the home page, select the Nigeria country page from the drop-down list (you will first need to click on 'Select a country...' in order to see the list).



2. Click on the link shown by the arrow to go to the Resource Download page.



- The instructions on this page will take you through the steps of downloading the resources onto a CD or flash drive. Read through them and when you are ready, click on the link to begin downloading the resources.



Please note that these instructions are for Windows XP or later. If you are working on a computer with an earlier version of Windows, the steps may be different.

Locating an audio clip on the TESSA website

These instructions will help you to locate the audio clip about the school inspector visiting the school, as referred to on page 12 (**Activity 3**). There are many other audio clips available on the TESSA website – once you have located this one, you might also like to explore the others.

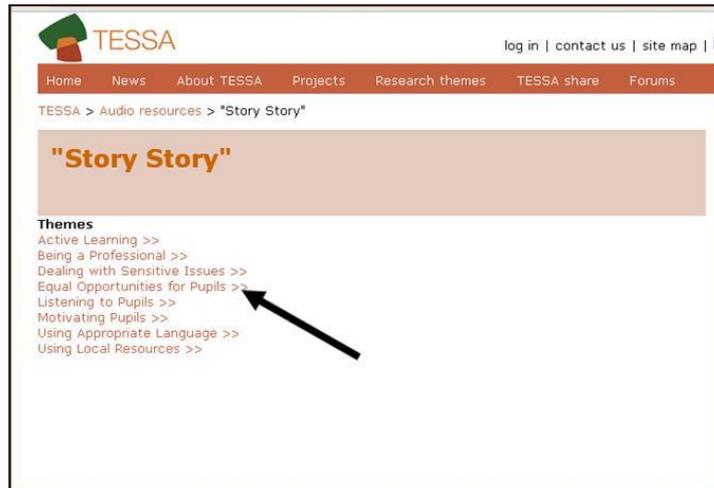
- Select the Nigeria country page from the drop-down list on the TESSA website (you will first need to click on 'Select a country...' in order to see the list).



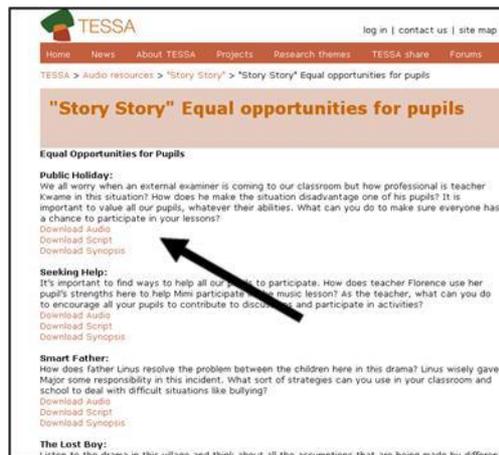
- Click on the 'Audio Resources' link, which will take you through to a list of TESSA audio resources.



3. Click on the 'Story Story' link. This will take you to a list of different categories of audio resources. Click on 'Equal Opportunities for Pupils' link from this list.



4. The audio resource you are looking for is the first one on this page. It is called 'Public Holiday'. You can download the audio file and save it on your computer or laptop. You can also download the script for the audio file and a synopsis of what it is about.



5. Once you have downloaded the audio file and saved it on your computer or laptop, you can play it by double-clicking (clicking twice) on the name of the file in the place where you have saved it. This will open the audio recording in Windows Media Player or another audio player installed on your computer.

Remember that you might need to adjust the volume, and that you might need to use headphones if the computer does not have speakers attached.

Locating a section on the TESSA website

The activity on page 13 (**Activity 4**) requires you to locate and print a section from the TESSA website. The section you need to look for is in the Life Skills subject area. It is Section 1 'Ways to explore who the people are' in Module 1 'Personal Development – How Self-Esteem Impacts on Learning'. Follow the instructions below to find and print this section and the accompanying resources. Feel free to explore other sections along the way.

1. On the Nigeria country page on the TESSA website, click on the Life Skills link.



2. The section you are looking for is in Module 1 'Personal Development – How Self-Esteem Impacts on Learning' so click on that.



3. The section you have been asked to locate is Section 1 'Ways to explore who the people are'. Click on this link. This will show you the section – there is an introduction and three pages, as well as resources which accompany the section.
4. Click on the tab that says Print Section and double-click (click twice) on the link to the document on the next page. This will open Section 1 as a PDF document so you can print it.
5. If you want to edit parts of the section, you can click on the tab that says Adapt Section. This will take you to a new web page which has Word document versions of Section 1. By double-clicking on the link for the different parts of the section, you can open them in MS Word and change as much as you like before you print or save them.

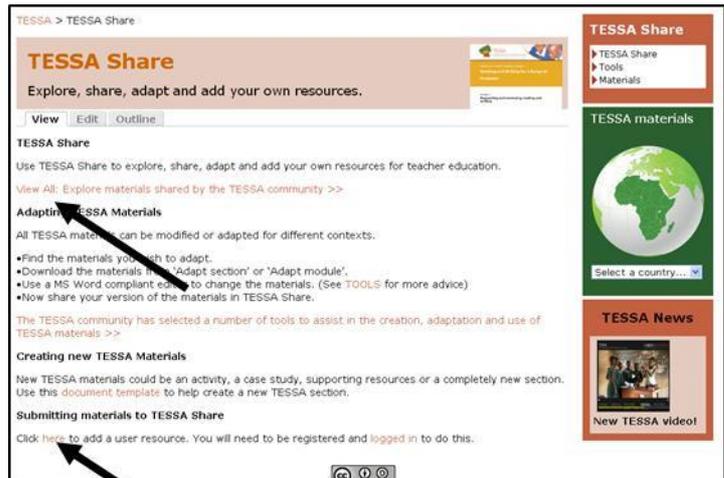
Sharing resources on the TESSA website

The TESSA website is used by teachers and teacher educators across sub-Saharan Africa. You can talk to other teachers using the TESSA Forum (<http://tessafrica.net/forum>) or share resources you have made or discovered using TESSA Share (<http://tessafrica.net/share>).

1. To see resources other users of the TESSA website have uploaded, or to share some of your own, visit the TESSA Share page:

<http://tessafrica.net/share>.

2. Click on the 'View All' link to see resources shared by other members of the TESSA community. You will be shown a list of all the files added by other users. You might need to explore a few before you find one which is helpful for your student teachers.



3. If you or your student teachers have discovered or created a new resource which other teachers might find helpful, why not share it on TESSA Share? A template is available for download if you'd like to make your file look like other TESSA resources. You'll need to register with the TESSA website before you can upload resources.
4. If you have any problems sharing a resource using TESSA Share, you can email it to the Open University UK TESSA team at: FELS-TESSA@open.ac.uk.

Other useful resources

-  1 NCCE Pre-Service Teachers' Manuals for Micro-Teaching and Teaching Practice for Basic Education, online:
<http://www.ncceonline.org/NCCE-Digitization/TESSA/pdf/TESSA%20Scie&Tech.pdf>
-  2 Michigan State University: the 5 E Learning cycle model, online:
<http://faculty.mwsu.edu/west/maryann.coe/coe/inquire/inquiry.htm>
-  3 Cain, M. (2012) 'Beliefs about classroom practice: a study of primary teacher trainees in Trinidad and Tobago, *International Journal of Humanities and Social Science*, vol. 2, no. 3; February 2012, online:
http://www.ijhssnet.com/journals/Vol_2_No_3_February_2012/14.pdf
-  4 OER Africa website for more freely available open educational resources, online:
<http://www.oerafrica.org/>
-  5 OER at AVU (African Virtual University) for more freely available open educational resources, online: <http://oer.avu.org/>

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Counselling student teachers with teaching-related difficulties

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