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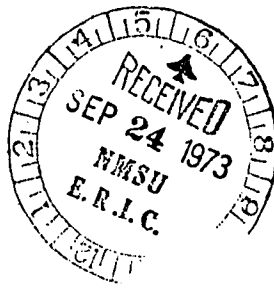ED 084 233   SP 007 464

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ABSTRACT
         This handbook summarizes the basic principles of
practice teaching for the person who is teaching for the first time.
This experience is cited to enable the student to observe a) the
school as a community, b) the environment of the classroom, c)
teachers and teaching methods, d) curriculum and school organization,
e) children as individuals in small and large groups, f) school
routines, and g) the service available within a school. The school
experience program, it is reported, should enable student teachers to
practice individualized teaching skills and assessment techniques and
become familiar with materials, resources, and knowledge appropriate
to various learning situations. As a result of these observations and
experiences, the student teacher should be able to plan learning
experiences, evaluate his own performance, and demonstrate the
principles of his approach to teaching. The appendixes include the
practice teaching dates and members of the Practice Teaching
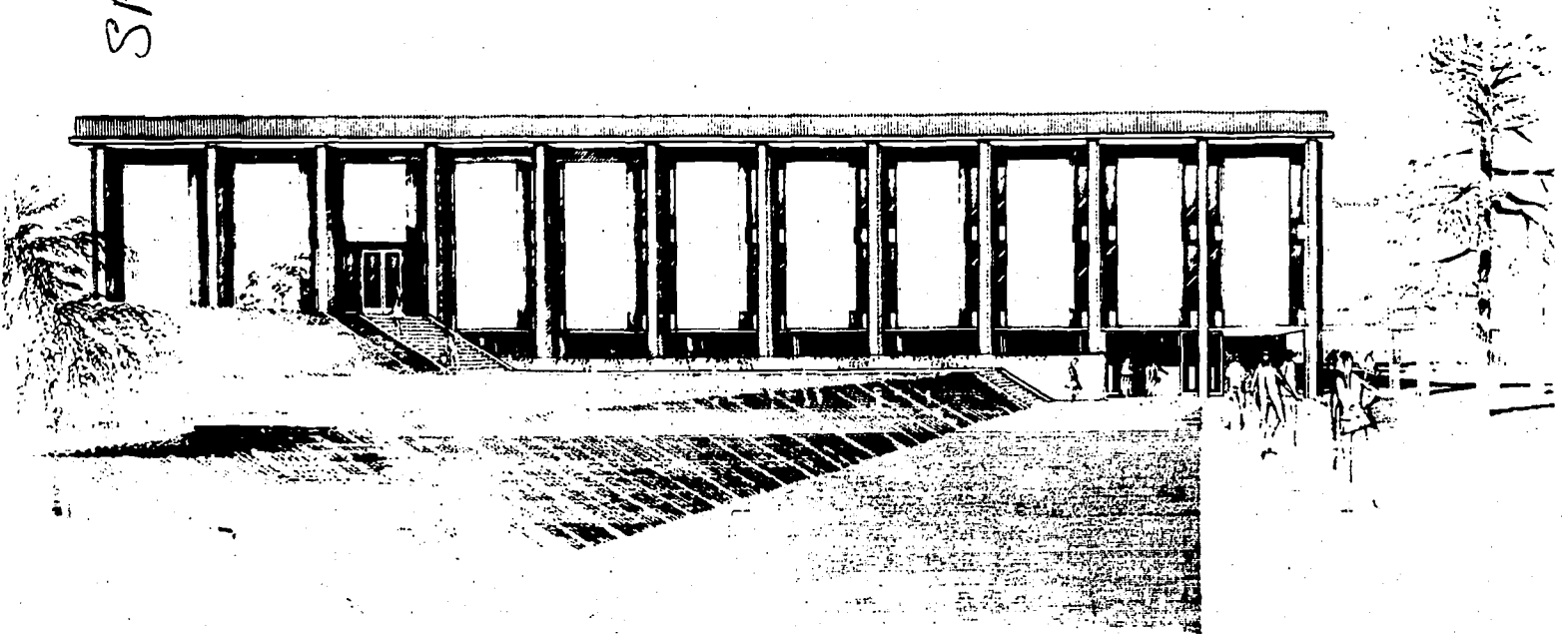Committee. (BRB)

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❄ CANBERRA COLLEGE OF ADVANCED EDUCATION

Handbook of Practice Teaching in Teacher Education

1973

C O N T E N T S

INTRODUCTION TO THE STUDENT TEACHER - Your attitude to Classroom Experience.

The teacher's view of a class

You have had many years of experience in the classroom, but most of this as a learner rather than a teacher; and probably, a learner in a conventional-style classroom. Your first task, therefore, will be to consider the classroom and its activities from the teacher's point of view. Later in your career you will need to think again about the pupil's reactions to different types of teaching, but for the moment try to imagine what the teacher is thinking and why the teacher acts in any given way.

Purpose of the handbook

This handbook has been designed to guide you in your classroom observations and also to help you in the preparation of your own teaching. It cannot do both of these things adequately, of course; there are too many issues and contingencies within any classroom setting at any one time to make definitive statements possible, even if we wanted to make them. What is contained here is a summary of basic principles of teaching and the teacher's related classroom behaviours which are relevant to the person who takes on the teacher's role for the first time, and who therefore may seek help from as many pertinent quarters as possible.

Your previous school experiences

Student teachers will themselves reflect the variety of educational experiences which we are attempting to suggest, analyse or describe. Already there will be those amongst you who, by the nature of your own histories of success and failure as learners, will be prepared to support the principle of autocratic classrooms as against permissive ones, aloof teachers as distinct from friendly ones, pupils' good scholarship rather than personal adjustment, and disciplined learning rather than creative experience. Thus, your early teaching style will perhaps be governed more by attitudes than reason, although ultimately you may well find and use substantial arguments to support the maintenance of these original attitudes.

The classroom as a laboratory

Of much greater influence on your ultimate teaching style than your reading will be the continuing experiences you have in the classroom. Whether you eventually count yourself a confident student teacher or not will depend in some measure upon your interest in applying the principles of observation and planning we are describing. It will also depend upon your willingness to formulate and to try things different from those which have already done much to establish your present attitudes towards teaching styles. In this sense, the classroom is your laboratory. The guidance you receive within that setting will come from other teachers as well as from pupils' reactions to your techniques.

1.   OBJECTIVES OF THE PRACTICE TEACHING PROGRAMME

Within the context of the course as a whole the following
objectives are recommended:

(a)   The teaching practice experience will enable the
       student ,to observe:

       (1)   the school as a community;

       (2)   the environment of the classroom;

       (3)   teachers, teaching modes and methods;

       (4)   curriculum and school organization;

       (5)   children both as individuals and in
              small groups - in a variety of situations;

       (6)   school routines, rituals; and,

       (7)   the services available within a school.

(b)   The school experience programme will enable student
       teachers to:

       (1)   practise a variety of teaching skills and
              assessment techniques appropriate to the stage
              of development of the children to be taught;

       (2)   become familiar with, to employ and evaluate a
              variety of materials, resources and knowledge
              which will be appropriate to the learning
              situations the student teacher will encounter on
              graduation;

(c)   As a result of the above observations and experiences,
       the student teacher should be able to:

       (1)   plan learning experiences. (A student should also
              be able to demonstrate this ability);

       (2)   evaluate his performance with reference to his
              objectives, procedures and assessment techniques;

       (3)   demonstrate and describe the principles on which
              he has based his approach to teaching.

2. PRACTICE TEACHING ORGANIZATION

The Time Given to Practice Teaching

The basic aim of the practical teaching experience is the encouragement and development of each student to the position of taking charge of a class with justifiable confidence.

After introduction to the school and the classroom the student will normally be observing and acting as a teacher's aide before taking charge of a small group of pupils, and so progressing to handling a whole class. The length of time over which this process extends will depend on individual students - and on the supervising teachers or Associates, with whom students form teams and whose role is described in the next section of this handbook.

Duration of courses naturally affects the time given to practical teaching experience. In their one year, Dip.Ed. students are in schools for at least two half-days, usually on Tuesdays and Wednesdays, but they also have periods of block teaching practice at the end of first semester and during second semester.

The Diploma of Teaching and B.Ed. students have one half-day each week usually on Tuesday or Wednesday, during the second and third years of these courses. In addition, block teaching practice will be arranged for the first week of first semester and for two weeks in the latter half of second semester.

Practice Teaching Teams

It is the aim of the Practice Teaching Committee to place groups of Associates, so that a team relationship may be developed in the School. It is envisaged that students may thus have a variety of teaching experiences in different levels of the school and with different groups of children, the nature of those experiences being decided upon in student-Associate-College staff consultation.

Usually a student will work with the same team through the year, but a change may sometimes need to be made at the end of first semester. This will occur when a student needs to gain experience in a different type of school or subject area, or when some exceptional change occurs in a student's circumstances.

The Relating of Theory to Practice

Dip. Ed. Students are placed with Associates who teach in the student's selected Curriculum Studies areas, and therefore from the outset they will become familiarized with the rationale and procedures of teaching those subjects in which they will ultimately specialize.

Undergraduate course students have a different Curriculum Studies programme. The units which are concerned with subject-area teaching are begun in the second year, simultaneously with the beginning

of regular practice teaching. During the second year, all undergraduate students undertake the Language and Communication Course, and in addition all students who plan to teach the early and middle childhood groups also undertake Mathematics. During the third year more intensive specialization is developed in the age-level at which the student will be teaching, and the Curriculum Studies units are expanded into the social and natural sciences and the creative arts.

It is anticipated that students will have a fairly intensive experience of teaching in the area of their current Curriculum Studies unit. A student currently studying mathematics in Curriculum Studies, for instance, would need to gain a lot of experience in mathematics teaching so that a link-up is made between curriculum theory and practice. Teaching tasks and observations will be planned by Curriculum Studies staff and Associates to help students to make this link.

While it is desirable that teaching practice should enable the student to practise specific skills or to investigate particular procedures related to their Curriculum Studies programme, it is not intended that these should be the students' or Associates' sole concern. Students should be encouraged to aim at diversity of experience with children and teaching tasks.

Tutorial Programme

Work in the schools is complemented by microteaching and practice teaching tutorials, each of which attempts to link educational theory and practice. In these tutorials student teachers are able to take a more objective view of teaching and learning activities and are encouraged to examine critically their own teaching styles. They will be assisted in the latter task as they view video recordings of their own teaching, or of parts of lessons given by their colleagues.

Recommended Experiences for the Student Teacher

It is neither possible nor desirable to anticipate that all students will have reached a given stage of development as teachers at any given time. Students' progress in the development of teaching skills and attitudes will be governed by a wide variety of circumstances and personal attributes, and will therefore be paced differently.

There are, however, some experiences which are assumed to be a necessary part of every student's practical teaching. These experiences are briefly described here to help Associates and students to select those which are relevant, and to plan an ordered and graduated programme of school experience.

A.   ### Child Studies

While much of the time will be spent in lesson preparation. classroom teaching, and other activities connected with school or class organization, it is also important to study children both as individuals and in groups.

..5/.

As soon as possible after being allocated to classes, the student teacher should attempt to learn the names of the pupils. Depending on the circumstances, a classroom plan, the class roll, or even a name card on each desk can be used to make this easier. In a secondary school, where a student will normally be teaching a number of classes, it will not be possible to gain an intensive knowledge of each pupil, a difficult matter with only one class. Undergraduate students undertook a limited study of one child as part of their work in <u>Foundations of Education</u>. They will be able to undertake more intensive studies of individual children later in their college course.

For graduate students, however, it is suggested that an intensive study of one or two pupils be undertaken half-way through the first semester.

To complement the studies of individual pupils, the student teacher should also carry out a systematic observation of group behaviour in the classroom and playground.

B.   <u>Classroom and School Organization</u>

<u>Classroom Organization</u>

As a result of the close contact with one or two Associates, the student teacher will have frequent opportunities for making systematic observations of classroom procedures. Answers should be sought to the following questions, but it should be remembered that for many questions there is no one answer.

  a. How does the teacher address the pupils as a group
      and as individuals? Is frequent use made of pupils'
      first names?

  b. Are the classes organised into smaller groups; and if so,
      what criteria are used for the selection of groups?
      What use is made of the groups during lessons?

  c. Describe the procedures used with respect to homework
      and correction of class work, noting the standards which
      are expected. As early as possible in the practical
      teaching it is advisable for the student teacher to gain
      experience in correcting all types of pupil work.

  d. Note any special teaching methods in use, such as
      programmed instruction, audio-tutorials or team teaching,
      and comment on their value.

  e. What procedures are adopted for developing self-discipline
      among the pupils and a working atmosphere in the classroom?
      Are the same types of procedures suitable for all
      occasions?

School Organisation

When a student teacher is able to visit a number of schools he should try to develop a systematic method for describing and comparing them. One suggested method is given here.

a. Name, type and purpose of the school.

b. Names of Principal, Deputy Principal and relevant members of the staff.

c. Age of school, number on the roll (approx), co-educational or not, method of selection of intake, general socio-economic level of pupils.

d. General description of facilities, eg, science laboratories, art rooms, workshops, language laboratories, gymnasium, auditorium, etc.

e. School policy on examinations, allocation to classes and progression.

f. Provision of audio-visual equipment and office facilities.

g. Arrangements for extra-curricular activities, etc, clubs, choir and orchestra, sport.

(Note: In making the descriptions outlined above, the student teacher should avoid any comments which may be interpreted as judgemental).

C. **Preparation for the Teaching-Learning Experience**

The amount of actual teaching required of a student will depend upon his needs and his stage of development. Regardless of whether a student is teaching complete lessons to the whole class, organizing group activities, or helping individual pupils on private or remedial studies it is expected that each effort will reflect thought and planning. Four stages in this process should be noted:

a. **Aims:**

Students should ensure that the purpose of each lesson or activity is clearly established before proceeding. Special attention should be paid to questions: Why am I providing this experience for these pupils at this time? What are my expectations for these pupils by the end of this and associated experiences? In other words a decision regarding both the specific aim and desired long term outcomes of the teaching-learning situation must be made prior to any session.

b. **Preparation of Subject Matter:**

The success of any teaching/learning situation is

partially dependent upon the teacher's mastery of his
discipline. The preparation of subject matter involves
much more background material than it is actually planned
to use in a session: only by being well informed about
a particular topic can a teacher convey it to the pupils
within a meaningful framework. It assists the student's
own feeling of confidence during the session. In the
selection of subject matter it is expected that the
student teacher will be advised and assisted by the
Associate, who has the ultimate responsibility, but it
is hoped that at various stages of the practical teaching
a student teacher will be able to show more initiative
in the selection of material.

c. Teaching Procedures:

Once the student teacher is clear about what he is
aiming to teach, and has selected the particular
material to be used, he must think about the procedures
by which the aim can most effectively be achieved.

This booklet does not aim to instruct in procedures as its underlying
philosophy is that each student should develop the style that most
suits himself, and in which he can best express his aptitudes and
personality and achieve his aims. Nevertheless, in translating aims
into teaching and learning activities, attention should be paid to a
specific statement of purposes, to relating material to previous and
future activities, to capitalizing on children's curiosity, to
arranging a sequence of steps from known to unknown, from concrete
to abstract and to providing a satisfying conclusion to any activity.
The student should be sensitive to the varying interest and ability
levels of the children and should attempt to plan the situation for
everyone rather than only for the "average" group.

Planning the Teaching Practice Programme

During the first week of practice teaching the student should plan
with the Associate a time-table of regular school visits. This is
probably best done with the student's College time-table on hand.
It would be wise to establish what is a minimal frequency and
duration of school experience. The student will be required to
keep a practical teaching diary. Students are encouraged to visit
their school, if practicable, at times additional to those specified.

It is wise for the Associate and student to set aside a conference
time each week, when the last teaching assignment may be reviewed
and the next one planned.

The student's teaching assignments should be very carefully graduated
in difficulty and duration. A suggested broad plan for U/Gs would be:

a. observations of teaching procedures;

b. teaching two or three children a routine task or skill
    (up to half an hour);

c. teaching two or three children a routine task or skill

during a limited time;

d. teaching a small group a routine task for a longer
    period (up to 3/4 hour);

e. planning and conducting a non-routine, supervised
    session for a large group (up to ½ hour). (This
    stage may be reached by the end of first semester).

f. planning and conducting a supervised session for a
    large group (up to 1 hour);

g. planning and conducting a supervised session for the
    whole group (up to ½ hour);

h. planning and conducting a supervised session for the
    whole group (up to an hour);

i. planning and conducting an unsupervised session for
    the whole group (up to an hour). This stage may be
    reached by the end of the Second Semester.

Obviously some students will wish to, and be quite capable of,
progressing through these stages quickly; and these students need
not be restrained by the delineations of these suggested stages.

Resource File

Students should make their own decisions regarding the construction
and format of formal lesson notes, after consultation with their
Associates.

The normal expectation is that a beginning student teacher should
feel the need for fairly full lesson notes, the need decreasing
with added experience.

However, as mentioned above, all students are required to keep a
diary listing activities in which they participate.

The diary may become part of the student's resource file which he
will be asked to submit as part of the requirement of the
Curriculum Studies unit. Further suggestions about the resource
file are made in Chapter 6.

If the Associate feels that his student requires formal lesson
notes to ensure adequate development in teaching, then the Associate
and student in conjunction should decide on an acceptable and
workable format.

D.   Responsibilities of the Student Teacher

        During the course of the practical teaching it is expected
that the student teacher should develop specific skills and assume
given responsibilities essential to the teaching profession. In
the sections which follow, guidelines are given concerning
relationships between the student on the one hand and the school
authorities or the pupils on the other.

Relationship between Student Teachers and the School System during the Practical Experience Programme

a. During periods of practical teaching student teachers are
    accepted in the schools by courtesy of the Principal and
    staff. They are regarded as temporary members of the staff
    and are under the general control of the principal.

b. When prevented by accident, illness or other contingencies
    from attending, students should arrange for the school to
    be notified.

c. As temporary members of the staff, student teachers are
    expected to assist in playground duty, sports supervision,
    and other work as requested by the principal or associate,
    and co-operate with and assist members of the staff in every
    possible way. It must be emphasised that students cannot
    legally take over the responsibilities of teachers; thus,
    for instance, assistance to an associate with playground
    duty could be a useful part of a student's school experience,
    but the student could not take sole charge in case there was
    an accident.

The Student Teacher and the Pupils

a. The student teacher must realize that each pupil is an
    individual and must take into consideration individual
    abilities, interests and capacities for learning. Complete
    impartiality should be observed by the student teacher in
    dealing with pupils, and he must strive constantly to be
    fair while judging pupil's actions.

b. The student teacher should be sympathetic and courteous
    towards all pupils.

c. All information which the student teacher receives about
    pupils in his class or school is to be kept confidential.

d. Disciplinary measures used by the student teacher should
    conform to the instructions of the Associate. Under no
    circumstances should physical punishment be administered
    by the student teacher.

e. The student teacher should recognise that no teaching can
    be value free but should refrain from imposing his particular
    religious or political views on pupils.

* * * * * *

3.   PRINCIPLES OF OBSERVATION

Teacher-centred → Child-centred

At the beginning of the teaching practice one tends to see
everything that happens in the classroom from the teacher's
point of view. Indeed in the Introduction we have asked the
student teacher to do this. Early teaching efforts will be
assessed primarily by consideration of reactions to the
climate generated in the classroom, by the effectiveness of
control over it, and by the level of enjoyment of the
activities which occurred. Eventually, however, it will
become important to put one's self again in the student's
shoes and review all that occurs for its value to the learner.
It is a difficult transformation to make. It is sometimes
difficult to be objective about the effectiveness with which
we meet what we believe, rightly or wrongly, to be personal
challenges. Teachers are always at the centre of social,
emotional, intellectual and even physical inter-relationships
and it takes skill to handle them. Nevertheless, the change
from teacher-centredness to child-centredness is one which has
to be made, particularly as the trend in curriculum development
is to use the teacher as a "resource person", and to use
materials which give a very considerable emphasis to student
participation.

A.   TEACHING MODELS

A possible objective of teaching practice might be "to watch
and evaluate the many modes of teaching and methods of
organizing teaching-learning procedures," so that your first
contact with the schools will be designed to help you achieve
this objective at least in part. In order to observe accurately
and to understand what is seen, it is necessary to have some
appreciation of what has preceded the present teaching situation
and what is planned to follow it. No effective teaching can
exist within a vacuum. An electrifying lesson may be irrelevant
to the teacher's stated objectives, and thus be remembered only
for its novelty. On the other hand, if its purpose is clearly
established, it may be remembered for the way it integrated so
many other sessions which preceded it, or for its stimulus to
investigate new ideas and issues in subsequent sessions. It
is important to the student teacher therefore, to know what
the total framework is, and to assess what is being observed
now for its relationship to past and/or future teaching. This
framework is sometimes called a teaching model, and many teachers
would, upon reflection, agree that any teaching plans they
make are based upon one theoretical model or another.

Two examples of models are given here to illustrate the point.
One looks simpler than the other, but an analysis of the terms
used, and their broad implications, reveals that each is saying
much the same thing. The first model (1) describes effective
teaching-learning situations as a continuous flow-through of
four major components. These are:

A	Instructional objectives
B	Entering behaviour
C	Instructional procedures
D.	Performance assessment.

Diagrammatically they are represented thus:

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| A |→| B |→| C |→| D |
   |    ↑    ↑      ↑
   |____|____|_____|
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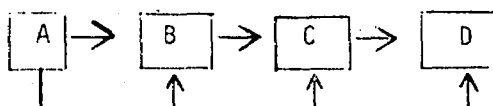
During any observed or practical teaching session, therefore,
the student teacher would be able to define quite clearly the
objectives of the session (A); the level of performance,
knowledge or skill required of the pupils before it is possible
to work towards those objectives (B); the kind of instructional
or management procedures which will, in this instance be used to
reach those objectives (C); and finally, the techniques by which
it is planned to find out if those objectives have been reached
(D).

An alternative way of observing any teaching-learning situation
is to use the image of the "continuous triangle", thus: (2)

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                    aims
              ↙  ↗  ↖  ↘
     evaluation ←──────→ procedures
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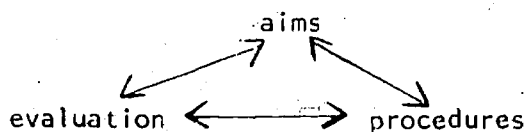
in which the inter-relationship of these three defined elements
of the teaching situation are examined continuously. In this
instance, aims, procedures of teaching and assessment of learning
are not usually discrete entities within the session, but are
nearly always identifiable by learner and teacher. These models
will be elaborated upon and discussed fully in the early part of
your course.

B.   PRIORITIES OF OBJECTIVES

Very few sessions of teaching are able to follow precisely a
pre-determined pattern. If they did, they would probably eventu-
ally appear very stilted and dry because one could make, accurate
predictions, of, for example, the kinds of questions to be asked
and answers supplied. The teacher's priority of objectives
therefore becomes important once again, because his main aim in,
say, a Social Studies session, might be to arouse debate and to
encourage many pupils to express a point of view; while his
subsidiary aim is to examine a particular historical event. In
this instance, one would hardly expect precision of control in
discussion, although precise control of who would be encouraged
to speak would be an important criterion of the success of failure
of the session. Whether everyone acquired the knowledge being
disseminated would perhaps be important, but not as important as

the practice some children would gain in speaking to a group.

Out-of-class activities

Thus, observation of any teaching-learning situation must focus
on expressed and implied aims. These are not only relevant to
specific sessions or "lessons"; they are also apparent in the
way a school exercises control over children's recess times,
their participation in sports programmes, attendance at plays
and films, in the teacher's supervision of extra-curricular
programmes; in fact in any school or extra-school activity
which has anything to do with the total education procedure.
The student teacher must continuously match up what is seen
with what is being attempted.

C.   METHODS OF ATTAINING SCHOOL OBJECTIVES

On the broader scale, too, the student teacher should be
concerned to examine the school's totality of procedures for
achieving its aims. There are some schools which are called
"non-graded", others which have "open classrooms", others which
are inter-disciplinary in their curriculum, some which provide
"free" climates for learning - in fact, there are numerous
school styles.

"Ungraded" schools

In those schools which are called "non-graded" for example, the
children are not placed in any one grade level for the year as
they are in most schools. A child who would in another school
be in grade IV would, in a non-graded school, be placed in
several different ability groups in the different subject areas,
so that he may be in late grade IV in mathematics, middle V in
reading and perhaps another level in written expression. The
belief in such a school would be that a child's placement in
a single grade level for all of these subject and topic areas
makes unrealistic demands on both teacher and child in the
management of the many group levels of ability. It would also be
felt that such circumstances make it difficult to establish
educational as distinct from organizational aims, in that
teachers are continually moving away from teaching objectives
in their efforts to cope with administration.

Varieties of approach

Many school experiments like this one are being conducted, despite
problems and setbacks caused by huge increases in school
populations, teacher shortages, building inadequacies and lags
in the funding of modern curriculum development. The inventiveness
which is occurring in many places is attractive, and perhaps its
consequences will open a new educational era, but it must be
remembered that non-participation by a school in some of these
teaching schemes is not necessarily due to conservatism, scepticism,
lack of money or simply inertia. What may appear to be rigidity
in some quarters could prove to be, on further acquaintance
a healthy expression of rational objectives, carefully founded
and planned upon a traditional rather than reactionary view of

what the school or the teacher should be aiming to do.   There
is no right method or system, and the variety of aims and
procedures which you will see in State and independent schools
is probably one of the distinguishing characteristics of an
education system.

D.   CHILDREN'S NEEDS AND SCHOOL PROCEDURES

A second objective might be "to recognise which needs of
children are related to the school environment and to note the
various ways these needs are satisfied".

Children's needs

The needs of children can be examined under several criteria, and
part of the course will take time to explore primary and learned
needs of children, in both day-to-day and school situations, in
detail, Basically, there are several obvious common needs like
hunger, constant body temperature and shelter which must be
satisfied.   These common needs are expressed in many different
learned ways, and they become elaborated upon by the particular
culture and sub-cultures in which we live.   And our modes
of expressing our needs change as we grow older.   The school's
role in examining and attempting to meet defined but changing
needs of children is obviously a crucial one.

Matching aims to needs

One could enter into controversy at this stage on what children's
educative needs are, and what the priorities of satisfaction of
these should be.   One may see in some schools, for instance,
children whose primary, bodily needs outside the school are being
barely satisfied, and so the schools must adapt the curriculum
to the different strengths of needs which arise out of socio-
economic conditions.   Clearly, the educational aims in such schools
would be vastly different from the aims of school, in more
affluent areas.   Teachers' objectives and teaching styles
must be adapted to different conditions, and the student teacher
would need to direct his or her attention to the many specially
devised techniques which are relevant to such schools

However, sooner or later one must establish a hierarchy of
children's needs which one believes that the school or the
classroom or the individual teacher should try to meet.   Some
of these will be met by very specific guidance or teaching,
for example through physical education, health teaching and
pastoral care or counselling; whilst others will be met by
incidental but nonetheless planned means, for example in high
school socials or the allocation of responsibilities to
particular children. One's observations as a student teacher
should take into the account the kind of balance of needs expressed
in the school by the emphasis which is placed upon the means of
meeting them.

Non-Government schools

Another question which arises during observations of classes
is whether the personal needs of children which are regarded
as very important can possibly be met within the existing
school system or teacher-pupil contact. Perhaps the needs
which are regarded as paramount can only be met <u>outside</u>
a system, that is, within a school planned to suit individual
needs. It is a question well worth time spending on it. If it
is possible to visit and observe the practices of an independent
school during the course, students should try to note whether
different needs are satisfied in these schools and also whether
different methods are used to satisfy needs which are met in
other ways at a public school.

E.   THE AIM IN OBSERVING

To sum up, we have discussed in this section some principles of
observation which one should attempt to pursue in the earliest
contacts with the tasks of teaching. The aims of the student
teaching programme which we have discussed are those which are
most relevant to first experiences; whilst the others, which are
more concerned with the ultimate teaching competence, will be
discussed in later sections of the handbook. One's initial
observations of the teaching learning situation and school systems
must gain in validity and usefulness if they continue to have their
focus upon aims and the means and extent of their achievement, and
also upon the priorities given to the meeting of those particular
needs which one believes to be fundamental to children's
personal development.

*   *   *   *   *   *

4.   THE ROLE OF THE ASSOCIATE

Practising school teachers who accept appointment as Associates
of the college have a most important role in the education of
our students.

Relationship between Associate and College

The school experience programme is naturally seen as an essential
part of the total course and depends for its success on close
links being formed between college and school staffs. The college
staff will make every effort to keep in close touch with associates,
and each school participating in the scheme will have a particular
member of staff specially allocated for liaison and so available
for consultation on request from the school as well as at
periodic meetings. This liaison staff member will always be
ready to listen to suggestions for the improvement of the scheme.

From time to time lecturers in charge of college courses will be
requesting students to make specific observations in the schools
as a link between educational theory and classroom practice, but
the associate is the one who, after consultation with the student,
and liaison officer, has the ultimate responsibility for any work
done by the student in the school.

Meetings of Associates and college staff will be held about twice
each semester. As these are opportunities for discussing general
policy as well as specific issues it is important that all
Associates attend each meeting.

Relationship between Associate and Student

We hope that Associates will help and encourage students to
develop their own individual ways of teaching. Students can be
aided in this development by discussions in tutorials at the
college but much more by observing and consulting their Associates.

Where it is possible to allocate a group of students to a group
of associates, this should facilitate the observation of a range
of established teaching styles.

An essential part of the Associate's role is the assessment of
the student's performance in the school. However, for various
reasons, and especially because of the close professional
relationship aimed at between student and Associate, this
assessment is simply on a two-point scale, satisfactory/un-
satisfactory. It should be noted that what is aimed at is
satisfactory progress for that stage of a student's course; but
in all courses (undergraduate or Dip. Ed.) a satisfactory report
at the conclusion of the final block practice will be taken
to indicate that the Associate considers the student ready to
take full charge of a class at the beginning of the next school
term. Therefore, during that final practice, the student should
be taking between a third and a half of a full teaching load.

We are confident that Associates will feel able to give
satisfactory reports on most students, without hesitation;
where, however, an Associate considers that there may be
difficulties on this score, and advice or warning to the
Student does not resolve the problem, the liaison member
of staff for the school should be consulted without delay,
so that the student may be given every encouragement and
assistance to improve. It is important that the college
should be contacted at least a week before the end of a
practice teaching period when an associate is considering
giving an "Unsatisfactory" rating.

Students undertaking our courses have a wide range of maturity
and self-confidence; Associates will be able to judge individuals'
readiness to proceed from one stage of responsibility to the next.
In general, it is suggested that the Associate could follow a
sequence along the lines suggested in the sections which follow.

A.   ORIENTATION TO THE SCHOOL

1. The Associate introduces the student to the school staff and
classes - in such a way as to ensure that he will be regarded as
a professional person. For example, it is undesirable to
emphasise the fact that the student is a beginning teacher. The
associate should endeavour to build up the image and confidence
of the student by word and attitude.

2. The Associate gives the student:

    a.   a brief survey of school policies on such matters as
       administrative routines, times of attendance and of
       bells, and supply of equipment;

    b.   information on such school resources as audio-visual
       and library materials.

B.   OBSERVATION OF CLASSES AND ASSISTANCE WITH CLASSROOM INSTRUCTION.

Over the first three or four weeks of a student's first semester
of practical teaching the associate should provide the student with:

    a.   opportunities to observe classes and groups, especially
       those with which he is to work;

    b.   information on names of pupils, curriculum, textbooks,
       class management policies, etc.

    c.   demonstrations of different types of teaching and class-
       room management;

    d.   a share in some classroom activity (distributing materials
       or assisting individual pupils, for instance) from as
       early a stage as possible, since past experience has
       shown that this is a helpful step towards involvement as
       as a teacher.

C.   ASSUMPTION OF TEACHING RESPONSIBILITIES

Students wish to teach as soon as possible and observations
become more meaningful after they have actually handled a
class so that teaching and observations should develop side
by side - students being introduced to teaching by taking
small groups of pupils.

Students need help in organising lessons and constructive
help before the lesson is of greater value than criticism
afterwards, although constructive criticism is also necessary.
The associate should assist the student in such ways as
discussing possible approaches, reviewing the teaching strategy
proposed by the student, observing his handling of the class
and encouraging self-analysis in follow-up discussions.

Students must be able to discuss with teachers lessons
given by the teacher. Time should be arranged as soon as possible
after the lesson for this discussion. Informal group discussions
of general principles are very valuable and staff and students
should arrange times to do this. Topics to be discussed could
be chosen by the students. Lunch hours are probably the most
suitable time for these discussions.

We hope that the associate will help and encourage the student
to get to know pupils inside and outside the classroom.
Involvement in extra-curricular activities can greatly assist
the student to enjoy his school experience and profit from it.

* * * * * *

5.   EVALUATING STUDENT TEACHING

A.   CRITERIA OF EFFECTIVENESS

While there is no general agreement on the qualities of an
effective teacher, there is some evidence that teaching
effectiveness can be assessed by measuring changes in the
pupils or by noting features of teaching behaviour which are
thought to be correlated with effective teaching. There will
be limited opportunities for using the first method of assessing
the effectiveness of student teaching, therefore more use will
probably be made of the second.

The qualities sought in a teacher's classroom behaviour can be
conveniently classified into four groups:

*Measures of the Teacher's Warmth of Personality and Ability to
Stimulate Interest*

e.g., an interest in pupils as individuals;
interest in and enthusiasm for the subject matter.

Measures of Classroom Management and Administrative Abilities

e.g., involvement of pupils without domination by the teacher;
clearly defined, yet flexible, procedures;
materials necessary are ready prior to teaching session.

Measures of Motor Skills

e.g., clear speech with suitable language level;
adequate use of chalkboard and other educational media.

Measures of the Ability to Impart Knowledge or Develop Attitudes

e.g., achievement of clearly stated lesson objectives;
mastery of relevant subject matter and suitable choice of subject
matter;
clear explanations;
effective use of questions.

The criteria in the fourth group depend on the other criteria, but
they are also more direct measures of teacher effectiveness than
the first three groups. Other approaches to measuring effective-
ness may be found in the literature, some of which is listed in the
bibliography.

B.   SELF EVALUATION

The ability to analyse critically one's own work is a skill which
must be learnt if one's teaching is to improve. No really
conscientious teacher will be content to continue teaching at the
level of a beginning teacher but will be seeking ways to improve
his work as he learns from experience, through discussions with
his colleagues, and as a result of professional reading or post-
graduate courses. It is particularly helpful to note any point

which pupils do not seem to understand and in this respect
there is some value in recording the numbers of pupils wrong
for each question in a test, or common errors in written work.

* * * * * *

6.   RECORDS OF PRACTICAL EXPERIENCE

Practical Teaching Diary

Each student is required to keep a brief, but up-to-date, record
of lessons observed and given, including a file of all lesson
plans.

Resource File

During the period of practical experience, students are required
to compile a resource file of material that will be of professional
help to them.   Set out below are some suggestions of the kind of
material that might be useful and appropriate in such a file.
As this is a cumulative record it is best kept under a loose-leaf
system.

The detailed requirements for the resource file will be decided by
each Associate after taking into consideration the special needs of
his student but a member of the college staff may wish to see the
file towards the end of each semester.

    a.   Teaching schemes, eg, spelling, oral-aural language
         teaching, inquiry methods in science, etc.

    b.   Teaching aids, e.g., charts, models, filmstrips,
         duplicated materials, etc.

    c.   Chalkboard schemes: setting out, etc.
         (Note: in the above two headings it is recommended
         that you sketch or describe the material and state
         how it is used and at what stage in the lesson).

    d.   Collections of poems, songs, stories, magazine articles,
         news cuttings, pictures, etc.

    e.   Material and books useful for slow learners or for the
         very advanced pupils (indicate sources).

    f.   Examples of class tests and examination papers.

    g.   Marking schemes, methods of recording and using test
         results, including standardised tests, sources of tests.

    h.   Titles of books valuable as references for teacher and
         class.

    i.   Special equipment.   Make brief notes on the use and source.

    j.   A copy, if you wish, of representative sections of the
         programme for each class you teach.

    k.   A description of features of class organization and
         management, such as evaluation; programming; field
         excursions; homework policy; discipline; class rolls;
         arrangements for group activities.

l. Features of school organization such as curriculum
organization; timetabling; pastoral care of pupils;
school counselling; arrangements for sport and
Physical Education programmes; extra curricular
activities, such as drama in the school, music and
cultural activities; provision for pupils' clubs
or hobbies groups; playground supervision; school
assemblies; pupil record cards; staff meetings.

m. The operation of the school library, including the
part it plays in the work of the school; policy with
respect to access; borrowing procedures.

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7. CHILD, SCHOOL AND COMMUNITY

A.   THE PRE-SCHOOL

Many young children are cared for outside their homes, either in
foster families, or in Day Nurseries or other institutions, where
they may have contact with teachers for some of the time.
Attendance at a Pre-School is however attendance at an educational
establishment. Enrolment in a Pre-School is made entirely in the
interests of the child.

Age of enrolment

Partly because of policy and partly because of the pressure for
places, attendance at Pre-School is rarely begun before three and
a half. On the few occasions in which a child is enrolled earlier,
it is because his physical, intellectual, social or experiential
handicap make it advisable.

Parent Contacts

For most children, introduction to a Pre-School experience is their
first opportunity to be away from mother and in regular association
with another adult and with a group of children. Arrangements are
made for gradual separation where this is necessary. Mothers work
closely with Pre-School teachers in the daily routines of the Centre,
and parents are responsible for providing much of the equipment.
Being able to see their children in a group situation and to discuss
them with the teacher makes a good basis for parent-teacher
cooperation.

Learning activities

Although it is an educational institution, the child is learning
in all areas and the time spent on purely intellectual pursuits
is very small. Children may be ready for more formal learning at
any age from about three and a half to six or seven; the advent
of this stage of their development depends upon physical and mental
maturation and on the amount of stimulation of their interests that
they have received.

Children in Pre-School use varied play material and, either
individually or in small groups, discover through their play more
about the world around them, about themselves and about each other.

Curriculum

The Pre-School has no set curriculum. The teacher develops her
resources and encourages activities and experiences associated with
learning. She plans her programme, taking into account the needs
of individual children, the facilities available in the environment
and her knowledge of the developmental stages of the pre-school
child.

During the child's play and activities, motor skills, social
skills, and intellectual skills are learned or practised. The
teacher helps the child to match the task to his own capabilities
and through experiencing success in these tasks he increases his
confidence. This growing confidence and independence, in turn,
allow him to develop a more positive self-concept. Increasing
self-esteem will lead to his tackling more difficult tasks.

The Teacher

The impact of the teacher's personality and her relationships
with individual children, are, directly or indirectly, an
important part of her teaching. She has the opportunity to
use most of her talents in developing these relationships and
in her work with groups of children.

Because of the personality factor individual approaches to Pre-
School teaching may vary exceedingly. Evaluation of a teacher's
work can however be made by looking for her underlying philosophy
and for the suitability and effectiveness of the programme she
has planned as a learning environment for each child.

Each Pre-School teacher has an Assistant, usually untrained,
whose work is complementary to hers and whose personality and
philosophy are also part of the educational environment of the
Pre-School.

Administration

Because of her comparative isolation and her responsibility as
Director, the teacher has considerable administrative duties to
perform. Returns of numbers, categories and needs of children
as well as visitors, maintenance, parent-teacher meetings, home
visits, etc. are kept. The student should make herself familiar
with at least a part of these.

B.   THE INFANTS' SCHOOL

The Infant Department forms the child's initial experiences in
the Primary School. It consists of the Kindergarten and the two
Infant grades. For those children who have not attended a pre-
school or child care centre, the Kindergarten may form their
first contact with the larger environment of peer groups and
adults. These children require an orientation period of varying
length, depending upon the previous experiences.

Learning Activities

The Kindergarten should constitute a continuation of those
experiences encountered in the Pre-School. The teacher's task
is to provide a variety of individual and group experiences and
these will be different for each child. The free selection period
of the Pre-School is continued in the Kindergarten Creative
Activities period, in which children are free to choose from a
variety of dramatic, constructive, manipulative and sensory
experiences at individual and group levels. Such a period is

provided to develop a variety of experiences, including social awareness, flexibility in language and thought. These in turn form the necessary background for reading, computational and problem solving skills.

As the child progresses through the infant grades, his interest in the more formal subjects becomes more apparent. He chooses to spend more time on subjects such as reading and mathematics, and the attendant tools of spelling, handwriting and counting. The perceptive teacher is able to ascertain the child's ability in these areas, and channel his activities accordingly. In this way, the child may spend some time working with a small group, or engaged in individual activities.

Curriculum

In catering for the development of the whole child, considerable periods of each day are devoted to physical education, dance, music, and art and craft, while moral and social education and the language aspects permeate the whole curriculum.

The Teacher

The Infants teacher has always been adept at using space to a maximum. Students need to look closely at the arrangement of small groups of tables, in the placement of cupboards to form interest corners, and the use of corridors and alcoves as spaces for small group activities.

In some schools, teachers combine groups of the same grade level in a form of team teaching. In this way, children may benefit from a particular teacher's expertise.

The Infants' teacher assumes an enormous responsibility; she has to integrate the child into a new environment and lead him to develop his fullest potential. Such a task requires a flexible teacher, flexible organisation, a flexible programme and flexible time table.

C.   THE PRIMARY SCHOOL

Aims

The educational objectives and learning climate of the primary school should be seen, in one sense, as a continuation of the infants' department, just as the infants' department must have continuity in its aims with the pre-school. The child's development of curiosity and love of learning at this time is contingent upon his teacher's effective recognition and use of those learning principles which are invariable to the needs of all the age groups as well as germaine to the needs of one.

Personality growth

To be able to understand the rationale of the primary school curriculum it is necessary to be familiar with the dynamics of personality growth of the child, since it is from there that the curriculum must evolve.

Between the ages of eight and twelve the child is normally
expected to undergo marked transformations in personality
development. He needs to feel the emergence of his distinctive
identity; to sense that he is part of the group, and that it and
he may continually make new adaptations to each other; to
identify and effectively manage his sex-role; and to sense growth
in, and success with, skills of various and individual kinds.

Generally the boy begins his junior primary school years with
a display of boisterous manliness, the girl with an outwardly
calmer but self-conscious tilt at femininity. They usually
fail for a while, because the adult social skills and sex-roles
are not to be won easily. It is one thing to practise these
adult-type skills within the family, where failures are
forgiven; but in the world beyond the family,while becoming more
accessible, provokes an onrush of unfamiliar situations and
unpredictable consequences of action.

Environmental Influences

How children deal with the expanding environment, and, in turn,
how it begins to appear to them, will depend largely upon the
kinds of persons they have already become.

Self-evaluation is a continuous and often agonizing pre-occupation
of the early primary school child. His audience will tell him
pointedly when he fails and, artlessly, will show its envy when
he succeeds. Those who fail a lot will look for support from
each other and be ready to partially reject the world, either
by putting much of it out of mind or meeting it with a
nervous show of defiance. Those who succed will likewise merge
together and continue to reinforce and solidify their special
fraternity.

Children's encounters with their parents at so many levels
of intimacy and so many issues of morality will have substantially
influenced their ability to cope with the same-age group at
school. The supportive family gives way to the more critical
and probing peer group, the more critical and probing because all
members of it are susceptible and vulnerable.

Pre-school and primary children's "groupness" is identifiable in
their play, which is the most natural and revealing vehicle of
the child's incentives and adjustment. Teachers will be skilled
observers and manipulators of group activities, because they
know the capacity of the group to wield and shape the behaviour
of the individual, and similarly the capacity of the individual
to learn leadership in his special aptitudes while being content
to let others express leadership with theirs. They recognise
that flexibility in the curriculum will permit children to
explore these aptitudes and acquire the skills against which
they measure their growth.

Recognition of this industrious phase of personality growth
has influenced the primary school curriculum in its provision
of diverse opportunities for children to initiate and develop
their use of talents and interests.

The spontaneous learning incentives and self-generating
activity which infants departments have been practising
for some time are beginning to find their more developed
form in the primary school. The exuberance of the eight
year old needs room for its expression, and the drive for
groupness likewise needs scope for experiment and change.
The "open" classroom, the non-graded and modified-graded
schools, the progressive "freedom" schools are all attempting
in their own way to harness the children's natural drives
rather than accept contentions that self-discipline will
derive only from fairly absolute regulation. This argument
is not new: Rousseau and Froebel, A.S. Neill and innumerable
others have been its innovators, while social changes and
occasional teachers during the last century have been the
catalysts. But the arguments which up to now have been
plausible and impracticable are being accepted on the broad
educational front, and students will see many instances in
which teachers are keen to try the "different" teaching
programme. The extent of change that has taken place in
the acceptance of teaching principles can be seen in changes
that are being effected in the physical planning of new
schools.

Lessons or teaching situations?

The re-organizing process which is going on in these many
primary schools places intense and heavy demands upon the
teacher. Whereas the 'lesson' was the kernel of effective
classroom teaching, the 'situation' is becoming the more
apparent basis of the teacher's work. Creative writing,
dance, drama, group problem-solving and reading-for-action,
to name a few facets of the curriculum, are not innovations
either. They have been practised by teachers for as long
as formal education has existed, but they are beginning to
find integration with each other, and the child rather than the
teacher is the focus of the event. The class lesson helps the
integration process and provides a stimulus or consolidation.
in these circumstances there is a danger that teachers may
have to distribute their attention over a wider range of
children, particularly in "open classroom" and "team teaching"
situations, so that pastoral care programmes may need to play
the supportive role for some children which the "home-room"
teacher performed in the more traditional setting.

The Student's Task

Students should take every opportunity to observe and discuss
with the Associate and/or the teacher involved the following
aspects of classroom organization within the school:

    a.   the principles of grouping and grading, the use
        of space;

    b.   the range of subject matter and topics taught in
        various levels of the primary school;

     c.   evaluation techniques;

     d.   resources;

     e.   the school's use of teachers' talents, eg, in art,
          choral work, physical education and games, hobbies
          groups;

     f.   integration procedures and timetabling.

Although the tasks of observation are time-consuming and demanding
for both Associates and students, it should be recognized by
students that the freedom to make observations is greater now
than it will be at any time during their teaching career, and
the value of pursuing reasons, philosophies, principles, techniques
and procedures cannot be overestimated.

D.   THE SECONDARY SCHOOL

The Student Teacher's Task

Attention is drawn to the Handbook's chapter 1 where a statement
of objectives is made. What follows below is an attempt to spell
out these objectives in the specific context of the Secondary
School. Students are asked:

1. To observe, assess and record in the following ways:

     a.   observe the kind and degree of involvement of the
          pupil group and the staff group in school activities;
          assess the extent to which staff and pupils are acting
          in concert to achieve common goals;

     b.   observe the elements and aspects of the overall
          secondary school environment as they affect classroom
          environment - such things as subject oriented rooms,
          rigid timing, variety of teachers, change of locality,
          temporary and constantly changing nature of the group;
          assess the effects of these on pupils individually and
          as a group, on the relationships between pupils and
          teachers.

     c.   observe classroom teaching techniques and teacher
          behaviour in the classroom;
          listen to and read, where possible, teacher's statements
          of values and aims;
          assess which forces in the classroom lead to conflict
          between what a teacher feels ought to happen and what
          does happen;
          assess, where possible, the extent to which a teacher's
          classroom behaviour is consistent and predictable.

          Note: conclusions to be reached after long observation
          and sympathetic thought, and keeping in mind the
          inevitable gap between ideals and practice;

d. read curriculum statements in the field (s) of interest;
    assess the degree to which curriculum content and
    approach are prescribed for the teacher;
    observe how curriculum statements are translated into
    classroom practice;
    assess the degree to which particular curriculum
    objectives have been achieved by the teachers;

e. observe and record how anticipated organization translates
    into timetabling; how record cards, rolls and other
    records are kept, how class groups are formed and what
    principles determine their formation, nature, composition
    and size, how time is allocated for subjects and what
    principles determine the allocation of time within the
    particular subject of interest and its relation to other
    subject allocations, how enrolments are made, how careers
    advised, counselling practices, special testing carried
    out and other services to pupils and teachers arranged;

f. observe and record kinds of groups which exist within
    the classroom and within the school (both formal and
    informal) and those that exist outside the school which
    have members belonging to the former groups; record
    some conclusions about inter-relatedness of these groups;
    write answers to these questions:

    In what specific ways does the school recognise
    individual difference within the classroom and within
    the school and to what degree can a pupil manipulate
    his environment (determine choice of materials used,
    rate of progress and sources of information)?

g. observe, record and comment on school routines, rituals
    and services in the school for pupils, teachers and
    parents.

    Note: Students should be aware that ferment in education
    manifests itself in secondary schools in at least four
    ways:

    in the different and often conflicting expectations of
    the school by the community,
    in the controversy among and criticism from, education
    writers and speakers,
    in pupil dissatisfaction; and,
    in staff conflict over aims and practices.

2. To plan with associate/s individual lessons and a series of
lessons, and to communicate lesson objectives to associates
before lessons take place.

3. To observe, where possible, techniques of teachers other
than particular associates and record differences.

4. To evaluate their own performance with reference to their

objectives, procedures and assessment techniques.

> Note: While self-evaluation is a necessary and
> natural part of teaching performance it is necessary
> to resist becoming too despondent as a result of it.
> During a lesson it may be necessary to make
> modifications to the plan for the lesson as a teacher is
> made aware of and responds to the attitudes and
> reactions of his pupils. After a lesson a teacher may
> evaluate his performance in the light of such things
> as pupil comment to him and among themselves as they
> leave the place of the lesson, pupil offers to do
> additional work, assignments, tests, homework and so
> on, and through discussion with his colleagues about
> what his pupils are thinking, feeling and doing.

5. To evaluate pupils' performances in terms of the learning
environment created. Students are to become familiar with,
employ and evaluate a variety of materials, resources and
knowledge which will be appropriate to their secondary
teaching interest on graduation.

6. To be able to say what they are doing and why they are
doing it - to justify choice of procedures, resources and
assessment techniques in relation to values and aims.

The Associate Teacher's Task

The associate is asked to provide the opportunity for the
practising teacher to achieve the objectives outlined above,
to encourage him to experiment and to develop his own
teaching style, and to view and discuss weaknesses sympathetically.
Associates should familiarise themselves with the structure of
the Dip. Ed. course and the secondary undergraduate course, and
especially note the position, purpose and significance of
practice teaching in these courses as they try to prepare
teachers to begin their careers in the secondary school.

E.   PAPUA NEW GUINEA AND THE NORTHERN TERRITORY

Introduction

The work of a school teacher in PNG and NT is complex. It involves
the normal organization of classroom activities and in addition
deals with children and adults of both one's own and another
cultural background. The latter point is a crucial one; and
can only be handled successfully by a knowledge of what to expect,
the ability to accept the unexpected and a willingness to learn
from experience.

Because of the special features of cross-cultural education,
teachers will be concerned with what happens outside the classroom -
in the squatter camp fringe settlement, village, station town or
city. The children bring with them a way of life a set of
experiences, a system of values which are different to that of the
teacher and it is reasonable to assume that if teachers make a

real effort to understand the non-school environment and use
this knowledge in the school, their teaching effectiveness will
improve..

Given the present state of knowledge about cross-cultural teaching,
it is not possible to lay down basic guidelines for adapting to
specific situations. It is sufficient to draw attention to the
child and his community. It is to be hoped that teachers will be
able to place the child in his socio-cultural setting by attempting
to understand whatever local community provides the school popu-
lation.

The Child

Any child interprets his experience at school in terms of what
he already knows. The aboriginal child and the child from PNG
do not differ in this respect from a child in Sydney or Canberra.
What is different is his total background. He has been socialized
within his own culture of reference. He is part of a kinship net-
work, follows behaviour patterns which conform to an established
set of norms and has a developed structure of knowledge and
values, all of which make his world intelligible and must,
therefore, be taken into account by the teacher.

The child will also be interested in change and innovation. To
frustrate this need for change would be foolish and dangerous.
For this reason education cannot merely store up traditional
values and customs, but to destroy the child's link with his
traditional culture would be to eliminate his individuality and
would be damaging to his social integration.

The teacher must realize that all the problems that apply to a
child in our culture and to his adaptation to the larger world of
school also apply in PNG and the NT. These problems are compounded
by the fact that the school, the teachers and the curriculum
represent a totally new situation for the pupil. Earnest scrutiny
of beliefs, attitudes and patterns of practice is required of the
teacher if pedagogical insufficiencies are to be avoided.

Perhaps the main factor to be borne in mind by teachers is that
their students are learning in a foreign language. Because most
of the parents of the children are not English speakers, practice
in the use of the language of instruction will usually end at
the completion of the formal school day. Boarding school students
will be encouraged to continue to use English outside of schools
hours, but this cannot be controlled. The result often is that
incorrect usage is perpetuated. Within the classroom, adequate
understanding by the child will only be achieved if teachers
carefully plan their own use of English. Simple, short, uncompli-
cated sentences comprising words and phrases that have become an
integral part of the child's linguistic knowledge must be employed
in a controlled way. Teachers must, therefore, be aware of the
English background of their students from previous years. All
teaching is, in fact, English teaching.

From the point of view of coping with formal education, the child may also have other difficulties including a lack of certain manipulative skills, problems in logical operations, and in understanding causality and such concepts as time and space. These problems will differ from area to area, from school to school but, where they exist, they must be taken into account. A conscious and thorough attempt to establish the child's abilities, level of achievement and understanding relevant to his teaching subjects must be made by the teacher.

Teachers should also be aware that they teach only to the extent that the child learns. Constant care must be made to ensure that real understanding is taking place. Children in PNG and the NT will often insist that a point, a concept has been understood without this always being the case.

It has often been observed that children in the PNG and the NT are not competitive. Negative reactions to the introduction of the element of competition may eventuate. Frequently also, girls will be loathe to thrust themselves into the limelight. Sensitivity to both these factors is necessary.

In some areas in PNG female student teachers may find that respect from male pupils is not readily forthcoming. Respect will only be achieved with patience and friendly formality.

The local community

The "local" community will, of course, vary. It may be a composite community living on the edge of a white settlement, an urban situation such as that in Hohola, Port Moresby, a village, a pastoral holding and so on.

It is expected that student teachers in PNG will practise in a predominantly rural area outside the main centres of population. Students practising in the NT will be scattered over a large area to ensure that they are placed in "typical" type aboriginal schools located on Welfare Branch settlements where they can gainfully observe and adjust to the social and educational challenges in these settings.

Local communities in PNG and the NT are usually not homogeneous as they contain a variety of social groups, an understanding of which is important. The existence of links between and within communities should also be examined.

There may also exist in the community at least three definable power structures - the "traditional", the church or mission and the official governmental hierarchy. The teacher will find a knowledge of these structures invaluable in his dealing with local people.

A variety of economic pursuits will be followed by members of the "local" community and teachers should endeavour to contribute to community development generally within the cultural restraints operating in each peculiar situation. Traditional "communities"

cannot be preserved intact, but they need not be destroyed. They can only grow from the inside by the efforts of those who are involved and who have an understanding of the dynamics of culture change.

Teachers should endeavour to develop a community personality, to become part of the overall community by showing interest in and by participating in community activities. Obviously student teachers will be severely limited by time in successfully carrying out this objective. Nevertheless, an attempt should be made. Knowledge about the local community will enable teachers, and student teachers, to explain better events inside and outside the classroom.

Schools

Schools in PNG and the NT vary in size, in the availability of equipment and facilities generally, and in the levels of achievement of students.

The majority of schools will have boarding facilities for those students who are unable to attend on a day-to-day basis. A wide range of extra-curricular activities and boarding school duties form part of a teacher's responsibility and student teachers will be expected to participate fully.

Schools are generally co-educational.

The scarcity of equipment is a factor that will have to be carefully considered and planned for by student teachers. Basic aids such as a 16mm projector, a 35mm projector, a tape-recorder and a duplicator should be available. Electricity, however, in some schools in PNG and the NT, is not supplied on a 24 hour basis. Faulty equipment frequently cannot be repaired quickly because of problems of communication, distance or lack of spare parts. This, with the absence of other audio-visual equipment, means that the teacher has to rely on his own resources, to improvise, to develop skills in using the chalkboard and charts. Teaching in PNG and NT schools demands a great deal more professional commitment than in European schools in terms of the amount of time spent in specifying concrete aims, in planning language usage, and in the preparation of back-up materials. Students should avoid resorting to "talk and chalk" when confronted by an absence of prepared aids.

Modern, appropriate texts are limited and most libraries are less than adequate at the present time.

When assigning students work recognition of the lack of resources within the home must also be acknowledged. There is no value in setting assignment work which requires the use of references, magazines or other materials that are unattainable for the vast majority of children.

Practice Teaching Requirements

a. During First Semester

Students will be expected to meet the requirements set out in previous sections of the handbook.

Provision will also be made for students to get special practice to enable them to gain some insight into the different teaching situations into which they will be going. Some observation and practice in primary classes and in classes of children with language difficulties will be arranged.

Students should teach lessons and units of work from the relevant PNG or NT syllabi if this can be arranged with associates.

Students will be required to present lessons using the absolute minimum of already constructed materials, and to improvise in an attempt to simulate conditions in PNG and the NT. This should include the planning and preparation of adequate blackboard diagrams and summaries where these are relevant.

b. Block teaching practice in PNG & NT

Students will be expected to teach approximately half a normal teaching load and to carry out such sport duty, extra-curricular and boarding school duties as required by the school to which they are allocated.

Students will be expected to take a keen interest in their students, in the school and in the community. As suggested previously, the task of the teacher in PNG and in the NT requires dedication, sensitivity and a preparedness to adapt. The phenomenon of "culture-shock" is well known. Its symptoms are withdrawal and a tendency to find weaknesses in the children and adults rather than the teacher's own classroom performance. Ideally, student teachers should be self-critical and recognize these symptoms if they occur. Students should attempt to understand the problems and difficulties faced by the children they will teach and do their best to alleviate these rather than judge them for apparent inadequacies.

c. During Second Semester

Students will be expected to teach 10 half days to complete their practice teaching requirements. These may be completed as separate days, as a unit of work, or as a block practice.

The comments made in the last paragraph of section a. will apply

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Miss M. Noonan	Telopea Park	(French/Latin)	
Mr. G. Clark	Canberra Grammar	(Geography)	

PRACTICE TEACHING DATES - 1973

Week		SEMESTER 1			SEMESTER 2		
	Dates	U/G	Dip. Ed.	Dates	2nd Yr	3rd Yr	Dip. Ed.
1	5 - 9 MAR	Orientation to School		30 - 3 JUL AUG	½ day	½ day	School visits
2	12 - 16 MAR	½ day	2 x ½ days	6 - 10 AUG	''	''	2 x ½ days
3	19 - 23 MAR	''	''	13 - 17 AUG	''	''	''
4	26 - 30 MAR	''	''	20 - 23 AUG	''	''	''
5	2 - 6 APR	''	''	27 - 31 AUG	School vacation		
6	9 - 13 APR	''	''	3 - 7 SEP	School vacation		
7	16 - 20 APR	''	''	11 - 14 SEP	½ day	½ day	2 x ½ days
8	24, 26,27 APR	Easter/Anzac Day		17 - 21 SEP	''	''	''
8a	30 - 4 APR MAY	College Break		24 - 28 SEP	College Break		
9	7 - 11 MAY	No practice		2 - 5 OCT	½ day	½ day	Block Prac
10	14 - 18 MAY	School vacation		8 - 12 OCT	''	''	Block Prac
11	22 - 25 MAY	½ day	2 x ½ days	15 - 19 OCT	Block	''	S.W.G.*
12	28 - 1 MAY JUN	''	''	22 - 26 OCT	Block	''	''
13	4 - 8 JUN	''	''	29 - 2 OCT NOV	½ day	Block	''
14	11 - 15 JUN	''	''	5 - 9 NOV	''	Block	''
15	18 - 22 JUN	½ day for most - Block for N.T.	Block	12 - 16 NOV	''	½ day	''
16	25 - 29 JUN	No practice		19 - 23 NOV	No practice		
16a	2 - 6 JUL	NT & PNG	NT & PNG	26 - 30 NOV	''	''	
16b	9 - 13 JUL	''	''				
16c	16 - 20 JUL	''	''				
16d	23 - 27 JUL	No practice					

* Subject Workshop Groups (S.W.G.s) are held at the College.