

INTRODUCTION

RATIONALE FOR PRACTICUM SESSIONS

Practice teaching is an important part of teacher training. It is a combination of observation and teaching experience which will give students opportunity to put the theory of teaching into classroom practice. The general goal of the practicum sessions includes both a wide-ranging experience of pedagogical encounters, and personal and professional growth:

- Practicum sessions provide the student teacher with an opportunity to watch teachers at work and to learn from their example and practice.
- Practice teaching gives students opportunity to develop their own teaching skills and interactions with pupils and fellow teachers.
- Through exposure to a wide variety of educational situations both within and outside of the classroom, student teachers test their ability to handle successfully the demands of a future teaching career.
- Practice teaching engages student teachers in self-evaluation and sets them on the path toward becoming reflective practitioners.
- The practicum sessions should also provide an avenue through which ideas may flow between participating schools and the College so that the instructional programs at all institutions may be as effective as possible.

GENERAL PROCEDURE FOR A PRACTICUM SESSION

1. No later than August, the College practicum coordinator obtains from the principal or his/her designate a list of teachers willing and able to serve as associate teachers for a given school year.
2. Before each practicum session, the College practicum coordinator assigns each student teacher to an associate teacher and confirms this placement with the principals and associate teachers.
3. The student teacher spends two, three, or four weeks in a placement depending on his/her college year and/or program (see overview on page 2). The College supervisor assigned to that student visits at least once during the session.
4. The associate teacher provides feedback and assesses the student's performance using the appropriate forms provided by the College. At the end of the session, the associate teacher fills in final evaluation forms which are returned to the College with the student teacher.

OVERVIEW OF THE PRACTICUM SESSIONS

Program	SEMESTER 1	SEMESTER 2	TOTAL
Dip. Teach. 1	One session of two weeks at one school location in November	One session of three weeks at one school location in March-April	2 weeks 3 weeks

Dip. Teach. 2	One session of two weeks in November	One session of three weeks in March-April.	2 weeks 3 weeks
Dip. Teach. 3	Two sessions at two different school locations: <ul style="list-style-type: none"> two weeks in September-October three weeks in November 	Two sessions at two different school locations: <ul style="list-style-type: none"> three weeks in January-February four weeks in March-April 	5 weeks 7 weeks
TOTAL			22 weeks
Dip. Ed.	Two sessions at two different school locations: <ul style="list-style-type: none"> two weeks in September-October three weeks in November 	Two sessions at two different school locations: <ul style="list-style-type: none"> three weeks in January-February four weeks in March-April 	5 weeks 7 weeks
TOTAL			12 weeks

INVOLVEMENT OF SCHOOL PRINCIPAL

The local school principal or his/her designate:

- acts as the liaison between the College and the local school.
- assumes or delegates legal responsibility for students during the absence of an associate teacher.
- has an active role in the supervision and assessment of a student teacher during an induction session.

COLLEGE POLICIES FOR PRACTICUM SESSIONS

OBSERVATION DAYS

All students are expected to attend an observation day prior to the actual practice-teaching session. Normally this takes place on the Friday preceding the Practicum session. In case that day is a local school P.A. Day, the following Monday becomes an observation day.

CONTACT WITH THE ASSOCIATE TEACHER

All students are expected to contact their associate teachers by telephone and/or e-mail at least a week before the practicum session begins in order to obtain practicum-related information.

PROFESSIONALISM

Student teachers are expected to display Christian professionalism in work ethic, relationships, dress, and attendance.

COLLEGE PRACTICUM ASSIGNMENTS

Course-related practicum assignments initiated by the College are the responsibility of the student teacher. S/he may request assistance from the associate teacher, but it is not the associate's responsibility to see to it that such assignments are completed.

LESSON PLANS

All students are required to prepare and submit to their associate teachers a written lesson plan for all teaching tasks using a lesson plan format adopted by the College. Activities such as reading a story, for example, do not require a lesson plan.

Student teachers are expected to provide the associate teacher with a copy of all their lesson plans at the beginning of each school day.

COLLEGE INVOLVEMENT

The College assigns a faculty supervisor to each student teacher. The supervisor visits the student teacher at least once during a session and is available for additional consultation or a follow-up visit.

POST-PRACTICUM OBLIGATIONS

Student teachers should not take work (e.g., marking a test or assignment) along with them after a practicum session is over. All teaching obligations should be planned in such a way that they can be completed within the practicum session.

PRACTICUM EVALUATION

The final evaluation of a student teacher's performance during a practicum session is a College responsibility. The associate teacher's assessment weighs very heavily in this evaluation, but is not the sole criterion. The supervisor's own observations and his/her assessment of samples of the student teacher's practicum work (e.g., lesson plans, reflections, logbooks) are also part of the evaluation.

OUT-OF-PROVINCE PLACEMENTS

The purchase of students' airplane tickets for out-of-province practicum placements should be coordinated through the College administrator or registrar.

LEGAL RESPONSIBILITY OF THE ASSOCIATE TEACHER

1. The associate teacher remains legally and professionally responsible for the students in his/her class for the entire duration of the practicum session also when he/she is not physically present in the classroom.
2. If an associate teacher is to be absent from the building by reason of illness or other commitments, the school principal must find a qualified substitute to take over the legal responsibility for the children.