Teaching practice, supervision, advice and assessment: a report of an investigation undertaken under the auspices of the Research Committee of Nedlands College

M. Kaplan

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TEACHING PRACTICE, SUPERVISION, ADVICE & ASSESSMENT

REPORT NUMBER 12
DATE: May 80

RESEARCH COMMITTEE

NEDLANDS COLLEGE of Advanced Education
A REPORT of an INVESTIGATION undertaken under the AUSPICES of the RESEARCH COMMITTEE of NEDLANDS COLLEGE by MRS. M. KAPLAN
REPORT NUMBER 12: TEACHING PRACTICE, SUPERVISION ADVICE & ASSESSMENT: NEDLANDS COLLEGE OF ADVANCED EDUCATION - RESEARCH COMMITTEE. MAY 1980

ERRATA

Page five, line 11 should read:

during a period when no lecture programme is proceeding.

Page eleven, Table 7, column 1 line 5 should include an asterisk after Education Studies *

*Seven members of staff in Education Studies department were not involved with practice supervision.

Page eleven, Table 7, column 4 lines 8,9,10 should each read:

Not stated.

Page seventeen, Table 13, The heading should read:

The Relationship between Advice and Assessment with respect to their Interdependence.

Page twenty, line 12 should read:

and College staff there was a number of variations that were each

Page forty, line 28 should read:

of being party to a three way discussion involving the practice teacher
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APPENDIX TWO
An opinion questionnaire (see Appendix One for details) was distributed to staff of the Departments of Education Studies and English Studies to identify expectations of staff in relation to teaching practice and to measure the extent to which staff views on the subject coincide. Use was made of the Delphi technique to enable respondents to modify and expand on the original questionnaire and to revise their initial responses in the light of additional information. It was felt that the Delphi technique would permit more detailed and reflective views to be obtained from staff and that this additional information would justify the extra time required by the technique. Details of the technique and its contribution to the study are provided in a separate report on the Delphi technique.

The opinion questionnaire consisted of 30 questions covering:
(a) the importance of the practice component;
(b) the timing of practice;
(c) factors that affect adequate supervision/amount of time devoted to supervision;
(d) organization of practice; and,
(e) advice and assessment.

Two feedback questionnaires were later distributed to staff to clarify responses and to encourage consensus. The results are based upon responses to all three questionnaires. These questionnaires are reproduced in the report on the Delphi technique.
The Departments of Education Studies and of English Studies have different roles within the Teaching Practice component of the course. As a subject department, the English department provides the content and special method appropriate to training teachers to be 'Teachers of English'. Staff members supervise, advise and assess students attached to their department according to criteria established within their particular discipline.

The relationship of the Education Studies department to the teaching practice component is less direct. The orientation toward SUBJECT specialization in secondary teaching reduces the call on staff from Education Studies to contribute to supervision generally. Those who do become involved are, in general, persons with qualifications in a specialist area who volunteer their services to the relevant subject department. A number of staff in Education Studies do not become involved in practice supervision at all. Several Education Studies staff suggested the attitude of other Teaching departments toward the Education Studies department as an appropriate source of supervisors for practice, as a contributing factor affecting the amount of supervision undertaken by members of the Education Studies department.

Details of the extent to which the two departments agreed in their responses to the questionnaire are provided in the report on the Delphi technique. For the purposes of our present discussion, emphasis is placed upon the reactions of staff surveyed to general categories of question which have been grouped under the following headings:

THE IMPORTANCE of PRACTICE
THE TIMING of PRACTICE
SUPERVISION of PRACTICE
ORGANIZATION of PRACTICE
ADVICE and ASSESSMENT

Where appropriate, comments of staff have been reproduced verbatim to amplify the quantitative data provided in the tables.
IMPORTANCE of PRACTICE

Respondents were asked to rate the importance of the practice component for each year of the Diploma of Teaching course in relation to the total College programme, and in relation to the major teaching field, the minor teaching field and to professional education studies. That teaching practice within the Diploma of Teaching course was important, was generally acknowledged by both of the College departments involved in this project. The role of practice was accorded greater emphasis as the course progressed, and by year three, all but one of the participants agreed that teaching practice was of great importance.

TABLE 1 The importance of Teaching Practice

<table>
<thead>
<tr>
<th>Importance</th>
<th>English Year of Course</th>
<th>Education Studies Year of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1  2  3</td>
<td>1  2  3</td>
</tr>
<tr>
<td>Of great importance</td>
<td>2  3  4</td>
<td>6  11 12</td>
</tr>
<tr>
<td>Of moderate importance</td>
<td>2  1</td>
<td>6  2  1</td>
</tr>
<tr>
<td>Of little importance</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Of no importance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>4  4  4</td>
<td>13 13 13</td>
</tr>
</tbody>
</table>

It was also agreed by the participants through the feedback questionnaire that these variations did not represent a sufficient difference of opinion as to require justification of the difference.

Staff opinions of the relative importance of teaching practice in relation to major/minor teaching fields and professional studies are summarised in Table 2.
TABLE 2 Departmental opinions about Teaching Practice in relation to other course components

<table>
<thead>
<tr>
<th></th>
<th>English Year of Course</th>
<th>Education Studies Year of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>MAJOR FIELD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of greater importance</td>
<td>1 2</td>
<td>1 1 3</td>
</tr>
<tr>
<td>Of equal importance</td>
<td>1 2 2</td>
<td>5 12 10</td>
</tr>
<tr>
<td>Of less importance</td>
<td>3 1</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4 4 4</td>
<td>13 13 13</td>
</tr>
<tr>
<td><strong>MINOR FIELD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of greater importance</td>
<td>2 3 3</td>
<td>2 2 4</td>
</tr>
<tr>
<td>Of equal importance</td>
<td>1 1</td>
<td>7 10 9</td>
</tr>
<tr>
<td>Of less importance</td>
<td>2</td>
<td>4 1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4 4 4</td>
<td>13 13 13</td>
</tr>
<tr>
<td><strong>PROFESSIONAL STUDIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of greater importance</td>
<td>3 4 4</td>
<td>1 2 2</td>
</tr>
<tr>
<td>Of equal importance</td>
<td>1</td>
<td>6 10 10</td>
</tr>
<tr>
<td>Of less importance</td>
<td></td>
<td>6 1 1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4 4 4</td>
<td>13 13 13</td>
</tr>
</tbody>
</table>

Several staff members (including one from each of the departments involved) regarded the disagreement relating to minor field studies, especially in year one as a contradiction in need of some discussion. One staff member suggested that

*teaching practice was more important than minor field studies for those students whose major field is heavily represented on the school timetable (e.g. Science) as it is less likely these people would have to teach in their minor field. However, for some others (e.g. Language) minor studies may well be more important since they could be required to diversify in the school situation*
TIMING of PRACTICE

The manner in which practice is spaced within the Academic Year was looked at from the point of view of its relationship to the lecture programme, students' needs and the school year. Participants were asked whether practice should be scheduled during a period when a normal, a reduced or no lecture programme is proceeding. They were asked to indicate whether the needs of the school, the college or those of the student teacher should take precedence in determining the appropriate timing of teaching practice. They were asked to nominate the times of year that practice experiences could be best utilized.

There was almost unanimous support for practice to be scheduled during a period when a lecture programme is proceeding and for students' needs being given precedence in determining the appropriate timing of practice.

TABLE 3 Timing of Teaching Practice and the Lecture

<table>
<thead>
<tr>
<th>Timing</th>
<th>English</th>
<th>Education Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>During a NORMAL lecture programme</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>During a REDUCED lecture programme</td>
<td></td>
<td>3*(Yr 1,2)</td>
</tr>
<tr>
<td>During NO lecture programme</td>
<td>4</td>
<td>12 (Yr 3)</td>
</tr>
</tbody>
</table>

* Practice should occur during a reduced lecture programme for Year One and Two but during a period of NO lectures for Year Three students.
TABLE 4 Timing Practice in Accordance with Students' needs.

<table>
<thead>
<tr>
<th>Needs of the School</th>
<th>English</th>
<th>Education Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs of the College</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Needs of student teachers</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

The times nominated as best suited to practice are shown in Table 5. As one staff member commented:

*These variations do not seem crucial. There are valid reasons for all selections and weighing benefits against disadvantages for the timing will not produce the CORRECT answer.*

TABLE 5 Times Nominated as Best Suited to Practice

<table>
<thead>
<tr>
<th>Timing</th>
<th>English Year of Course</th>
<th>Education Studies Year of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>About the middle of first term</td>
<td>1 1</td>
<td>4 2 1</td>
</tr>
<tr>
<td>Towards the end of first term</td>
<td>1</td>
<td>1 4</td>
</tr>
<tr>
<td>At the beginning of second term</td>
<td>2 2</td>
<td>2 3</td>
</tr>
<tr>
<td>About the middle of second term</td>
<td>3 2 1</td>
<td>1 4 8</td>
</tr>
<tr>
<td>Towards the end of second term</td>
<td>1 1</td>
<td>3 1 5</td>
</tr>
<tr>
<td>At the beginning of third term</td>
<td>1 1</td>
<td>5 3 2</td>
</tr>
<tr>
<td>After College is finished for the year</td>
<td></td>
<td>1 2 1</td>
</tr>
</tbody>
</table>
THE PHILOSOPHY of the COLLEGE in RESPECT to PRACTICE

Some members of staff believed that the College is committed to the notion of consecutive blocks of teaching practice. They suggested some exploration of concurrent and alternative modes of practice was desirable.

Only members from the Education Studies department were invited to comment on the proposition that

practice should be scheduled during a period that a NORMAL lecture programme is proceeding, as well as during periods of reduced or no lecture programme

The case in support of this view claimed a CONCURRENT approach:

(a) integrates THEORY and PRACTICE;
(b) gets College staff into schools through a formal arrangement;
(c) provides liaison with schools and community;
(d) overcomes the separation of theory from practice and of school from College; and,
(e) provides extra practice for some students.

Of the eleven staff members who responded to this section seven saw a model of concurrent practice as a desirable or even necessary alternative, one expressed reservations concerning the assumptions of the concurrent programme and three favoured concentration on block practices. There was no suggestion that a concurrent programme should replace block practice, but rather that there was room for both.

One respondent stated

In the light of the recommendations of the investigating panel last year, I would reiterate the need for alternative modes of teaching practice - particularly those modes that can logically and rationally be integrated with the entire College offerings. Ultimately I would see our professional studies programmes based on the triad of background content and methodology, school experience and education studies.

1 The Delphi technique was administered separately to the departments involved. This topic was not raised by staff members in the other department.
Our Diploma of Teaching units should thus be blocked up to allow for more meaningful integration.

Other staff members put it this way:

I think that block practices provide more opportunities for intensive teaching, consolidation and getting to know the pupils than do continuous practice periods. Perhaps there's room for both, for each student, at different stages in his programme.

I am loath to support an either or situation ... this enables some degree of flexibility.

I have worked in situations where day release for first years worked well in College in addition to normal block practices.

My only reservation pertains to practical problems of scheduling when teaching practice occurs during the normal lecture programme.

It was pointed out by one staff member that:

The integration of theory and the practical does not imply a concurrent programme.

One staff member expressed the belief that:

We should concentrate on block practices with as much College staff involvement as possible - ideally under a school based programme similar to NEDAP.

Another made mention of students' perceptions of their own roles:

It's my belief that students themselves perceive the block practice as more like the real thing.

Still another:

Practice is only meaningful if one can devote oneself to it full time - no lectures during practice period for staff as well as students.
THE PRACTICE PROGRAMME PROVIDED IN FIRST YEAR

At present students in the first year of their course are exposed to two block practices each of two weeks duration. Most staff members see this arrangement as being a satisfactory one. However, two members presented an alternative view suggesting that

One practice was enough in first year as there was limited value for practice before any method lectures are given

and

That students need to adjust and settle down to College life without the strain of too many additional new environments

Although other staff members were sympathetic to the view that no teaching practice was preferable to students engaging in a practice for which they are ill prepared - they held quite strongly that an early exposure to the 'school face' situation was desirable.

Students perceive practice as an essential ongoing feature of teacher education. Therefore early exposure makes them feel they are learning to become teachers

Student teachers have a very strong urge to get into the classroom to try it out as soon as possible

One or two short, relatively protected practical experiences in first year can be valuable to the student from the point of view of realizing his own aptitude for teaching

Make the practice non anxiety provoking by not assessing it

There was also strong feeling that students can greatly benefit from a properly arranged practice.

I feel that a carefully structured and well organised practice teaching period of reasonable duration is of crucial importance in developing a realistic base upon which to develop strategies and theories of teaching and learning
If the practice experience is properly structured students with only a limited understanding of professional issues will be secure and productive

I have a general belief that introductory practices with limited objectives are useful

SUPERVISION of PRACTICE

Respondents from both departments were asked to nominate the major factors that affected the amount of time they devoted to supervising teaching practice. These responses were collated in the form of a list and respondents invited to indicate which of these factors affected them personally. The ongoing lecture programme, assignment marking and the number of students requiring supervision were the factors most frequently named.

TABLE 6 Factors Affecting Practice Supervision in Two Teaching Departments

<table>
<thead>
<tr>
<th>Factors</th>
<th>English</th>
<th>Education Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>An ongoing lecture programme during practice</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Assignment marking</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>The number of students requiring supervision</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>during any one period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of staff available for practice supervision</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>The number of students enrolled (all levels)</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Meetings</td>
<td>*</td>
<td>4</td>
</tr>
<tr>
<td>Administrative duties</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>The combination of a semester system and term holidays</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Timetable constraints</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>Travelling time</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>Overall planning course work/practice component</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>Examination marking</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Collation of examination results</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Access to supervision through subject departments</td>
<td>*</td>
<td>4</td>
</tr>
<tr>
<td>Commitment to external studies</td>
<td>*</td>
<td>4</td>
</tr>
</tbody>
</table>

*Issues not raised by staff in English department
In order to discuss the adequacy of teaching practice supervision it is necessary to specify by what criteria it is regarded as adequate. In this study adequacy is examined in relation to the number of students for whom the staff member is responsible, the number of supervisory visits received by each student and staff perceptions of desirable minimum levels of supervision i.e. the number of visits and the length of the visits by staff members for the purpose of practice supervision.

As previously mentioned, the two departments involved in this study have quite different roles within the Diploma of Teaching programme in relation to the teaching practice component of the course. The influence of different expectation of involvement in practice supervision is apparent from the following table which shows the number of students for whom each staff member was responsible during the 1979 Assistant Teacher Programme practice period and the total number of school visits received by the students.

TABLE 7 1979 Assistant Teacher Programme Practice Supervision

<table>
<thead>
<tr>
<th>Department</th>
<th>Staff Member</th>
<th>Number of Students</th>
<th>Number of Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>12</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Education Studies</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Staff from both departments were asked:
If a formula for visits by College staff to supervise students on practice could be adopted, what minimum would you recommend?

How long should a school visit by a College staff member for the purpose of practice supervision last?
The desirable levels of supervision measured in terms of the number of visits per student and the duration of such visits are shown in Tables 8 and 9.

**TABLE 8 The Desirable Minimum Number of Supervisory Visits per Student**

<table>
<thead>
<tr>
<th>Number of Visits</th>
<th>English</th>
<th>Education Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>An initial and a follow up visit</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>One visit for every week of practice</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>One visit every two weeks</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>An initial visit and two follow up visits</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**TABLE 9 The Desirable Length of each Visit per Student**

<table>
<thead>
<tr>
<th>Desirable Length</th>
<th>English</th>
<th>Education Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 minutes</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>41 - 50 minutes</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>51 - 60 minutes</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>61 - 70 minutes</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>More than 70 minutes</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No time stated</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
In response to the question:

Given your current work load (teaching, administration, meetings etc.) are you able to achieve the level of supervision you have stated as a desirable minimum?

Staff members involved in practice supervision indicated that they were not.

**TABLE 10** Staff ability to meet Recommended Levels of Supervision

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Education Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>9*</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

*Several respondents from Education Studies department indicated this question was not generally applicable to their department because their role in supervision tended to be that of filling in when other departments were not able to cope with the number of students requiring supervision. It was also suggested that actual workload was less of a problem than trying to juggle supervision periods between the constraints of their own College timetable commitments and the school timetable.*
ORGANIZATION of PRACTICE

There was general agreement among staff in both departments concerning the actual settings in which practice should take place i.e. in a primary or a secondary school.

Responses to the question

In what settings should practice take place?

are detailed in Table 11. They indicate complete satisfaction with the existing provisions.

TABLE 11 Appropriate Settings for Teaching Practice

<table>
<thead>
<tr>
<th>Settings</th>
<th>English Year of Course</th>
<th>Education Studies Year of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>In a primary school</td>
<td>4</td>
<td>11 1</td>
</tr>
<tr>
<td>In a secondary school</td>
<td>1 4 4</td>
<td>4 13 13</td>
</tr>
<tr>
<td>In a simulated setting</td>
<td></td>
<td>1 1</td>
</tr>
<tr>
<td>It makes little difference</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

When asked to indicate the types of classes that could be used for practice experience at the various stages of the students' course, respondents indicated a wide range of multiple responses. (see Table 12) Due to the difficulty in interpreting this information the question was re-worded and included again in a subsequent round of the questionnaire. This time the question read

Which of the following classes do you consider unsuitable for the place of student teachers on practice in first year, second year and third year?
TABLE 12 Classes Suitable for Practice Experience

<table>
<thead>
<tr>
<th>List of Classes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A basic level class</td>
<td>1</td>
</tr>
<tr>
<td>An intermediate class</td>
<td>5</td>
</tr>
<tr>
<td>An advanced level class</td>
<td>2</td>
</tr>
<tr>
<td>A mixed ability class</td>
<td>5</td>
</tr>
<tr>
<td>A class with a normal range of behaviour problems</td>
<td>3</td>
</tr>
<tr>
<td>A class known to be cooperative and well behaved</td>
<td>9</td>
</tr>
<tr>
<td>A class chosen at random</td>
<td>2</td>
</tr>
<tr>
<td>A class least likely to be disrupted by the presence of a student teacher</td>
<td>6</td>
</tr>
<tr>
<td>A class which the regular teacher is most willing to relinquish</td>
<td>1</td>
</tr>
</tbody>
</table>

Responses to the re-worded question indicated strong feeling that basic classes should not be used in the practice experience offered to first year students. Nor was it felt that year eleven or twelve classes, composite classes, or classes chosen at random were appropriate for practice experiences for student teachers in first or second year. However, when asked on what criteria a class should be selected for teaching practice, staff generally suggested any supportive environment.

*I think any class could be used at any time, provided it contained children who were reasonably cooperative.*

*Students should be exposed to a variety of types of classes but not to excessively unruly classes.*
A class that ... the student would be able to handle without any major conflict or trauma. A class where the student would have to work fairly hard in order to stay on top and create an ideal learning environment - one that presents somewhat of a challenge but in which the student could be reasonably assured of success with the right approach.

In first year not a difficult class to discipline and instruct.
In second year a taste of difficult classes desirable.
In third year randomly selected classes should be available.

Aim to build up a spread of experience over the three years - hence all ability and age levels, normal problems and well behaved. At least one class each practice should be likely to reinforce success whilst another challenges.

Context should allow for the same behaviour to be practised as normally encountered in the real school situation, except that with first years the more likely difficult classes might be avoided. They ought to be helped not sheltered.

A typical class, one commonly encountered in the community.

Teaching practice is a very much more difficult situation than any other I have ever been in - so anyway in which it can be made easier for a trainee it should be. I am very strongly opposed to the baptism by fire approach - it never helps - it often harms - all part of the machismo attitude of established teachers towards trainees.

I disagree with the use of basic classes for practice experiences during the first two semesters.
ADVICE and ASSESSMENT

The differences between the two departments in their perceptions of the relationship between the advisory and assessment function of practice supervision are shown in Tables 13, 14 and 15. For the purpose of this study assessment is defined as a formal grading of performance.

TABLE 13 The Relationship between Advice and Assessment with respect to these Interdependence

<table>
<thead>
<tr>
<th>Relationship</th>
<th>English Year of Course</th>
<th>Education Studies Year of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>As distinct functions</td>
<td>4 4 4</td>
<td>5 3 2</td>
</tr>
<tr>
<td>As interdependent functions</td>
<td></td>
<td>7 8 9</td>
</tr>
<tr>
<td>As one and the same functions</td>
<td></td>
<td>1 2 2</td>
</tr>
</tbody>
</table>

TABLE 14 The Relative Importance of the Advisory and Assessment Functions

<table>
<thead>
<tr>
<th>Relative Importance</th>
<th>English Year of Course</th>
<th>Education Studies Year of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advisory function is of greater impor-</td>
<td>4 4 4</td>
<td>10 7 4</td>
</tr>
<tr>
<td>tance</td>
<td></td>
<td>3 6 9</td>
</tr>
<tr>
<td>Advisory and assessment are of equal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>importance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment function is of greater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>importance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 15 The Relative Time Allocated to Advice and Assessment

<table>
<thead>
<tr>
<th>Relative Time</th>
<th>English Year of Course</th>
<th>Education Studies Year of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>More time to giving advice</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Equal time to advice and assessment</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Variable according to a student's needs</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>More time to assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The point during his training programme, at which the student should be assessed was subject to considerable discussion:

On what practices should assessment be made?
Should the student teacher be allowed to nominate one of the classes to be used for his assessment?
Should the actual classroom context be taken into account in assessing a student teacher's performance?

TABLE 16 The Practices on which Assessment should be made

<table>
<thead>
<tr>
<th>Assessment</th>
<th>English Year of Course</th>
<th>Education Studies Year of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>On all practices for the year</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Only on the final practice for the year</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Not stated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A qualification of Choice 2
In Table 16 the comments made under 'Other' related to disquiet over the current assessment procedure. There was emphasis on the advisory role.

*In first year a written report - no mark*

*Need to distinguish report versus mark*

*May favour assessment on all practices if these were not going to be used for the final consolidated teaching mark*

*Advice only in first year and mainly in second year*

*In first year and second year a diagnostic assessment only - no grade apart from satisfactory or borderline. In third year a Pass/Fail/Borderline assessment*

On the subject of whether a student should be allowed to nominate one of the classes to be used for his assessment staff members in both departments were almost equally divided on whether or not this was desirable. Those saying NO stressed that it was the student being assessed not the class and the advantage given lazy students who simply worked the system.

On the YES side there were respondents who saw the practice situation traumatic enough in itself and that the student should be given every opportunity to show himself to best advantage. A second group endorsed the question emphasising that the student teacher should be allowed to nominate ONE of the classes to be used for his assessment.

Despite the division of opinion on this issue, all respondents unanimously agreed that the actual classroom context should be taken into account in assessing a student teacher's performance.
THE ASSESSMENT DILEMMA

The most sensitive areas in relation to teaching practice emerging in this study, are in regard to:

(a) who makes the assessment;
(b) the criteria on which assessment is made;
(c) the form that assessment should take; and,
(d) who decides the consolidated teaching mark and how it is calculated.

ASSESSMENT by SCHOOL and COLLEGE STAFF

Although there was apparent strong support for the status quo, i.e. that each assessment should be made by members of both school and College staff there was a number of variations that were supported by two or three staff members:

1. Assessment by SCHOOL STAFF ONLY in first year thus freeing the College supervisor to give his total attention to an advisory role and enabling the students to see the separation of the roles.

   It would be nice if students believed we are here to help

2. Assessment by COLLEGE STAFF ONLY in third year on the grounds that they have an adequate comparative source on which to base their judgement of an individual student's performance in relation to other student teachers. School staff on the other hand may see only one or two students in a single year and may not be supervising students every year.

3. The relative weight given to the College mark should, where there is conflict, be greater than that given to the school mark.

4. Assessment by a panel received some support especially in marginal cases, but there was need for clearer definition of what was meant by a panel. One staff member put it this way

   If by a panel it is intended that three or more people sit in on a student's lesson and at the end discuss it and arrive at an assessment, I say NO
CRITERIA on which ASSESSMENT is MADE

There was general agreement that assessment of the student teacher's performance should be:

(a) related to his stage in the course; and
(b) related to specific stated criteria.

Four staff members indicated that assessment should be norm referenced. The view was also expressed that the fine distinctions implied in a five point or a seven point scale will never be stated in a way to enable valid administration of the point system but that a simple pass/fail would overcome this problem.

No mark - a written evaluation of the student's strengths and weaknesses

A satisfactory minimum level of achievement on practice

THE FORM ASSESSMENT should TAKE

When asked what form the assessment rating given to a student should take, members of the English department were agreed that a pass/fail system was preferable to a point scale. Two members further qualified this response by adding

Provisions for indication of excellent performance

Other categories in special cases e.g. 'Distinction' and 'Further practice needed'

The development of the questionnaire in the Education Studies department did not lead to the question being presented in this form. However, in other contexts six members of Education Studies indicated their leanings toward a system that offered 'no mark', 'Report as contrasted to mark' or 'pass/fail'.

The notion of a satisfactory/unsatisfactory practice assessment was implied in the responses made to the question:
Should every student graduating with the Diploma of Teaching have completed the same amount of practice?
All respondents (N = 4) in the English department said YES, eight staff members in the Education Studies department said YES and four staff members in the Education Studies department said NO. However, additional comments indicated there were both YES and NO voters who favoured the idea of a same minimum with optional or prescribed additional practice.

The Education Studies department responded strongly in favour of each of the following proposals:
(a) provision for OPTIONAL extra practice at the student's request;
(b) provision for OPTIONAL extra practice on staff adviser/practice department recommendation; and,
(c) provision for PRESCRIBED extra practice.
N.B. The question was not put in this form to members of the English department.

THE CONSOLIDATED TEACHING MARK
The method favoured to obtain the final consolidated teaching mark was that of taking a combination of the assessments made on all teaching practices with the final practice assessment carrying the heaviest weight. However, there was also considerable support for the consolidated teaching mark being based on a combination of assessments made on the final teaching practice only. Details are shown in Table 17.
TABLE 17 The Consolidated Teaching Mark

<table>
<thead>
<tr>
<th>Method</th>
<th>English</th>
<th>Education Studies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A combination of the assessments made on the final teaching practice</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>A combination of assessments made on all practices with the final practice assessment carrying the heaviest weight</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>No response</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Some concern was expressed about the way in which Method 2 appears at present to favour the school's assessment of the student rather than the assessment by College staff.

Respondents favouring Method 2 included those who provided additional comments indicating that taking this position did not exclude a system using report rather than mark, pass/fail or satisfactory/unsatisfactory. The question that remains unanswered is how to develop a procedure by which any number of assessments can be combined in such a way as to arrive at an impartial consolidated teaching mark or grade.
SUMMARY

In summary, the importance of the practice component in relation to the total College programme for students in the Diploma of Teaching course was affirmed by all respondents. The emphasis on the practice component increases as the course progresses. The issues emerging from the study as points of focus are:

1. The supervision of practice including:
   (a) the factors affecting the amount of time staff devoted to teaching practice; and,
   (b) a criterion of what could be termed adequate supervision at the individual student/staff level.

2. The relationship between advice and assessment and the perceived need to establish an advisory role free of the assessment function. One staff member queried whether assessment and advice are ever compatible.

   Assessment interferes with the teaching (advisory) function. A simple 'satisfactory' classification could be made very early in practice and the rest of the time could be for teaching.

3. Assessment by whom, according to what criteria and in what form?
It was intended in this section to provide statistical data relating to:

(a) the number of assessments made for each student over the three year course;
(b) the number of staff, school and college, making assessments on any one student;
(c) the comparability of marks awarded by college lecturers and tutor teachers; and,
(d) the extent to which these variables might differ according to subject speciality of students.

However, the information sought was not readily available and this section of the project was abandoned.

It appears that in many cases reports written by supervisors do not reach student files. This may be due to a breakdown in routine organization. The system is designed to operate as follows:

(a) reports are sent to the Department of Teaching Practice where they are collated, checked against names of students on practice, and where marks are entered on a central card system;
(b) reports on students who are performing unsatisfactorily are abstracted, the students are contacted for special assistance, and the reports are then sent to heads of department for special referral to staff advisors; and,
(c) other reports are sent to heads of department for information and subsequent filing on student files held in the Academic Registrar's section.

Frequently reports leave the department of Teaching Practice but never reach student files. Perhaps this may be attributed to uncertainty about whose responsibility it is to file the reports: staff advisors? departmental secretary? staff in the Academic Registrar's section?
A questionnaire concerning Teaching Practice (Appendix Two) was administered to 184 second year Diploma of Teaching students during a scheduled lecture period within ten days of the completion of their first teaching practice in a high school. Students from all teaching departments attending lectures on those days were included in the sample. (see Table 18)

**TABLE 18 Distribution of students by major teaching field**

<table>
<thead>
<tr>
<th>Code</th>
<th>Department</th>
<th>Number of Respondents</th>
<th>Number Enrolled</th>
<th>% Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Art</td>
<td>17</td>
<td>23</td>
<td>74</td>
</tr>
<tr>
<td>2</td>
<td>Business Education</td>
<td>22</td>
<td>28</td>
<td>78.5</td>
</tr>
<tr>
<td>3</td>
<td>English</td>
<td>16</td>
<td>24</td>
<td>66</td>
</tr>
<tr>
<td>5</td>
<td>Home Economics</td>
<td>12</td>
<td>16</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Library Studies</td>
<td>10</td>
<td>17</td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>Industrial Arts</td>
<td>17</td>
<td>24</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>Mathematics</td>
<td>16</td>
<td>25</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>Music</td>
<td>14</td>
<td>19</td>
<td>74</td>
</tr>
<tr>
<td>11</td>
<td>Physical Education</td>
<td>22</td>
<td>30</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>Science</td>
<td>16</td>
<td>31</td>
<td>52</td>
</tr>
<tr>
<td>13</td>
<td>Social Science</td>
<td>14</td>
<td>19</td>
<td>74</td>
</tr>
<tr>
<td>14</td>
<td>Communications</td>
<td>8</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>184</strong></td>
<td><strong>276</strong></td>
<td><strong>66%</strong></td>
</tr>
</tbody>
</table>
The aim of the study was to identify aspects of the teaching practice experience that contribute to the quality of that experience:

(a) the context in which the experience is gained;
(b) the degree to which students feel they are adequately informed about what the practice entails;
(c) the amount of College supervisor/student contact before, during and after the practice period;
(d) the amount of direct supervision by College staff (i.e. observation of lessons);
(e) the manner in which students are assessed; and,
(f) the nature of the College follow up programme.

THE SCHOOL CONTEXT in WHICH the EXPERIENCE is GAINED

Most students were assigned to a practice teacher within a metropolitan high school. Two worked in a peripatetic mode and two had practices that included involvement with primary level classes. The majority of classes taught by student teachers were at the lower secondary level, years 8 to 10. Table 19 shows the distribution of year levels of classes taught by student teachers.

TABLE 19 Year level of classes taught by students on teaching practice

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Student Teachers with Classes at each Year Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>134</td>
</tr>
<tr>
<td>9</td>
<td>155</td>
</tr>
<tr>
<td>10</td>
<td>144</td>
</tr>
<tr>
<td>11</td>
<td>51</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td>No information</td>
<td>9</td>
</tr>
</tbody>
</table>
There was considerable variation among student teachers in respect to the actual number of DIFFERENT classes/groups that the student teachers had to deal with during the two weeks they were in the school. This range is indicated in Table 20.

TABLE 20 The number of different classes taught by student teachers

<table>
<thead>
<tr>
<th>Number of different groups</th>
<th>Number of student teachers with each group size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td>53</td>
</tr>
<tr>
<td>4 - 6</td>
<td>61</td>
</tr>
<tr>
<td>7 - 9</td>
<td>27</td>
</tr>
<tr>
<td>10 - 12</td>
<td>21</td>
</tr>
<tr>
<td>13 - 15</td>
<td>4</td>
</tr>
<tr>
<td>16 +</td>
<td>3</td>
</tr>
<tr>
<td>No information</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>184</td>
</tr>
</tbody>
</table>

INFORMATION about the TEACHING ASSIGNMENT

Students were asked:

Did you feel you had been properly informed about your teaching assignment in the school?

Nearly one third of students indicated that the pre-practice information they received was inadequate. It is clear from the additional comments given that some of the students interpreted 'properly informed' to include 'properly prepared'. The comments made reflected four major areas in which further information was needed. These were in respect of:

1. Practical information in relation to the student's teaching timetable, number of lessons he should be expected to teach, the areas in which he would be required to teach, the name of his practice teacher.
2. Orientation to the school itself - physical layout, special characteristics e.g. open/traditional, ability levels, the way in which the school day is divided e.g. 40 minute or 75 minute periods. A number of students indicated that a pre-practice introduction and visit to the school would have been helpful.

3. School/College expectations - what sort of lessons and why? What should the student teacher achieve in this practice? On what criteria would he be judged?

4. Preparation. Some students felt they had insufficient preparation to undertake the teaching assignment allotted them. They spoke of inadequate knowledge of the content and method demanded, their unfamiliarity with the texts used in schools and problems of lesson preparation.

Table 21 shows the extent to which these themes represent the 44 students who indicated they had not been properly prepared for their assignment in the school situation.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical information</td>
<td>21</td>
</tr>
<tr>
<td>Orientation</td>
<td>15</td>
</tr>
<tr>
<td>School/College expectation</td>
<td>7</td>
</tr>
<tr>
<td>Preparation</td>
<td>14</td>
</tr>
</tbody>
</table>

It appears that these problems may be departmental or subject area specific as 34 of the 44 students expressing these problems came from only 5 of the 12 teaching departments.
COLLEGE SUPERVISOR/STUDENTS CONTACT in RELATION to TEACHING PRACTICE

Students were asked whether they had contacted their College supervisor prior to commencement of practice, or conversely whether their College supervisor had contacted them. The results are shown in Table 22.

TABLE 22 College supervisor/student contact prior to practice

<table>
<thead>
<tr>
<th>Contact</th>
<th>Number of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/College supervisor</td>
<td>75</td>
</tr>
<tr>
<td>College supervisor/Student</td>
<td>60</td>
</tr>
</tbody>
</table>

It is apparent from the pattern of responses that contact between College practice supervisors and students is part of the normal procedure in some departments but not in all. Not knowing who one's supervisor was, was mentioned frequently both here and in response to the questions about accessibility of the supervisor, supportive assistance and important aspects of practice supervision.

In relation to frequency of visits paid to the school by College supervisors, students responded as shown in Table 23.

TABLE 23 College supervisors visits/contacts with school during practice

<table>
<thead>
<tr>
<th>Number of Contacts</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5 or more</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>184</td>
</tr>
</tbody>
</table>
DISCUSSION of the PRACTICE EXPERIENCE in the SCHOOL SITUATION

Students made it clear in their responses to the questionnaire that they regarded the opportunity to discuss their practice with their supervisor in the SCHOOL SITUATION as critical to a satisfying practice. Discussion, help and support, immediate feedback, before AND after discussion of a lesson observed account for most of the comments made. The extent to which these needs were met during the practice is shown in Table 24.

TABLE 24 Student/College supervisor discussions during practice

<table>
<thead>
<tr>
<th>Number of Discussions</th>
<th>Number of Discussions Students</th>
<th>Percentage Students</th>
<th>Total Discussions</th>
<th>Number of Discussions Students</th>
<th>Percentage Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
<td>4.0</td>
<td>0</td>
<td>103</td>
<td>36.7</td>
</tr>
<tr>
<td>1</td>
<td>103</td>
<td>56.0</td>
<td>103</td>
<td>110</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>30.0</td>
<td>110</td>
<td>24</td>
<td>8.6</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>4.0</td>
<td>24</td>
<td>44</td>
<td>15.7</td>
</tr>
<tr>
<td>4 or more</td>
<td>11</td>
<td>6.0</td>
<td>44</td>
<td>281</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TOTAL 184 100.0 281 100.0

56 percent of the students stated they had discussed their practice with their College supervisor on one occasion.

Of the 281 student/College supervisor discussions that took place 98 were discussions before AND after a lesson observed and 106 were discussions after a lesson observed. It should be noted that the students who had opportunity to discuss their practice on two or more occasions were also the students for whom a discussion took place before and after a lesson. The majority of these students were students whose major teaching fields were confined to three teaching departments.
122 students indicated that their College supervisor was accessible to discuss problems if necessary. When asked:

Did you feel you received sufficient supportive assistance from College staff during practice?

128 said Yes, 40 said No, 16 did not indicate.

Those commenting on the way in which supportive assistance was lacking mentioned access to resources e.g. media store and library closing times, rather than to College staff. Again, these problems tended to affect groups of students in particular teaching fields rather than be spread across the entire sample.

LESSON OBSERVATION by COLLEGE STAFF

Table 25 shows the responses given by the students to the question: How many lessons/part lessons did your College supervisor observe?

**TABLE 25 Lessons/part lessons observed by College supervisors**

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>1</td>
<td>117</td>
<td>64.0</td>
</tr>
<tr>
<td>2</td>
<td>61</td>
<td>33.0</td>
</tr>
<tr>
<td>3+</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>184</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the Table it appears that all but two students were observed by College staff on at least one occasion.

Two students stated they had not been observed in the classroom by a member of College staff. Of those who had been observed on one occasion, SEVEN indicated that the observation had lasted five to ten minutes only, another THREE indicated that they had been observed in
a situation contrived for the College supervisor's benefit

[I was whipped into someone else's lesson to do a five minute dem]
said one student. Three commented that they had not been observed teaching a lesson in their major teaching field and four, that their supervisors 'observed' during a library or supervision period. Thus, 19 students (10.3%) seem to hold the opinion that College staff did not observe them in a task-relevant situation.

SATISFACTION with the MANNER ASSESSED

Students were asked whether they were satisfied with the manner in which they were assessed, and if not to indicate the source of their dissatisfaction. The figures shown in Table 26 provide the quantitative result.

TABLE 26 Satisfaction with assessment

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97</td>
<td>53.5%</td>
</tr>
<tr>
<td>No</td>
<td>65</td>
<td>35%</td>
</tr>
<tr>
<td>Undecided</td>
<td>18</td>
<td>9%</td>
</tr>
<tr>
<td>No information</td>
<td>4</td>
<td>3%</td>
</tr>
</tbody>
</table>

These results suggest that 44 percent of the students responding to the questionnaire were less than satisfied with the manner in which they were assessed. From examination of the additional qualitative remarks provided, it is clear that the sources of dissatisfaction lie with both school and College staff. Furthermore, among the students who say they are satisfied with the manner in which they were assessed, there are a number who qualify their satisfaction with remarks such as - Yes with school, No with College and vice versa. (This highlights the ambiguity of the question in its present form).
As with some of the other issues already mentioned there appears to be a heavier concentration of dissatisfaction by students from particular teaching fields.

1. ASSESSMENT by COLLEGE STAFF

Reasons given for dissatisfaction with the manner in which the student was assessed by College staff centred around the themes of:

(a) the limited amount of lesson observation undertaken;
(b) the opportunity available to discuss lessons and problems; and,
(c) the basis upon which assessment was made.

THE AMOUNT of LESSON OBSERVATION

Ten students expressed the view that You cannot assess on one lesson

Seven more made comments along the lines of the student who said He assessed me! I don't know how. He only stayed ten minutes!

Another put it this way

Unless the College supervisor is going to be there his mark should be disregarded

Five students simply said

There should be more observed lessons

Several students expressed the view that the College supervisor should confine his remarks to 'the lesson he saw' and not make generalized statements 'my attitude/discipline' etc.

DISCUSSION of LESSONS and PROBLEMS

I saw my supervisor once - after I'd been in the school four days! Wasn't I meant to get better?

Many students clearly indicated that they should have opportunity to demonstrate their progress to their supervisor, to show how they had acted upon advice given. Others expressed the need for more help and support

Especially in a first secondary practice
One student said

He turned up at the last minute, saw my lesson
and left - no discussion!

More than twenty others made reference to 'more feedback
needed' and

We should be able to talk to our supervisor before
and after a lesson at least once

Several expressed the need for 'more encouragement and positive
criticism'. One student complained

He said my lesson was excellent and then proceeded
to elaborate forever on a minor point

and

I don't like having a discussion propped up against
a wall in a draughty corridor

THE BASIS upon which ASSESSMENT is MADE

A number of students indicated that they did not know or were
confused about what was expected of them on their first teaching
assignment in a secondary school. Some felt there was little
correspondence between marks and remarks made, and that different
departments within the College 'offered contradictory views on
how to act in class'. Nine students specifically queried the
function of a mark and felt a descriptive report to which they
could later refer would be more helpful. Not knowing how they
had 'done' on practice was a source of concern to eight students.
There was also concern about the relative importance of the school
and College assessments.

People don't tell us these things

2. ASSESSMENT by SCHOOL STAFF

ASSESS as a TEACHER

The greatest single complaint made by students regarding their
school assessment was in relation to their role as a student or
a teacher! Fourteen students said they felt they had been
assessed as an experienced teacher and not as a student.
Another commented that
The only things they said were wrong were things they assured me only came with experience. Then they gave me a C+

My teacher expected me to know more about teaching than College led me to believe

ASSESSMENT PROCEDURE within some SCHOOLS
A second frequent complaint regarding the school assessment procedure related to certain schools who adopted a practice of never awarding a mark higher than, say, B. Fourteen students indicated that their assessment had been affected in this way. Typical of the comments were

Compared to others my mark is not good - although I was told I'd done an excellent practice

You've done well. I'll give you a C+ so you have something to strive for in a future practice

I was dissapointed in my final grade. It was a lot of work for a low mark

INTEREST SHOWN by SCHOOL STAFF
Lack of interest by school staff was also cited as a problem for some students.

The classroom teacher was not interested. Lesson plans were not marked. No criticisms were offered

I was left to mark myself

My assigned teacher only saw one lesson ... I had five teachers in all and not one of them saw more than two lessons
The school principal changed my mark on the basis of one lesson - the only one he saw.

My practice teacher didn't know the procedure. The head of the department filled out the form. He only saw me once.

FOLLOW UP

Was there or does your College programme provide sufficient follow-up to your practice experience in the way of tutorial discussions etc. on your return to College?

Comment ...

The responses indicate that students attached to only ONE department within the College are generally satisfied with the follow-up provided to practice experience. Overall 56 percent of the respondents felt that more or a better follow-up was needed.

A number of students felt that for College staff the emphasis was on return to College and catch up on time lost. The students themselves returned to College with many unresolved questions and problems concerning their practice experiences. They believed the practice experience should form an integral part of the College programme, that scheduled discussions were needed and that the College programme should be related to practice in such a way as to provide both an extension and a reinforcement of the practice experience. A variety of specific suggestions was made:

1. DISCUSSION

Twenty one students stated simply 'more discussion needed', fifteen students suggested programmed tutorials or small group discussions before and after practice in which specific preparation and review was undertaken in the class programme, others suggested variously - constructive discussion in method classes, more guidance on discipline problems, classroom management, handling techniques, how to cope with remedial students. The emphasis was on it being part of the College timetable not an optional extra. Some students wanted discussion that centred
on comparisons between schools/teachers that may illuminate some of the unfairness and other variations that occur both between teachers and schools.

Discussion of reports/assessments was also requested. This was of particular concern to students who did not as yet know their College (or school) mark - but others wanted more adequate guidelines on what was expected of them during practice and how the assessment procedure actually worked. e.g. the relative weighting given to the school and College mark. There was a suggestion in this regard that a system of moderating marks should be introduced.

There were students who felt although they got an 'assessment' they got no right of reply or even opportunity to discuss how the assessment was arrived at.

2. DEMONSTRATION

Several students suggested that tutorials could offer more group participation by way of 'demonstration' lessons in which the tutor showed how to use certain techniques, manage organizational problems etc. and in which students had opportunity for further practice. One student said

\[ I \text{ would like more ONE DAY practice; five demonstration lessons are not enough. We need to relate lectures to the practical situation. } \]

In this regard also, another student stated

\[ \text{Education lecturers should be around (during practice) so they can relate and discuss the problems in relation to the course as they arise.} \]

3. METHODOLOGY

Several students were unhappy with the amount of method they were exposed to prior to practice. They felt more methodology was needed prior to practice. One student said

\[ \text{I am no more prepared to teach my major field than when I first enrolled ... I felt more prepared to teach in my minor field than in my major area.} \]
Another said

*I was assessed on the use of techniques we've not done at College yet. The school should be informed of our stage in training.*

**IMPORTANT ASPECTS of PRACTICE**

Students were invited to 'comment on any aspect of practice supervision that seems important to you'. Many accepted that invitation. If some of the foregoing sections paint a somewhat negative picture of students' practice experiences this section should show that it WASN'T ALL BAD! Some of the themes already touched on are taken up - but this time in the more positive sense:

(a) the teaching assignment;

(b) supportive assistance in the school; and,

(c) contact with College supervisor/staff.

**THE TEACHING ASSIGNMENT**

1. **INFORMATION**

   Students stressed the importance to them of:
   
   (a) being allocated to schools/classes where they could demonstrate their skills and that were appropriate to their stage of training;

   (b) receiving early advice of the school to which they had been assigned;

   (c) having opportunity to make pre-practice contact with the school; and,

   (d) knowing the name of the practice teacher prior to arriving at the school.

2. **THE RANGE of EXPERIENCE**

   Some students thought it important that a compulsory minimum number of lessons be set. They were appreciative that the practice experience provided opportunity to teach a range of levels and/or different areas. They valued the opportunity to
observe lessons outside their own areas and felt that the timetable should be adjusted to provide such opportunities. The involvement in school activities other than teaching was seen as an important aspect of their practice assignment.

3. SUPPORTIVE ASSISTANCE in the SCHOOL
A number of students mentioned the quality of the teacher to whom they were assigned. They appreciated the help and support given by not only the classroom teacher but by other members of the school staff. They highlighted the importance they placed on discussion after lessons. One student said:

I really liked the class teacher's frank approach on the interest shown in them by members of the school staff, on the practical help given in lesson preparation, and, on the thoughtfulness of practice teachers who gave adequate notice of lessons to be taught.

4. CONTACT with COLLEGE SUPERVISOR/STAFF
Students saw their relationship to their College supervisor as being of paramount importance.

It was really good having had some direct contact with my supervisor at College during the semester.

Knowing who your supervisor is helps a lot.

I was glad of a supervisor who I could feel comfortable with.

I knew I could contact my supervisor at any time, if necessary.

You really need to know someone from College is there.

Eight students referred specifically to the opportunity they had of being party to three discussions involving the practice teacher and the College supervisor. 'We count' was the cryptic comment with which one student concluded her observations of aspects of teaching practice important to her.
INTERVIEWS

Thirty students accepted the invitation of the researcher to participate in an interview follow-up to the questionnaire. All but one teaching department was represented as a major field of study by these students.

The interviews were conducted in either a one-to-one or group situation. Most of the students indicated interest in participating as a member of a group in preference to individually, but class timetable constraints prevented this working out for all students who would have liked the group situation. Five group sessions and eleven individual interviews took place. Students were given opportunity to raise any matter concerning practice that they wished. A number of students interpreted this invitation very broadly and discussed various non-practice concerns about College life.

The interviewer sought answers to only THREE specific questions.
1. The questionnaire asked:
   Are you satisfied with the manner in which you were assessed?
   I want now to make this two questions:
   (a) Are you satisfied with the manner in which you were assessed by the School?
   (b) Are you satisfied with the manner in which you were assessed by the College?
2. What mark(s) did you receive?
3. The questionnaire asked:
   How many lessons or part lessons did your College supervisor observe?
   I want to ask you:
   How many lessons or part lessons would you have liked your supervisor to have observed?

The responses are shown in Tables 27 and 28. The analysis of 'satisfaction with manner assessed' indicates that both students who were 'satisfied' and 'not satisfied' according to these questionnaire responses, in fact, included those who were not wholly satisfied or wholly dissatisfied when the question enabled them to rate the school and College independently of one another.
TABLE 27 Satisfaction with Manner Assessed

<table>
<thead>
<tr>
<th>Interview Responses</th>
<th>Responses given in Questionnaire</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfied</td>
<td>Not Satisfied</td>
</tr>
<tr>
<td>Satisfied by both School and College</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Satisfied by School</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Not satisfied by College</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Satisfied by College</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Not satisfied by School</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Not satisfied by School or College</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

To anticipate the query as to whether the response to the question:

Are you satisfied with the manner in which you were assessed?

was likely to be associated with mark received rather than with the contexts in which assessment took place, students presenting themselves for interview were asked:

What mark did you receive?

Table 28 shows the relationship between satisfaction with manner assessed and the mark received by thirty second year students.

TABLE 28 The Relationship between satisfaction with manner assessed and the Mark Received by Thirty Second Year Students
The results indicate that students' feelings of satisfaction with the manner assessed is not based solely on the mark received. Only two of the thirty students questioned indicated they may have been less than satisfied had they not received a good mark.

The importance students place on school visits and lesson observation by College staff received added emphasis during the interviews. A number of students made a distinction between lesson observation by College staff and visits to the school to see the student by College staff.

**TABLE 29 Lesson Observation**

<table>
<thead>
<tr>
<th>Number of Observations</th>
<th>Frequency Students would like</th>
<th>Frequency Students Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>One</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>At least Two</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Three to Four</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Students felt the observation of one or two lessons in isolation was of limited value and were inclined to think the time in schools available to lecturers should be spent in discussion with the student and the class teacher.
STUDENT INITIATED DISCUSSION

Each interview session began with a period in which students were invited to comment on any aspects of practice they wished. The discussions that ensued centred mainly around:

(a) an elaboration of assessment procedures;
(b) the structure and duration of practice; and,
(c) the College pre/post practice programme in relation to practice.

ASSESSMENT PROCEDURES

I felt good about my College assessment. My College tutor arrived during recess, looked over my lesson plan. We talked about what I intended doing with the class and how he would act. He sat in on the whole lesson and afterwards he showed me the notes he'd made. We had some more discussion and I felt I'd learnt something.

The other students present agreed that it sounded a good experience but not one they had enjoyed. There was a great deal of group empathy for the student who said that he queried the validity of equal weight being given to school and College assessment where one was based on two weeks of concentrated effort and the other on one or two visits.

Students generally, were unhappy about visits that allowed no time for discussion and found it disconcerting to have College staff who came or left part way through lessons. One girl said

Even a brief 'hello' before a lesson turns the supervisor into a person - especially if he's someone you don't even know.

All agreed that after lesson discussion was crucial. They wanted to know how they were going, what they were doing, what they should be aiming toward. Of assessments by the school, the students perceived them as being very subjective.

You need criteria for each practice.
The teacher doesn't want to be the one to fail you

The teachers don't really use the College guidelines when they assess students

THE STRUCTURE and DURATION of PRACTICE

Nearly all of the students interviewed indicated they wanted more contact with the school prior to their teaching assignment in the school. Two of the groups who attended the interviews used the time to set up the 'ideal' practice.

Proposal 1 suggested that the practice period should be extended to three weeks. During the first week in the school the student should:

(a) undertake a programme of lesson observations;
(b) work out in conjunction with the practice teacher what lessons the student teacher will take during the following fortnight;
(c) prepare for the lessons allocated; and,
(d) consult with the College supervisor.

There was a strong plea for the College supervisor to visit the school during this period to help students adapt materials to fit the class.

Students felt the preparation/observation week would enable them to use the actual practice period to much greater advantage. Some also felt the College should set a minimum number of lessons to be taken during the practice period. One student stated that she had only taught five lessons during her practice because her practice teacher only had one class in the lower school and did not want her to teach any upper school classes.
Proposal 2  The second proposal is very similar in spirit to the first. The difference was in the organisation of the preparation/observation period. The group of students involved in this discussion suggested that regular contact with the practice school be established early in the semester and the student spend half or one day per week in the school familiarizing themselves with their subject area at school level. Students taking English classes felt it was particularly important to have a reading list of the books used by the school.

THE COLLEGE PRE/POST PRACTICE PROGRAMME

Pre and post practice programmes need to consist of more than just a cozy chat. These students felt the need for more specific preparation for practice. Their practice experience had shown them that many ideas suggested in College were too mature for classroom use.

The level of teaching that had appeared appropriate when tried within their peer group was no preparation for teaching pupils.

We need demonstrations of situations that reflect reality.

For practice to be meaningful we need more method.

Every practice should count ... it's not supposed to be an experiment.

A follow-up programme should include an opportunity to report on practice experiences but it should be more than an airing of views.
Students variously suggested the need for:

(a) individual follow-up with the College supervisor;
(b) demonstrations of 'real' situations; and,
(c) tutorials and discussions specific to particular teaching fields and providing opportunity to plan specific lessons that may be used in the ensuing practice.

A SPECIAL CASE

One group of students made a special plea for earlier entrance into secondary schools for practice. These students pointed out that in teaching fields not represented in the primary school curriculum (e.g. Business Education, Home Economics and Industrial Arts), they were disadvantaged on primary practices because there was no continuity between primary and secondary practices. They argued that in subjects like English, Mathematics and Social Science, students had opportunity on primary practice to develop teaching skills appropriate to these areas in secondary schools whereas they were halfway through their course before they could teach in their area.

IN CONCLUSION

The students interviewed perceived the questionnaire and the follow-up interviews as a very positive act on the part of the College to provide follow-up to practice, opportunity for students to raise matters of concern to students, an avenue through which students could make a contribution to aspects of their training programme.
**APPENDIX ONE**

**NEDLANDS COLLEGE**

of ADVANCED EDUCATION

**RESEARCH COMMITTEE**

THE ROLE of TEACHING PRACTICE: Supervision, Advice and assessment

**QUESTIONNAIRE to ACADEMIC STAFF**

CONCERNING the TEACHING PRACTICE COMPONENT

of the DIPLOMA of TEACHING

**NAME of RESPONDENT:** ____________________________

**DEPARTMENT:** ____________________________

---

A. **The importance of the "practice component" in relation to the total College programme.**

1. How important should teaching practice be within the Diploma of Teaching?

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OF GREAT IMPORTANCE</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. OF MODERATE IMPORTANCE</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. OF LITTLE IMPORTANCE</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>4. OF NO IMPORTANCE</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

2. How important should teaching practice be compared to the major teaching field studies?

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OF GREATER IMPORTANCE</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>2. OF LESS IMPORTANCE</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3. OF EQUAL IMPORTANCE</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
3. How important should teaching practice be compared to the minor teaching field studies?

   Year 1  Year 2  Year 3

   1. OF GREATER IMPORTANCE

   2. OF LESS IMPORTANCE

   3. OF EQUAL IMPORTANCE

4. How important should teaching practice be compared to professional education studies?

   Year 1  Year 2  Year 3

   1. OF GREATER IMPORTANCE

   2. OF LESS IMPORTANCE

   3. OF EQUAL IMPORTANCE

B. The spacing of practice within the Academic Calendar

5. When should practice be scheduled to take place?

   1. DURING A PERIOD THAT A NORMAL LECTURE PROGRAMME IS PROCEEDING

   2. DURING A PERIOD THAT A REDUCED LECTURE PROGRAMME IS PROCEEDING

   3. DURING A PERIOD THAT NO LECTURE PROGRAMME IS PROCEEDING

6. Whose needs should take precedence in determining the appropriate timing of teaching practice?

   1. THOSE OF THE SCHOOLS

   2. THOSE OF THE COLLEGE

   3. THOSE OF THE STUDENT TEACHER
7. What is the ideal time of the year for teaching practice experience to be scheduled for Diploma of Teaching students?

1. BEFORE COLLEGE COMMENCEMENT
2. WITHIN THREE WEEKS OF COLLEGE COMMENCEMENT
3. ABOUT THE MIDDLE OF FIRST TERM
4. TOWARD THE END OF FIRST TERM
5. AT THE BEGINNING OF SECOND TERM
6. ABOUT THE MIDDLE OF SECOND TERM
7. TOWARD THE END OF SECOND TERM
8. AT THE BEGINNING OF THIRD TERM
9. ABOUT THE MIDDLE OF THIRD TERM
10. TOWARD THE END OF THIRD TERM
11. AFTER COLLEGE HAS FINISHED

C. Time needed for supervision of practice.

8. List what you consider to be the major factors within your teaching department that affect the amount of time available for the supervision of teaching practice.

1. 
2. 
3. 
4. 
5. 

9. List what you consider to be the major factors within the College that affect the amount of time available for the supervision of teaching practice.

1. 
2. 
3. 
4. 
5.
D. Length of practice

10. How long should a first practice experience for Year 1 students in the Diploma of Teaching last?

1. LESS THAN ONE WEEK
2. ONE WEEK
3. TWO WEEKS
4. THREE WEEKS
5. FOUR WEEKS
6. MORE THAN FOUR WEEKS
   (Please specify)

11. How much practice (in weeks) should students experience in each year of the Diploma of Teaching?

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESS THAN ONE WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONE WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWO WEEKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THREE WEEKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOUR WEEKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MORE THAN FOUR WEEKS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   (Please specify)

12. Should every student graduating with the Diploma of Teaching have completed the same amount of practice?

1. YES
2. NO

COMMENT: ________________________________
1. **Frequency of practice**

13. How many practice experiences should be provided in each year of the Diploma of Teaching Course?

<table>
<thead>
<tr>
<th>1. NO PRACTICE</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. ONE PRACTICE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. TWO PRACTICES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. THREE PRACTICES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. FOUR PRACTICES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. MORE THAN FOUR PRACTICES</td>
<td>(Please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. Practice placement

14. In what setting should teaching practice take place?

<table>
<thead>
<tr>
<th>1. IN A PRIMARY SCHOOL</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. IN A SECONDARY SCHOOL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. IN A SIMULATED SETTING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. IT MAKES NO DIFFERENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. OTHER</td>
<td>(Please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. 

28. 

29. 

30. 

31. 

. . . /6.
15. Indicate the types of classes which you believe could be used for the practice experience of students in each of the first five semesters of the Diploma of Teaching. You may record more than one response against each year.

Sem. 1 Sem. 2 Sem. 3 Sem. 4 Sem. 5
1. A BASIC LEVEL CLASS
2. AN INTERMEDIATE CLASS
3. AN ADVANCED LEVEL CLASS
4. A MIXED ABILITY CLASS
5. A CLASS WITH NORMAL RANGE OF BEHAVIOUR PROBLEMS
6. A CLASS KNOWN TO BE CO-OPERATIVE AND WELL BEHAVED
7. A CLASS CHOSEN AT RANDOM
8. A CLASS LIKELY TO BE LEAST DISRUPTED BY THE PRESENCE OF A STUDENT TEACHER
9. A CLASS WHICH THE REGULAR TEACHER IS MOST WILLING TO RELINQUISH
10. OTHER
   (Please specify)

G. Visits to schools by College staff

16. How was the supervision of student teachers allocated in your department for the practice just completed?

1. Each student was allocated to a staff member
2. Each student was allocated to several staff members
3. On the basis of staff availability on a particular day
4. Other
   (Please specify)
17. On the practice just completed how many visits to schools did you make to supervise student teachers on practice?

18. If a formula for visits by College staff to supervise a student on practice could be adopted, what minimum would you recommend?

   1. NO VISITS BY COLLEGE STAFF
   2. AN INITIAL VISIT ONLY
   3. AN ASSESSMENT VISIT ONLY
   4. AN INITIAL AND A FOLLOW UP VISIT
   5. ONE VISIT FOR EVERY WEEK OF PRACTICE
   6. TWO VISITS FOR EVERY WEEK OF PRACTICE
   7. OTHER
      (Please specify) __________________________

19. How long should a school visit by a College staff member for the purpose of practice supervision last?

   1. LESS THAN A 40 MINUTE PERIOD
   2. 40 MINUTES
   3. 14 - 50 MINUTES
   4. 51 - 60 MINUTES
   5. 61 - 70 MINUTES
   6. 71 - 80 MINUTES
   7. 81 - 90 MINUTES
   8. MORE THAN 90 MINUTES
20. Given your current work load (teaching, administration, meetings etc.) have you been able to meet your own recommendations made in Questions 18 - 19?

1. YES

2. NO

COMMENT: ____________________________________________________________

_____________________________________________________________________

21. How do you see the relationship between the advisory and assessment function of practice supervision:

(a) With respect to their interdependence?

1. AS DISTINCT FUNCTIONS

2. AS INTERDEPENDANT FUNCTIONS

3. AS ONE AND THE SAME THING

(b) With respect to their importance?

1. THE ADVISORY FUNCTION AS OF GREATER IMPORTANCE

2. THE ASSESSMENT FUNCTION AS OF GREATER IMPORTANCE

3. THE ADVISORY AND ASSESSMENT FUNCTIONS AS OF EQUAL IMPORTANCE

(c) With respect to time allocated?

1. MORE TIME SHOULD BE DEVOTED TO ADVISORY FUNCTION

2. MORE TIME SHOULD BE DEVOTED TO ASSESSMENT FUNCTION

.../9.
(c) (Cont'd.)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. EQUAL TIME SHOULD BE DEVOTED TO ADVICE AND ASSESSMENT</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. THE AMOUNT OF TIME VARIES ACCORDING TO INDIVIDUAL STUDENT NEEDS</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Assessment (formal grading of performance)

12. On which practices should assessment be made?

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ON ALL PRACTICES</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. ONLY ON FINAL PRACTICES</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. OTHER (Please specify)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

13. By whom should assessment be made?
(More than one response may be given)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BY A MEMBER/S OF THE COLLEGE STAFF</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. BY A MEMBER/S OF THE SCHOOL STAFF</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. BY A MEMBER/S OF BOTH SCHOOL AND COLLEGE STAFF</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. BY A PERSON/S APPOINTED BY THE EDUCATION DEPARTMENT</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. BY A PERSON/S APPOINTED BY THE COLLEGE</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. BY A PERSON/S INDEPENDENT OF THE SCHOOL, COLLEGE AND EDUCATION DEPARTMENT</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

... /10.
23 (Cont'd.)

7. BY A PANEL

8. OTHER
   (Please specify)

24. If assessment was made by a panel, indicate which of the following persons should be on the panel:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. THE HEAD OF THE TEACHING PRACTICE DEPT/OR HIS REPRESENTATIVE</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. THE HEAD OF THE RELEVANT TEACHING DEPT/OR HIS REPRESENTATIVE</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. COLLEGE PRACTICE SUPERVISOR</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. THE SCHOOL PRINCIPAL/OR HIS REPRESENTATIVE</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. THE SCHOOL PRACTICE COORDINATOR</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. THE PRACTICE TEACHER</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. THE STUDENT TEACHER</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. A SCHOOL STUDENT</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. OTHER/S</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(Please specify)

25. Should the student teacher's performance on practice:

   (1) be based on the performance expected of a trained teacher?

   (2) be related to his stage in the course?
26. Should the actual classroom context be taken into account in assessing a student teacher's performance?

(1) YES

(2) NO

27. Should the student teacher be allowed to nominate one of the classes to be used for his assessment?

(1) YES

(2) NO

28. Given your response to question 23, what method should be used to obtain the final consolidated teaching mark:

(1) A combination of the assessments made on the final teaching practice?

(2) A combination of the assessments made on all practices with the final practice assessment carrying the heaviest weight?

(3) Other: __________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

... /12.
I. Continuity of Assessment

29. When would advice and assessment provide the best guide to the student teacher as to his progress?

1. WHEN MADE BY THE SAME PERSON
2. WHEN MADE BY DIFFERENT PEOPLE
3. NO DIFFERENCE
4. DEPENDS ON INDIVIDUAL FACTORS WITHIN THE STUDENT
5. DEPENDS ON INDIVIDUAL FACTORS WITHIN THE COLLEGE
6. DEPENDS ON FACTORS WITHIN BOTH STUDENT AND SUPERVISOR
7. OTHER

30. Would you please make comments on any aspects not covered in the preceding questions, or feel free to make any other comments.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
TEACHING PRACTICE SUPERVISION IN SECONDARY SCHOOLS:
A SURVEY OF ALL SECOND YEAR STUDENTS (DIPLOMA OF TEACHING) WHO
COMPLETED THEIR FIRST PRACTICE EXPERIENCE IN A SECONDARY SCHOOL,
SEMESTER 1, 1980.

QUESTIONNAIRE

Complete the following:

1. Group identification (eg. 2D 10) ________________

2. School to which assigned for practice. ________________

3. What classes/groups did you teach? ________________

4. How many different classes/groups did you teach? ________________

5. Did you feel you had been properly informed about your teaching
assignment in the school?

YES ☐

NO ☐

If NO, comment on what further information you required.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Did you contact your College supervisor prior to the commencement
of your practice in the school?

YES ☐

NO ☐
7. Did your College supervisor contact you prior to the commencement of your practice in the school?
   YES ☐
   NO ☐

8. How many times to your knowledge did your College supervisor visit/contact the school to which you were assigned to check on your progress?
   ☐

9. How many times did you and your College supervisor discuss your practice experience in the school situation:
   (a) prior to and following a lesson observed? ☐ / not observed? ☐
   (b) prior to a lesson observed? ☐ / not observed? ☐
   (c) immediately following a lesson observed? ☐ / not observed? ☐
   (d) at some different time? ☐

10. How many lessons did your College supervisor observe?
    ☐

11. Was your College supervisor accessible to discuss problems (if necessary)?
    YES ☐
    NO ☐
    DON'T KNOW ☐

12. Did you feel you received sufficient supportive assistance from College staff during practice?
    YES ☐
    NO ☐
13. Are you satisfied with the manner in which you were assessed?

YES ☐

NO ☐

If NO, please say why not?

__________________________________________________________________________

__________________________________________________________________________

14. Was there or does your College programme provide sufficient follow-up to your practice experience in the way of tutorial discussions etc. on your return to College?

Comment.

__________________________________________________________________________

__________________________________________________________________________

15. Comment on any aspect of practice supervision that seems important to you.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

16. If you would be willing to participate further in this survey in an interview situation please print your name in the space provided so that you can be contacted if required.

_________________________________________________________
Teaching practice supervision, advice and assessment: a report of an investigation undertaken under the auspices of the Research Committee 1980  Nedlands College