
HANDBOOK for the

P R A C T I C U M

of the
**Further Professional Diploma
in Education Programme**
(Secondary School)

and the
**Further Professional Diploma
in Education Programme**
(Primary School)

(1990)



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INSTITUTE OF EDUCATION

Further Professional Diploma in Education Programme

THE PRACTICUM ATTACHMENT

DEPARTMENT OF CONTINUING EDUCATION
INSTITUTE OF EDUCATION

AUGUST 1990

This handbook is intended as a guide for participant H.O.D. trainees, supervisors and principals of schools. The contents are subject to change from time to time without prior notification.

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SECTION A : INTRODUCTORY BACKGROUND

(1) : GENERAL INFORMATION CONCERNING THE FURTHER PROFESSIONAL DIPLOMA IN EDUCATION PROGRAMME

1.1 Introduction

The Further Professional Diploma in Education (FPDE) Programme is a six-month full-time plus six-month part-time programme conducted at the Institute of Education. It is designed to prepare specially-selected Heads of Department from schools and junior colleges respectively.

1.2 Aims of the Programmes

The FPDE Programme aims to prepare Heads of Department to:

- (a) Manage their departments systematically and effectively.
- (b) Manage their curricular programmes to meet the needs of their pupils; and
- (c) Keep abreast with the latest curricular and departmental management trends and developments.

1.3 Programme Structure and Description

The FPDE Programme has four broad areas of study. The areas of study and their component courses are as follows:

	<u>Area of Study</u>	<u>Component Course</u>
(i)	Practicum	Supervision of teaching Microsupervision Pre-Attachment Seminar School Attachment
(ii)	Curriculum Studies	Current Trends and Issues Co-ordinating Curriculum Implementation in Cognate Areas within FPDE
(iii)	Management Studies	Managing School-based Programme Implementation School Organization and Department Management
(iv)	Educational Studies	Classroom-Based Research and Evaluation Developing Programmes for Special Needs Information technology for Education Management

Practicum

For the Practicum, participants undergo a Supervision Workshop and a Pre-Attachment Seminar prior to the on-the-job School Attachment. The purpose of the Supervision Workshop and the Pre-Attachment is to prepare the participants for the School Attachment through skills transference. Each participant is then attached to his school or junior college for the on-the-job School Attachment which provides him with opportunities to develop himself into an effective Head of Department by practising tasks that are related to departmental and curricular programme management. Participants are to give emphasis on linkages between the theory and practice of departmental management. They are expected to draw from their coursework and make these linkages during the practicum.

Curriculum Studies

Heads of Department in schools and junior colleges are expected to be master teachers who can help teachers in their departments to improve teaching and learning. The Curriculum Studies courses are, therefore, designed to enable the participants to acquire the necessary cognate area related knowledge and skills to be effective instructional leaders as well as to keep abreast with the latest curricular and instructional trends, development and issues.

Education Studies

For Educational Studies, the courses are designed to enable the participants to acquire skills in classroom research and in the use of computers to enhance teaching and learning as well as in designing programmes which would meet the diagnosed special needs of students.

1.4 Assessment

Participants are required to attend and pass all the courses of the FPDE Programme. Coursework is assessed by assignments, project work, class presentations and an examination. Participants will qualify for the award of the FPDE Diploma only on satisfactory completion and performance in all the components of the Programme.

NB. Detailed information concerning the Further Professional Diploma programme can be found in the relevant handbook, available from the Institute of Education. (Please specify whether Primary or Secondary school.)

(2) : **GENERAL INFORMATION CONCERNING THE DUTIES AND RESPONSIBILITIES OF A HEAD OF DEPARTMENT**

The duties and responsibilities, as updated by the M.O.E. are:-

- (a) To set the directions for the subject(s) under his charge as chairman of the subject/ECA/media committees comprising relevant teachers;
- (b) To plan and implement, monitor and evaluate a comprehensive programme of instruction in the subject(s) including remedial and enrichment programmes;
- (c) To develop and adapt effective teaching strategies for the subjects under his charge so as to increase learning effectiveness;
- (d) To teach the subject(s) for a reasonable number of hours so that he is in the position to co-ordinate, advise and give practical assistance on them;
- (e) To develop teachers in his subject areas through classroom observations, induction of new/relief teachers, conferencing and workshops;
- (f) To select, prepare and organise teaching-learning resources, eg. textbooks, supplementary and media materials and to encourage their effective use in the classroom;
- (g) To develop evaluation strategies and instruments to assess learning effectiveness; this entails the moderation of examination papers set and vetted by the teachers as well as the analysis of results;
- (h) To cultivate a spirit of professionalism and scholarship in the subject(s) and keep up with current trends and developments in the subject area(s) concerned.
- (i) To plan and organise school-based workshops or short courses on specific teaching points in consultation with the Principal/Vice-Principal and respective Inspectors/Specialist Inspectors;
- (j) To serve as advisor to the Principal/Vice-Principal on the department and
- (k) To do administrative work assigned by the Principal/Vice-Principal.

(3) : **TASKS RELATED TO THE DUTIES AND RESPONSIBILITIES OF THE HEAD OF DEPARTMENT**

During the mid-1980's, the 'Committee to Examine the Career Path of Teachers and the Training Required for their Professional Development' was established to identify the common tasks normally associated with the Head of Department. Four areas of concern and thirty-one individual tasks were itemised. The list has since been revised (1989) with the inclusion of two additional items suggested by the M.O.E. :-

Curriculum Concerns

- 3.1 Interpret policies relating to the subject.
- 3.2 Implement policies relating to the subject.
- 3.3 Translate the objectives into instructional programmes for the different subjects.
- 3.4 Transform the syllabus into differentiated schemes of work.
- 3.5 Select teaching/learning resources including textbooks, supplementary and media material in your subject or cognate area.
- 3.6 Provide teaching/learning resources including textbooks, supplementary and media materials.
- 3.7 Develop suitable assessment procedures, strategies and programmes for subjects under your charge.
- 3.8 Develop and encourage the use of suitable methods, strategies or programmes for measuring the effectiveness of teaching and learning in the subjects under your charge. This will include the observation of teaching in the classroom situation.
- 3.9 Implement certain instructional programmes and measurement procedures for effective teaching and learning [moderating/vetting of examination papers, appropriate marking schemes, analysis/review of examination results, follow-up action on review].
- 3.10 Implement suitable assessment procedures/programmes and measurement procedures for effective teaching and learning in the subject area(s) under your charge.

- 3.11 Set/vet and moderate different types of tests and examination question papers.
- 3.12 Develop an awareness of trends and developments in your subject areas.
- 3.13 Monitor instructional programmes and their implementation for their effectiveness/objectives/learning outcomes.
- 3.14 Evaluate instructional programmes and their implementation for their effectiveness/objectives/learning outcomes.

Staff Concerns

- 3.15 Supervise staff to bring about effective pupil learning.
- 3.16 Supervise staff through classroom observation of teaching; to include pre-conferencing, lesson observation and post-conferencing.
- 3.17 Cultivate a spirit of professionalism and scholarship among staff in the department.
- 3.18 Develop cohesiveness and team spirit in the Department.
- 3.19 Identify talented teachers for accelerated career development.
- 3.20 Nurture promising teachers for career development.
- 3.21 Conduct school based workshops/courses on specific topics or problems.

Pupil Concerns

- 3.22 Identify learning needs of individual or groups of pupil using suitable methods such as pre and post tests, diagnostic tests.
- 3.23 Provide suitable programmes within MOE prescribed curricula to cater for different learning needs at the secondary level.
- 3.24 Document pupils' progress in particular subject areas.
- 3.25 Monitor pupils' progress in particular subject areas.

Administrative Concerns

- 3.26 Plan the budget for your department.
- 3.27 Manage the budget for your department.
- 3.28 Develop a system to facilitate and encourage teachers in the use of teaching/learning resources (AVA, print/non-print materials, language labs, science labs).
- 3.29 Schedule subject committee meetings (for planning, coordinating, monitoring and evaluating instructional programmes).
- 3.30 Chair and lead subject committee meetings.
- 3.31 Organise and inventory for control and verification and conduct the annual inventory of stocks in your Department.
- 3.32 Serve as a communication link between Principal and the Departmental Staff.
- 3.33 Perform any other administrative work assigned by the Principal/Vice-Principal.

SECTION B : THE PRACTICUM

(1) : COMPONENT AREAS OF THE PRACTICUM

1.1 Introduction

From the general information given (in Section A) it can be seen that the FPDE programme consists essentially of Management Studies, Curriculum Studies, Educational Studies and the Practicum itself. The Practicum forms the core of the programme and it is here that the theory, skills, concepts and principles of good departmental management and leadership are put into practice. It is equated with a notional 230 hours of time, 30 hours of which are spent on the Teaching Supervision and Microsupervision course. The Practicum is intended to prepare participants so that they will be able to:

- [a] Improve their instructional leadership and other Headship skills through performing tasks in the planning, organisation and implementation of instructional programmes within the Department.
- [b] Use problem-solving strategies to identify and analyse problems related to curriculum planning, development, implementation and evaluation and to devise alternative strategies to improve teaching programmes.
- [c] Plan and conduct, where necessary, workshops for teachers in an area of need in the Department.
- [d] Evaluate the outcomes of teaching programmes and innovations in the Department and to make recommendations for further improvements.
- [e] Supervise teachers in classroom teaching and develop a supervisory programme for staff in a department.

1.2 Areas

There are three component areas of the Practicum:

- 1.2.1 **A Teacher Supervision Skills Course** involving an analysis of the skills required for good teacher supervision. This is of paramount importance as HODs-in-Training will be required to supervise

their staff during the Practicum Attachment. In the on-campus training, participants may act as tutors to supervise micro-teaching sessions of students or may role-play as supervisors, teachers and students in micro-teaching/micro-supervision activities. (The full programme of this Teacher-Supervisor course is shown as Appendix H).

1.2.2 **The Pre-Attachment Seminar.** In order to prepare HODs-in-Training for the School Attachment, a Pre-Attachment Seminar is held before the School Attachment begins. The objectives of the Pre-Attachment Seminar are:-

- To address by discussion and clarification the role relationships of the Principal, HOD-in-Training and Practicum Supervisor during the School Attachment;
- To provide time and structure for the attachment tasks to be discussed and negotiated between the Principal and his/her HOD-in-Training; and
- To anticipate and begin to resolve difficulties that may be encountered by HOD-in-Training in carrying out attachment tasks in their schools.

1.2.3 **The School Attachment.** The School Attachment is the period of on-the-job training (normally in the Trainee's own school) in which time he/she will be coached by his/her Principal and the IE Supervisor to work collaboratively with colleagues and to learn more about the roles and responsibilities associated with the HOD position. During the attachment, the HODs-in-Training should have opportunities to acquire direct experience in managing and implementing instructional programmes. New ideas, concepts, principles and skills acquired through courses in the further professional programmes should be put into practice whenever feasible. Indeed, it is expected that HOD-in-Training will draw on their course work in applying the principles of departmental management to their practicum tasks.

(2) : **GUIDELINES CONCERNING THE SCHOOL ATTACHMENT**

2.1 **PURPOSE**

The purpose of the school attachment is to give on-the-job experience in order to help the HOD-in-Training manage a department, its curriculum and instructional programme as well as organise its staff. The ultimate objective is to bring about excellence in departmental management, in teaching and in learning. To this end, the HOD is expected to:-

- 2.1.1 Practise the administrative, leadership, managerial and supervisory skills required by a Head of Department.
- 2.1.2 Perform certain key tasks agreed with the Principal of his/her school, that are related to the more important professional roles and areas of accountability associated with the position of Head of Department.

2.2 **SCHOOL ATTACHMENT TASKS**

The HOD-in-Training is expected to undertake certain tasks during the period of the attachment. These tasks can be classified into the areas of Curriculum, Staffing, Pupils and Administration. (See page 4 for an analysis and breakdown of HOD tasks). It is expected that the HOD during the period of the attachment will:-

- 2.2.1 Take responsibility and be accountable for areas of departmental management as identified between himself/herself and the School Principal [eg. syllabus and schemes of work; instructional programmes; assessment programmes and measurement procedures; needs assessment of pupils].
- 2.2.2 Practise skills related to [2.1.1], acquired through courses followed at the IE.
- 2.2.3 Plan and Implement a workshop for the staff of a particular department in an area of curriculum. (See **Appendix I**) for Compulsory Attachment Tasks].
- 2.2.4 Organise, plan and implement teacher supervision developmental cycles. (See **Appendix I**) - This may involve both beginning and experienced teachers.

- 2.2.5 Organise and implement the evaluation of an ongoing major curriculum project from within the department. (See **Appendix I**)
- 2.2.6 Keep a log/diary of the school Attachment (See **Appendix G**). The log should be meaningful to individual participants and useful as a source of information of the different activities engaged in while back at school.
- 2.2.7 Return to the IE on three occasions specifically to review and discuss progress/problems with Co-ordinators.
- 2.2.8 Plan the School Attachment Assignment Report. (See **Appendix E**).
- 2.2.9 Organise all necessary Tripartite and other meetings with Supervisors and School Principal, etc and complete all documentation in the time required.
- 2.2.10 Return to the IE for one afternoon per week during the attachment in order to discuss progress with your Supervisor and to use the library facilities.

(3) : **EVALUATION OF THE PRACTICUM**

The three component parts of the Practicum are assessed as follows:

- 3.1.1 **Teacher Supervision Skills Course** (Appendix H). There is no formal assessment of this course as the skills should be reflected in HOD supervision performance on the Practicum Attachment, during which time practice supervision will be assessed as part of the practical performance of headship (See 3.1.3).
- 3.1.2 **The Practicum Written Assignment** (Appendix E). This report accounts for 50% of the total practicum assessment. The IE Supervisor will mark the report according to the mark scheme provided (Appendix F).

3.1.3

The Practical Performance of Headship. This carries 50% of the total assessment. It is based on the HOD's performance **IN PRACTISING HEADSHIP**. Practicum Attachment tasks including both the compulsory tasks and those arrived at in discussion with the Principal at the beginning of the Attachment will be taken into account. **20%** will be given by the Principal based on the day to day activities of the HOD in running his/her department and in carrying out the agreed tasks. **30%** will be given by the Supervisor and this will be based on the compulsory tasks set by the IE. Separate reports will be given by the Principal and by the Supervisor.

SECTION C : SUMMARY OF PRACTICUM ATTACHMENT DUTIES

SUMMARY OF DUTIES REQUIRED OF HOD'S-IN-TRAINING SCHOOL PRINCIPALS AND IE SUPERVISORS

(1) THE HOD-IN-TRAINING

- 1.1 Attend the Supervision of Teaching Skills course and complete all requirements for microsupervision.
- 1.2 Attend the Practicum Briefing sessions.
- 1.3 Attend the participate in the Pre-Attachment Seminar.
- 1.4 Jointly identify with your Principal the instructional leadership tasks that you will be expected to complete during the school attachment. A copy of these tasks should be given to your IE Supervisor and your Principal.
- 1.5 Organise and perform at least five developmental supervision cycles within a department [See Appendix I - Compulsory Attachment Tasks]. The completed supervision feedback forms are to be included in your Assignment Report. Teachers to be supervised should be identified in consultation with the Principal.
- 1.6 Design a suitable form for evaluating teaching performance and giving feedback. This form should be used on the supervision cycles. It should be discussed with the Principal and should lead to the development of a proposed supervision plan for the department. [Copy to be included in your School Attachment Report].
- 1.7 Organise and implement a curriculum workshop from within a subject area(s) [See Appendix I - Compulsory Attachment Tasks].
- 1.8 Plan, organise, implement and evaluate an on-going major curricular project from within your department. This will involve the design of suitable instruments, questionnaires etc. necessary for this evaluation. Your Supervisor will be particularly interested in the organisation as a compulsory performance task. Include the results of your evaluation as an appendix to your Attachment Report.
- 1.9 (a) Organise the timing of the Tripartite Meetings with your Principal and your IE Supervisor. (Two are required at approximately one third and two thirds of the time through the attachment period.)

- (b) Complete as far as possible the relevant sections of your Tripartite Meetings Forms and give a copy each to your Principal and Supervisor before the meeting.
 - (c) On completion of the tripartite meeting send a copy of the completed form to the Practicum Co-ordinator.
- 1.10 Meet with your Co-ordinators [on campus] at the set times to review the progress of the practicum and to discuss problems.
 - 1.11 Keep a diary/log of your daily activities on the Practicum Attachment [Appendix G].
 - 1.12 Complete your School Attachment Report Assignment [Appendix E]. Hand in the report inside a suitably stamped, unsealed, self-addressed envelope, for ease of return.
 - 1.13 Complete your instructional leadership tasks [see 1.4 above].
 - 1.14 Meet with your Supervisor at the IE on one afternoon each week of the attachment.

(2) **THE SCHOOL PRINCIPAL**

- 2.1 Attend the Practicum Briefing and attend the Pre-Attachment Seminar at the IE.
- 2.2 Jointly identify with your participant HOD(s)-in-Training the instructional leadership tasks that will be expected of the participants during the period of school attachment, and receive from them a written copy.
- 2.3 Discuss with your HOD-in-Training the implications of the development supervision cycle, curriculum workshop and special evaluation programme tasks within school.
- 2.4 Identify the teachers within a department, to be supervised by the HOD-in-Training.
- 2.5 Supervise one of the teacher development cycles [Five are required: the first is self evaluated: three are supervised by the IE Supervisor]
- 2.6 Coach as far as possible the HOD-in-Training to work collaboratively with colleagues and help him/her learn more about the professional roles and responsibilities of HOD.

- 2.8 Participate in the tripartite meetings with the IE Supervisor and HOD-in-Training in order to give formative performance feedback to the participants. [See Appendices A and B].
- 2.9 Complete a short report [Appendix K(P)] on the performance of your HOD. The report is sent to the Practicum Co-ordinator at the end of the attachment. Your assessment will make up 20% of the final practicum mark.

(3) THE IE SUPERVISOR

The IE Supervisor has always to bear in mind that he/she is:

- (a) the Adviser of the HOD-in-Training;
- (b) the Consultant of the HOD-in-Training and should therefore be thoroughly acquainted with all that the trainee is attempting to achieve;
- (c) the Assessor of the HOD-in-Training. The Supervisor will help in the formative development of the Trainee during the period of the Attachment but is ultimately responsible for the final summative assessment of the compulsory tasks as set by the IE and the assessment of the Attachment Report.

3.1 THE SUPERVISOR'S DUTIES ARE :

- 3.1.1 Attend the Practicum Attachment Briefing of Supervisors and attend the Pre-Attachment Seminar involving your Supervisees and their Principals.
- 3.1.2 Thoroughly acquaint yourself with the leadership tasks required of your supervisee as identified jointly between himself/herself and the School Principal, and receive a copy of these tasks from your supervisee.
- 3.1.3 Thoroughly acquaint yourself with the Compulsory Attachment Tasks [Appendix I] required of the HOD-in-Training.
- 3.1.4 Meet with your supervisee each week at the IE to discuss progress and problems associated with the practicum.
- 3.1.5 With respect to (3.1.2 and 3.1.3) above;

- (a) give guidance on the tasks involved;
 - (b) be present at the school curriculum workshop;
 - (c) supervise the organisation and planning for the evaluation of a curriculum project.
 - (d) evaluate the teacher development supervision cycle in each of its stages (Pre-Observation Conference, Observation and Post-Observation Conference), and evaluate on the special form provided. [See Appendix J]. Please note that this is a formative evaluation procedure. Supervisees have to complete a minimum of five cycles. IE Supervisors are to be present at three of these cycles.
- 3.1.6 (a) Arrange with your HOD-in-Training two tripartite meetings (yourself, your Supervisees and the Principal) at convenient points in the attachment in order to help the participant review and assess his/her performance to date.
- (b) Complete the relevant section of the tripartite feedback form [Appendices A and B], namely the agreed levels of competence.
- 3.1.7 Give help and guidance if necessary concerning the participants School Attachment Assignment Report. [Appendix E].
- 3.1.8 Receive your supervisee's Assignment Report and Diary.
- 3.1.9 Mark the Attachment Report according to the schedule. [Appendix F].
- 3.1.10 Give the Supervisee's Assignment Report and mark personally to the Practicum Co-ordinator.
- 3.1.11 Complete Appendix K(S) (for the assessment of the performance of Headship) and hand to the Practicum Co-ordinator.

SECTION E : APPENDICES**APPENDIX A****BRIEF EXPLANATION OF THE SCHOOL ATTACHMENT
TRIPARTITE FEEDBACK FORM****THE SCHOOL ATTACHMENT**

The FPDE School Attachment has a notional 230 hours and comprises one-third of the participants' programme coursework. Participants are encouraged to learn as much as they can when they are out in school for the on-the-job attachment. This particularly applies to theory/practice linkages.

The School Attachment is intended to provide an opportunity for the participants to learn to be efficient and effective Heads of Department in real-life school situations by applying and practising departmental management skills under the coaching and guidance of their Principals. In short, the School Attachment is developmental in focus. Because of this, each participant needs to have feedback on his/her progress in order to reflect on personal performance and implement necessary action.

THE TRIPARTITE FEEDBACK FORM

The form is an aid by which the HOD can be given feedback regarding his performance of headship up to the date of the meeting and any action that he might consider whereby his performance can be improved. It is essentially formative in purpose. SECTION A lists the tasks that the HOD has been involved with; SECTION B outlines the skills which the HOD feels he/she has practised in achieving those tasks; SECTION C outlines the areas whereby the HOD might further improve. **SINCE THE CONTENTS OF THE FORM ARE THE BASIS OF DISCUSSION FOR THE TRIPARTITE MEETING, IT IS ESSENTIAL THAT SECTIONS A AND B ARE COMPLETED BY THE HOD PRIOR TO THE MEETING AND THAT COPIES ARE AVAILABLE FOR THE PRINCIPAL AND SUPERVISOR AT THE MEETING.** The Supervisor will mark-in the agreed level of skill competency (Section B) at the meeting. The HOD completes SECTION C after the meeting and when signed by each tripartite member gives a copy to the Principal, the IE Supervisor **AND SENDS A COPY WITHOUT DELAY TO THE PRACTICUM CO-ORDINATOR.**

HOW TO USE THE TRIPARTITE FEEDBACK FORM

Present at both tripartite meetings are the Principal, the FPDE participant and the IE Supervisor. During the tripartite meeting, the group discusses the level of learning progress that the HOD has made during the School Attachment. The IE Supervisor indicates the level of learning on the feedback form using the given scale when

consensus is reached. The Supervisor will give his professional opinion if there is any difference in perception of the level of learning progress between the Principal and the FPDE participant. The Supervisor may wish to query the HOD on any aspect of his/her performance. The tripartite meeting and the content of the feedback form serve to provide the HOD with the essential feedback necessary to develop further. The contents do not form part of the summative evaluation record.

GUIDE ON THE LEVEL OF COMPETENCE

Below is a brief description of the different levels of competence in the skills practised. It is intended as a guide in completing the tripartite feedback form.

- 7 - The HOD is outstanding as a user of this skill.
- 6 - The HOD is excellent as a user of this skill.
- 5 - A great deal of the skill was evident.
- 4 - A reasonable amount of the skill was evident.
- 3 - Some of the skill was evident.
- 2 - Very little of the skill was evident.
- 1 - No evidence of this skill being practised.
- NA - Not applicable (no opportunity to practise this skill.)

APPENDIX B

1st/2nd Tripartite
Feedback Form*

FURTHER PROFESSIONAL DIPLOMA IN EDUCATION PROGRAMME
SCHOOL ATTACHMENT TRIPARTITE FEEDBACK FORM

FPDE Participant's Name : _____

Name of School :

SECTION A : TASKS, PROCESSES AND SKILLS PRACTISED. (Section to be completed by the HOD Trainee) :

List the **tasks** that you have jointly developed with your Principal for undertaking during this period of School Attachment, including the three common tasks. **Briefly** outline the strategies you have identified for the completion of the tasks, and state the stage of development up to this meeting. (Please add an additional sheet if required).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

* Delete accordingly whether this is the 1st or 2nd Tripartite meeting.

SECTION B

To the HOD : Below is a list of managerial skills that you might practise in your position as HOD. For each skill, give examples and comments on the way it has been practised.

To the IE Supervisor : Using the 1-7 scale (see page 17), for each of the following skills circle the level of competence agreed during discussion with the HOD and Principal.

S K I L L	P L A N N I N G												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	O R G A N I S I N G												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	C O M M U N I C A T I N G												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	H U M A N R E L A T I O N S												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	T I M E M A N A G E M E N T												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	PROBLEM SOLVING												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	DELEGATION												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	CONFLICT MANAGEMENT												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	MOTIVATION												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	TEAM BUILDING												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	INSTRUCTIONAL LEADERSHIP												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	GENERAL ADMINISTRATION												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	CHAIRMANSHIP												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	DECISION MAKING												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

S K I L L	SUPERVISION												
<u>EXAMPLES/COMMENTS</u>													
							1	2	3	4	5	6	7

SECTION C : **FURTHER DEVELOPMENT** [Completed by the HOD at the end of the tripartite meeting]

Jointly identify and list with your Principal the task areas which you need to develop further.

Together with your Principal, list how you can further develop yourself in achieving the above identified task areas.

HOD Trainee's Name/Signature : _____

Date : _____

Principal's Name/Signature : _____

Date : _____

IE Supervisor's Name/Signature: _____

Date : _____

[To the HOD: Photocopy and give one copy each to your Principal and IE Supervisor. Send a copy to the Practicum Co-ordinator as soon as the meeting is completed.]

D3229/FPDEHBk

APPENDIX E**FURTHER PROFESSIONAL DIPLOMA IN EDUCATION PROGRAMME****THE SCHOOL ATTACHMENT ASSIGNMENT REPORT**

- 1 The School Attachment is intended to provide FPDE participants with the opportunity to learn departmental administration in a real-life situation. It is therefore allows you to translate into practice the knowledge and skills which you have acquired in the other areas of coursework.
- 2 Because it is an exercise to allow the participants to reflect on departmental administration through practice, the assignment should :
 - 2.0 Review the organisation and structure in your department taking into cognizance the managerial skills acquired through coursework.
 - 2.1 Describe and discuss the tasks that you undertook during the School Attachment;
 - 2.2 Discuss how you arrived at the tasks and your objectives for the Attachment with your Principal;
 - 2.3 Discuss which of your objectives have been achieved and how you went about achieving them;
 - 2.4 From the list of tasks, distil the skills you practised (eg. problem-solving, time-management, human-relationship) and, using the theoretical knowledge you have acquired in the FPDE Programme, discuss what you have learnt from practising them.
 - 2.5 Show what have you gained from the Attachment period in your professional development as an HOD. What areas in your professional development do you need to work on?
 - 2.6 Show what conclusions you have drawn regarding your department. What is your vision for your department? Discuss how you will realize your vision. Discuss the proposed supervision plan for the department.
 - 2.7 In an Appendix please give: A brief account of your working history, concentrating on your present school; your professional and administrative responsibilities, especially in the last two years, and your career development from teacher to HOD.

- 3 The report should be written in English, typed and contain around 5000 words, double spaced (not counting any additional material added as appendices which you feel is relevant to your report).
- 4 The assignment is due for submission to your Supervisor. The report will be assessed by more than one person.
- 5 In essence, the assignment report is a critical review and analysis of your performance at headship in relation to your department. It should conclude by identifying areas for further action and professional self development.

BIBLIOGRAPHY FOR ATTACHMENT REPORT

IE library has a large number of textbooks which will help supply research findings and theoretical concepts when you come to write section 2.4. Educational administration books can be found in the areas LB 2804-3044.

In SODM you have been given topic readings which will help direct your selection. As always, be careful of applying findings or concepts derived overseas without weighing them for their local validity.

IE library has been asked to "red-spot" the following books:

- (1) Boyan, N. (Editor), (1988). Handbook of Research on Educational Administration. Longman.
- (2) Dean, Joan, (1987). Managing the Primary School. Croom Helm.
- (3) Hoy and Miskel, (1982). Educational Administration: Theory, Research and Practice. Random House.
- (4) Marland, Michael, (1971). Head of Department. Heinemann.
- (5) Marland and Hill (editors). Departmental Management: The role of the Head of Department: Parts I and II.
- (6) Morris, David, (1984). The Head of Department: A Guide to Good Practice. Modern Language Association.
- (7) Rothstein, Stanley, (1986). Leadership Dynamics: Advanced Perspectives in School Administration. University Press of America.
- (8) Turney, Cliff (1982). "Supervisor Development Programmes", Sydney University Press.
- (9) Waters, Derek, (1983). Responsibility and Promotion in the Primary School. Heinemann Educational.
- (10) Dean, Joan, (1985). Managing the Secondary School. Nichols.

APPENDIX F**FURTHER PROFESSIONAL DIPLOMA IN EDUCATION****MARKING SCHEME FOR SCHOOL ATTACHMENT REPORT**

Student : _____ Course: Primary/Secondary
(delete as appropriate)

Area	Criteria	Marks Possible	Marks Given
Introduction including departmental description and analysis	Sound, clear and perceptive	5	
Task description; application of PDC; formation of objectives	Sound interpretation, showing full understanding, perceptiveness and practicability	10	
Strategies proposed and developed for the achievement of objectives including the development of a teacher evaluation protocol	Sound practical planning based on theoretical principles; awareness and sympathetic appreciation of possible consequences	20 inclusive of Protocol (8)	
Skills applied and practised	Skills of analysis and synthesis Theory practice linkage	20	
Proposed future development of the department including a staff supervision plan and suggestions for further professional self development	Perceptiveness; honesty; practicability; appreciation of consequences; value to the department; acceptance of responsibility for continuing development	20	
General conclusions	Summary of report	10	
Overall presentation	Logical, coherent, clear, well presented	15	
	Total:	100	

* Name of First Marker : _____ Date : _____

* Name of Second Marker: _____ Date : _____

* Complete as appropriate.

(Hand this sheet and the assignment report personally to the Practicum Co-ordinator)

D3229/FPDEHbk

APPENDIX G**GUIDELINES TO FPDE PARTICIPANTS ON
KEEPING A SCHOOL ATTACHMENT LOG**

You are advised to regularly maintain a diary/log during the practicum attachment. The log serves a number of purposes:

- Keeping a personal reflective log helps to enhance your self-awareness.
- A log forces you to be explicit about your thinking and observations.
- Re-reading your log enables you to see how your perceptions change over time.
- When you write your school attachment report, the log will be of great assistance.

Your log is a place where you record and reflect upon each day's professional experience. Your log is not assessed as part of your student record.

There are two common ways of structuring a log. One is to chronologically list and reflect upon each day's experiences. The second is a thematic division. For example, one section is reserved to record and reflect upon the mounting of a staff workshop, another section is reserved for comments on supervision. It is possible to combine the two types of structure.

It is best to buy a small lined notebook and to write on only one side of each page. This leaves the back of each preceding page available later for notes. When you periodically review your log, you can use this space to note points which emerge in hindsight. You may write in your own personal shorthand. You are the audience. This is not an exercise in fair writing. There are no minimum or maximum limits on length.

The log is most useful when it is maintained and reviewed regularly. It is probably best to get into the habit of writing at the end of a day while the experiences are still fresh in the mind.

APPENDIX H**SUPERVISION OF TEACHING PROGRAMME [30 HOURS]**
[SUPERVISION SKILLS]

- (1) Supervision - definitions, objectives, concept and misconceptions.
- (2) Overview of different patterns of supervision.
- (3) Supervision models [eg. Cogan, McNergney, Hunter] and theories of teacher supervision.
- (4) Supervision for staff development and instructional improvement.
- (5) Goals of instructional supervision-young and experienced teachers.
- (6) Areas of teacher supervision in the Department: teaching programmes, curriculum and schemes of work, teaching techniques, standards of staff performance, teaching techniques, evaluating pupil performance, support systems.
- (7) Overcoming impediments to teacher supervision.
- (8) Looking into Classrooms and Teaching: overview of teaching model, research related to effective teaching, teaching skills-questioning, explaining, introductory procedures, closure, reinforcement, variability; teaching behaviors associated with effective teaching.
- (9) Supervision cycle and processes.
Major Supervisor Roles: instructor, feedback, observer, evaluator,
counsellor, manager.
Supervision inventories.
Evaluating and Appraising Teachers and Teaching.
Planning a Supervisory Programme for the Department.
Professional Development Cycle.
- (10) Evaluating and appraising teachers and teaching.
- (11) Microsupervision

APPENDIX I**THREE COMPULSORY SCHOOL ATTACHMENT TASKS****TASK ONE : THE PRACTISING OF DEVELOPMENTAL
SUPERVISION WITHIN THE SCHOOL**

- 1 Discuss and plan with your Practicum Supervisor and Supervisee the schedule for classroom supervision. This should be related to a beginning or experienced teacher.
- 2 Organise with your Supervisee a timetable for a pre-observation conference, observation of a lesson, a post-observation conference. Inform your Supervisor as to the arrangements so that he/she will be able to attend and evaluate.
- 3 Activate the cycle in its various parts and give feedback to your Supervisee. **YOU ARE REQUIRED TO COMPLETE A MINIMUM OF FIVE CYCLES.**
- 4 Design a protocol for teacher evaluation to be used in your department.

**TASK TWO : ORGANISING AND IMPLEMENTING A CURRICULUM WORKSHOP
FOR STAFF WITHIN A SUBJECT DEPARTMENT**

- 1 Assess the needs requirement of your department in a particular subject [possibly survey, questionnaire or through research/ discussion]. This may relate to new developments or trends in content, methodology or evaluation.
- 2 Devise the programme for the workshop, involving :
 - (i) the setting of objectives,
 - (ii) considering resources, facilities, expertise required,
 - (iii) contacting people with expertise who might help (but not conduct),
 - (iv) decide on strategies for conducting the workshop,
 - (v) produce a form for evaluating the workshop.
- 3 **Conduct the Workshop yourself.**
- 4 Evaluate the Workshop by analysis of responses.
- 5 Give feedback to the workshop participants and monitor the impact of the workshop.
- 6 **KEEP IN TOUCH WITH YOUR SUPERVISOR AT ALL STAGES AND KEEP HIM/HER WELL INFORMED AS TO DATES.**

**TASK THREE : EVALUATING A MAJOR CURRICULUM PROJECT/
PROGRAMME FROM WITHIN A DEPARTMENT**

The emphasis of this task lies in the process of evaluation and the way it is structured and organised. How do you decide on which project or programme needs to be evaluated? What are the underlying objectives of the evaluation? What instruments and questionnaires need to be designed? What is the theoretical rationale behind the design of these protocols? How is the evaluation going to be conducted? How will the children and staff within your department be involved? You are expected to plan and implement all evaluation procedures for an identified project or programme.

Although the evaluation should have been completed by the end of the attachment and its findings added as an appendix to your Practicum Attachment Report, your Supervisor will be interested **essentially in your evaluation design, methodology and implementation as a Head of Department**. You will need to keep him/her constantly informed with all processes and procedures that you are planning. As a rough guide, all the planning, designing of instruments, consultation with staff etc., should be completed during the first half of the practicum. The implementation of the evaluation should have been completed by the end of the practicum.

APPENDIX J**SUPERVISION FEEDBACK [TEACHER SUPERVISION CYCLE]****NOTES FOR THE IE SUPERVISOR**

- 1 The HOD-Trainee is expected to cover a minimum of five cycles of teacher supervision. This supervision should involve an experienced teacher, [see Section A, Duties, Responsibilities, Tasks of the HOD].
- 2 The purpose of the accompanying protocol is FORMATIVE evaluation and feedback.
- 3 You will need to be present when the HOD discusses lesson planning with the teacher, the lesson itself and when the post-conference takes place. Please put both members at ease particularly the teacher - you are there to assess and help the HOD only!
- 4 People learn best in warm friendly situations in which they feel unthreatened and are able to preserve their self-concept.
- 5 Supervision (at all levels) is an activity which requires a sensitive approach and delicate handling. The exercise is not a quest for fault finding but a sharing experience, objective as far as possible, but without causing any feeling of animosity or incompetence.
- 6 The purpose of your feedback is to improve HOD supervisory performance in enhancing teacher effectiveness with the ultimate aim of improving pupil learning.
- 7 HOD-Trainees should be encouraged to volunteer comments and become self analytical of their own supervisory skills. They should be guided to a position where they can suggest improvements in their feedback to teachers.
- 8 Focus on getting the HOD-Trainee to suggest ways of improving his/her supervisory style, by the application of supervisory roles acquired through the course.
- 9 In circling the rating 1-7, 5-7 are good; 1-3 are below average; circle 4 if you are not sure as to where to put your rating.

[I] **SUPERVISION FEEDBACK :**
**[TEACHER SUPERVISION CYCLE : PRE-OBSERVATIONAL
 CONFERENCE BETWEEN HOD AND TEACHER]**

TRAINEE'S SKILL AT EACH OF THE FOLLOWING :-

(PLEASE CIRCLE)

- | | | | | | | | | | |
|---|---|--|---|---|---|---|---|---|---|
| 1 | Setting the teacher at ease and establishing a positive affective atmosphere (friendly; informal tone of voice; smiling; positive initial comments; privacy etc.) | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 2 | Maintaining teacher ease throughout the discussion. | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 3 | Encouraging the teacher to talk about the lesson plan (*and recapping areas of weakness from the previous lesson.) | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 4 | Advising in the use of most suitable lesson aids. | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 5 | Prompting the teacher into finalising objectives and suitable lesson strategies (*and volunteering prescriptions for improvement of weaker areas [if any] on which to focus.) | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 6 | Summarising agreed plan/strategies. | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 7 | Motivating, encouraging, and leaving the teacher's self-concept intact. | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |

* INCLUDED IN FOLLOW-UP CYCLES.

[I] **SUPERVISOR FEEDBACK :**
**[TEACHER SUPERVISION CYCLE : POST-OBSERVATIONAL
 CONFERENCE BETWEEN HOD AND TEACHER]**

TRAINEE'S SKILL AT EACH OF THE FOLLOWING :-

(PLEASE CIRCLE)

- | | | | | | | | | | |
|---|---|--|---|---|---|---|---|---|---|
| 1 | Setting the teacher at ease and establishing a positive affective atmosphere (friendly; informal tone of voice; smiling; positive initial comments; privacy etc.) | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 2 | Maintaining teacher ease throughout the discussion. | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 3 | Encouraging the teacher by guiding and prompting to:- | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| | (a) recap on the main aspects of the lesson | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| | (b) self-appraise performance in relating to objectives (* and identified areas of weakness) | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| | (c) focus on areas of strength and cause of success | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| | (d) focus on areas of weakness, cause of weakness, and possible remedies | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 4 | Reinforcement of all positive aspects (including the teacher's ability to self-evaluate) | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 5 | Recalling incidents from the lesson to act as exemplars of positive/negative aspects. | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 6 | Tactfully identifying areas of weakness not recognised by the teacher, avoiding criticism without constructive suggestion. | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |

- 7 Balancing negative with positive aspects of teaching (thus neutralising effect on self-concept)

1	2	3	4	5	6	7
---	---	---	---	---	---	---

- 8 The efficient use of a prepared evaluation/feedback protocol.#

1	2	3	4	5	6	7
---	---	---	---	---	---	---

- 9 Motivating; encouraging; leaving
the teachers self-concept skill
intact.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

HOD-Trainees have to prepare a suitable evaluation/feedback protocol.

* Included in follow-up cycles.

Additional Comments :

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.

Date : Supervisor :

(Photocopy and give one copy each to your Principal and your IE Supervisor. A copy must be included in your assignment report.)

APPENDIX K (P)**GUIDE TO ASSESSING PROFICIENCY OF HEADSHIP (PRINCIPAL)**

Name Of Trainee : _____ School : _____

The purpose of this guide is to help the School Principal objectify as far as possible the assessment of headship proficiency as exhibited by the HOD-in-Training. Please go through each of the items in **Stage 1** carefully considering the skill involved. Then tick the square which you feel adequately fits the performance of the HOD. Comment if necessary on the evidence or lack of it.

STAGE 1

1 **EVIDENCE OF IMPLEMENTING SCHOOL TASKS ARRANGED BETWEEN THE HOD AND PRINCIPAL AT THE COMMENCEMENT OF THE ATTACHMENT**

NO EVIDENCE

--	--	--	--	--	--

ABUNDANT EVIDENCE

Comments : _____

2 **EVIDENCE OF ABILITY TO COMMUNICATE AT ALL LEVELS**

NO EVIDENCE

--	--	--	--	--	--

ABUNDANT EVIDENCE

Comments : _____

3 **EVIDENCE OF IMPLEMENTATION OF SCHOOL AND MINISTRY POLICIES**

NO EVIDENCE

--	--	--	--	--	--

ABUNDANT EVIDENCE

Comments : _____

4 **EVIDENCE OF PROFESSIONAL KNOWLEDGE CONCERNING CURRICULUM, STAFFING, PUPIL AND ADMINISTRATIVE MATTERS**

NO EVIDENCE

--	--	--	--	--	--

ABUNDANT EVIDENCE

Comments : _____

5 **EVIDENCE OF CREATIVITY AND FLAIR IN DEPARTMENTAL MATTERS**

NO EVIDENCE

--	--	--	--	--	--

ABUNDANT EVIDENCE

Comments : _____

6 **EVIDENCE OF ABILITY TO LEAD DEPARTMENTAL STAFF**

NO EVIDENCE

--	--	--	--	--	--

ABUNDANT EVIDENCE

Comments : _____

7 **EVIDENCE OF ABILITY TO MANAGE DEPARTMENTAL AFFAIRS**

NO EVIDENCE

--	--	--	--	--	--

ABUNDANT EVIDENCE

Comments : _____

After completing **Stage 1** of this Assignment Form go on to Complete **Stage 2**.

STAGE 2

Using the above ratings to clarify in your own minds the level of proficiency exhibited by the HOD-in-Training, NOW RATE HIS/HER PERFORMANCE ON THE FOLLOWING SCALE REMEMBERING THAT THIS WILL CONSTITUTE 20% OF THE PRACTICUM ASSESSMENT. Please be guided by the QUALITIES column to give your mark range!

Category	Qualities	Mark Range	PRINCIPAL Final Mark from 100
EXCELLENT AND ALSO OUTSTANDING	<u>Outstanding</u> in all aspects of headship.	Above 80	
EXCELLENT	Highly efficient and effective HOD: excels in <u>all</u> areas of staffing, pupils and administration; very enthusiastic; has considerable drive and is highly motivated.	75-79	
(UPPER RANGE)	Highly efficient and effective HOD: excels in most areas of staffing, pupils & administration; enthusiastic; has considerable drive and is highly motivated.	70-74	
VERY GOOD (LOWER RANGE)	Competent HOD; does all that is required; enthusiastic; excels in some areas of managing curriculum, staffing, pupils and administration; capable in all others; has drive and is well motivated.	65-69	
GOOD	Competent HOD; does all that is required but does not particularly excel in any aspect; has reasonable amount of drive, motivation and enthusiasm.	55-64	
PASS	Fairly competent HOD. Shows some enthusiasm, drive & motivation; easily satisfied with own performance and that of others.	50-54	
FAIL	At the higher level, may show a fairly limited degree of competency in some areas but generally lacks drive and motivation; may carry out tasks to a minimal degree of acceptability: at the lower end, normally unable to carry out HOD tasks satisfactorily.	49 and below	

PLEASE COMPLETE AND SIGN THE FOLLOWING :

My final mark (OUT OF 100) given to

(Name of HOD-in-Training) _____ at _____

(School) _____ is

In arriving at this grade, I have taken into account all relevant matters and opinions. In general I believe the HOD to be

[illegible]

Signature

(Name of Principal)

Date _____

PLEASE FORWARD THIS FORM IN ITS ENTIRETY TO:

MR JOHN BRIAN MERRICK
FPDE PRACTICUM COORDINATOR
DEPARTMENT OF CONTINUING EDUCATION
THE INSTITUTE OF EDUCATION
469 BUKIT TIMAH ROAD
SINGAPORE 1025

APPENDIX K (8)**GUIDE TO ASSESSING PROFICIENCY OF HEADSHIP (SUPERVISOR)**

Name Of Trainee : _____ School : _____

The purpose of this guide is to help the IE Supervisor objectify as far as possible. The assessment of headship proficiency as exhibited by the HOD-in-Training. Go through each of the items in **Stage 1** carefully considering the skill involved. Then tick the square which you feel adequately fits the performance of the HOD. Comment if necessary on the evidence or lack of it.

STAGE 1

1 **EVIDENCE OF EFFICIENCY AND EFFECTIVENESS IN
ORGANISING AND IMPLEMENTING TEACHER SUPERVISION**

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments : _____

2 **EVIDENCE OF ABILITY IN ORGANISING AND
IMPLEMENTING A CURRICULUM WORKSHOP**

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments : _____

3 **EVIDENCE OF DEVISING, ORGANISING AND IMPLEMENTING
AN EVALUATION OF A MAJOR CURRICULUM PROJECT/PROGRAMME
FROM WITHIN A DEPARTMENT**

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments :

4 **EVIDENCE OF ABILITY TO COMMUNICATE AT ALL LEVELS**

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments :

5 **EVIDENCE OF UTILISING MANAGERIAL SKILLS DEVELOPED
THROUGH COUSEWORK AT THE INSTITUTE OF EDUCATION**

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments :

6 **EVIDENCE OF PROFESSIONAL KNOWLEDGE CONCERNING CURRICULUM,
STAFFING, PUPIL AND ADMINISTRATIVE MATTERS**

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments :

7 EVIDENCE OF CREATIVITY AND FLAIR IN DEPARTMENTAL MATTERS

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments :8 EVIDENCE OF ABILITY TO LEAD DEPARTMENTAL STAFF

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments :9 EVIDENCE OF ABILITY TO MANAGE DEPARTMENTAL AFFAIRS

NO EVIDENCE

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ABUNDANT EVIDENCE

Comments :

After completing **Stage 1** of this Assignment Form go on to Complete **Stage 2**.

STAGE 2

Using the above ratings to clarify in your own minds the level of proficiency exhibited by the HOD-in-Training, NOW RATE HIS/HER PERFORMANCE ON THE FOLLOWING SCALE REMEMBERING THAT THIS WILL CONSTITUTE 30% OF THE PRACTICUM ASSESSMENT. Please be guided by the QUALITIES column to give your mark range!

Category	Qualities	Mark Range	SUPERVISOR'S Final Mark from 100
EXCELLENT AND ALSO OUTSTANDING	<u>Outstanding</u> in all aspects of headship.	Above 80	
EXCELLENT	Highly efficient and effective HOD: excels in <u>all</u> areas of staffing, pupils and administration; very enthusiastic; has considerable drive and is highly motivated.	75-79	
(UPPER RANGE)	Highly efficient and effective HOD: excels in most areas of staffing, pupils & administration; enthusiastic; has considerable drive and is highly motivated.	70-74	
VERY GOOD (LOWER RANGE)	Competent HOD; does all that is required; enthusiastic; excels in some areas of managing curriculum, staffing, pupils and administration; capable in all others; has drive and is well motivated.	65-69	
GOOD	Competent HOD; does all that is required but does not particularly excel in any aspect; has reasonable amount of drive, motivation and enthusiasm.	55-64	
PASS	Fairly competent HOD. Shows some enthusiasm, drive & motivation; easily satisfied with own performance and that of others.	50-54	
FAIL	At the higher level, may show a fairly limited degree of competency in some areas but generally lacks drive and motivation; may carry out tasks to a minimal degree of acceptability: at the lower end, normally unable to carry out HOD tasks satisfactorily.	49 and below	

PLEASE COMPLETE AND SIGN THE FOLLOWING :

My final mark (out of 100) given to

(Name of HOD-in-Training) _____ at

(School) _____ is

In arriving at this grade, I have taken into account all relevant matters and opinions. In general I believe the HOD to be _____

[illegible]

Signature

(Name of Supervisor)

Date _____

**PLEASE FORWARD THIS FORM IN ITS ENTIRETY TO THE
PRACTICUM CO-ORDINATOR**

JOHN BRIAN MERRICK
DEPARTMENT OF CONTINUING EDUCATION

APPENDIX L**KEY DATES ON THE PRACTICUM****A. PRE-PRACTICUM BRIEFINGS AND CONSULTATIONS**

	FPDE (PS)	FPDE (SS)
For Principals	Wednesday, Oct 10th 9.00 - 11.00 ESR	Wednesday, Oct 10th 2.30 - 4.30 ESR
For HODs	Saturday, Oct 13th 9.30 - 11.30 ESR	Friday, 12th Oct 9.30 - 11.30 ESR
For IE Supervisors	TUESDAY 16TH OCTOBER 2.30 - 4.30 ESR	

B. PRE-ATTACHMENT SEMINAR

FPDE (PRIMARY SCHOOL)	MONDAY OCT 22nd	8.30-12.30
	TUESDAY OCT 23rd	8.30-12.30
FPDE (SECONDARY SCHOOL)	MONDAY OCT 22nd	2.00- 5.00
	TUESDAY OCT 23rd	2.00- 5.00

C. IMPORTANT ATTACHMENT DATES

- 1 Period of the Practicum (January 2nd - May 25th)
- 2 First Tripartite meeting to be completed by Sat 9th Feb.
- 3 Second Tripartite meeting to be completed by Sat 20th Apr.
- 4 IE Consultation Afternoon - One per week preferably either Tuesday or Thursday (to be arranged between HOD & PRINCIPAL)
- 5 Review Days: FPDE (PS) - Wednesday, Feb 6th (am)
Wednesday, Mar 27th (am)
Wednesday, May 22nd (am)
FPDE (SS) - Wednesday, Feb 6th (pm)
Wednesday, Mar 27th (pm)
Wednesday, May 22nd (pm)

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|---|---|---------------------------|
| 6 | Final date for submission of
practicum report to IE
Supervisor. | Saturday, May 18th (Noon) |
| 7 | Final date for report and
assessment to be given
to co-ordinator. | Saturday, May 25th (Noon) |
| 8 | Last date for Principal's
report on HOD performance
to reach co-ordinator. | Saturday, May 25th. |
| 9 | Last date for Supervisor's
Report on HOD performance
to reach co-ordinator. | Saturday, May 25th. |