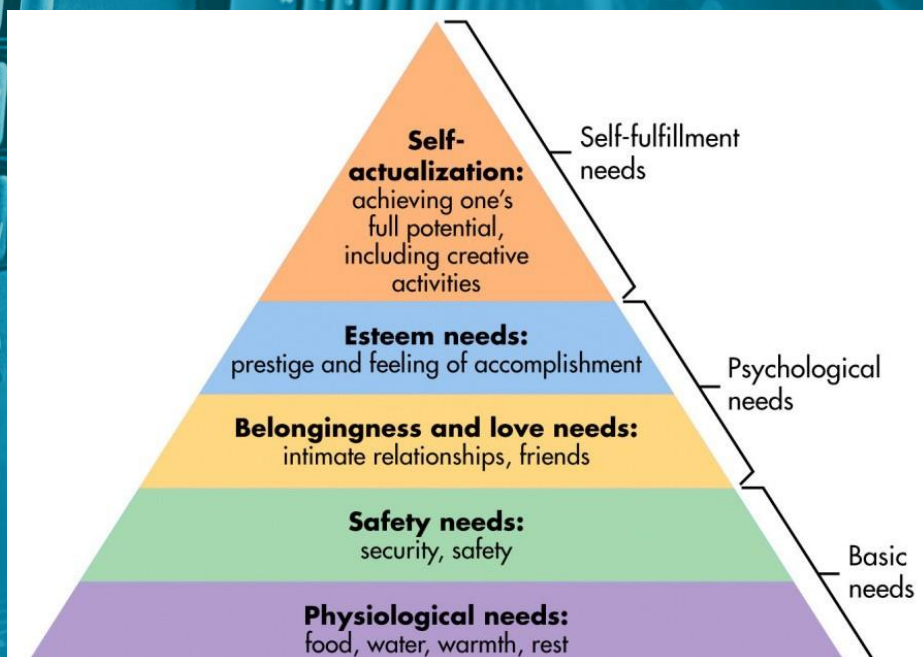




MORGAN ZINTEC COLLEGE
DIPLOMA IN EDUCATION (PRIMARY)
DISTANCE EDUCATION MODULE

THEORY OF EDUCATION



UNIVERSITY OF ZIMBABWE

DEPARTMENT OF TEACHER EDUCATION

MORGAN ZINTEC COLLEGE

TEACHING PRACTICE BOOKLET



Open and Distance Learning Module

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UNIT 1

1.0 ACTS OF MISCONDUCT IN THE PUBLIC SERVICE

1.1 INTRODUCTION

As you enter schools as student teachers, there are certain standards of behaviour you are supposed to adhere to. Failure to adhere to these standards, constitutes what are considered as acts of misconduct. Commission of any of these acts of misconduct will result in penalties such as dismissal or even imprisonment. Misconduct may mean bad behaviour, wrongdoing or misbehaviour.

Carefully study the 24 acts of misconduct. They are given verbatim from the public service, without any paraphrasing and these are:

1.2 FIRST SCHEDULE (SECTION 2) ACTS OF MISCONDUCT

- a. Absence from duty without good cause, including any abuse of sick leave.
 - b. Improper, negligent, inefficient or incompetent performance of duties.
 - c. Failure to perform any work or duty properly assigned, or failure to obey lawful instructions, including circulars, instructions or standing orders issued by the Commission, the Treasury or the Accounting Officer.
 - d. Hindering or obstructing any member of the Public Service in the discharge of his duty.
 - e. Unbecoming or indecorous behaviour during the course of duty, including the consumption of intoxicating liquor or dangerous or prohibited drugs.
 - f. Unbecoming or indecorous behaviour, including the consumption of intoxicating liquor to excess or of dangerous or prohibited drugs, or improper association with minor at any time or place in any manner or circumstance likely to bring the Public Service or any part thereof into disrespect or disrepute.
- 1.10 Theft of or failure to take reasonable care of, or making improper or unauthorized use of public moneys or the moneys of any statutory body, statutory fund or local authority.
 - 1.11 Theft of, or failure to take reasonable care of, or making improper or unauthorized use of, state property of any statutory body, statutory fund or local authority, including motor vehicles, or the failure to take adequate steps to ensure that reasonable care is taken of any such property, or failure to report at the earliest opportunity any loss therefore or damage thereto.
 - 1.12 Failure to repay, within the stipulated period of repayment, any moneys advanced by the State or by any statutory body, statutory fund or local authority.
 - 1.13 Wilful damage to any State property or the property of any statutory body, statutory fund or local authority.
 - 1.14 Unauthorised or improper disclosure or use of classified or confidential information.
 - 1.15 Corruption or dishonesty, including
 - (a) any contravention of the Prevention of Corruption Act (Chapter 9:16)
 - (b) making a false report, accusation, or statement against any member;

- (c) Wilfully giving false or incorrect evidence or information or failing to disclose material evidence or information in relation to any inspection examination, investigation or inquiry in terms of the Acts;
 - (d) Falsifying or attempting to falsify any document with fraudulent intent or uttering a forged document;
 - (e) making any false claim or return, including any claim for travel or subsistence;
 - (f) Failing to disclose material information, whether personal or otherwise, in any application for employment in the Public Service or giving false information for the purpose of gaining employment in the Public Service.
- 1.16 failure to report improper conduct on the part of any member of the Public Service.
- 1.17 Failure to disclose to a superior any conflict of interest or other personal information relevant to any matter connected with the discharge of the member's duties.
- 1.18 Contravening of section 29(1) of the Act (prohibiting the cession by a member of his salary, allowances or other remuneration without the written consent of the commission or his head of Ministry)
- Control, direction or management, whether directly or indirectly, of any business or other income earning activity, including appointment as a company director.
- 1.19 Undertaking or engaging in any other employment or service for remuneration without the written consent of the Commission.
- 1.20 Practising nepotism or any other form of favouritism in making or recommending any appointment or promotion to any post or office.
- 1.21 Being an office –bearer in or addressing a meeting of any political party, organization or movement.
- 1.22 Proceeding on any period of leave without having obtained the prior approval of the Commission, head of Ministry or head of department, as the case may be.
- 1.23 Becoming insolvent or assigning one's estate for the benefit of or compromising with one's creditor, generally, or being issued with a writ of civil imprisonment, unless the member shows that his financial difficulties have been caused by circumstances beyond his control.
- 1.24 Engaging in illegal collective job action, including –
- (a) incitement of members to engage in such action;
 - (b) damaging government property or forcibly disrupting public services in furtherance of such action;
 - (c) calling meetings at the work place or during working hours in furtherance of such action.
- 1.25 Any act or omission which is inconsistent with or prejudicial to the discharge of official duties, including the abuse of authority.

UNIT 2

2.0 ACTS OF MISCONDUCT CONSTITUTING CHILD ABUSE

2.1 INTRODUCTION

Child abuse is considered a very serious matter from both a human rights as well as from legal perspective. It is important that you stay clear of issues that infringe on the rights and freedom of children

In this unit, we are going to look at sexual harassment, improper association and child abuse as specific acts of misconduct pertaining to child abuse. Take time to study these ideas so that they shape your character and help you develop into a teacher with those essential qualities which show a high level of pastoral care.

2.2 SEXUAL HARASSEMENT

This is alluded to in paragraph 4 of the First Schedule (section 2) to statutory instrument 1 of 2000 as amended and could be physical or verbal by teacher to pupil or supervisor to supervisee (some examples- fondling breast, touching buttocks, using abusive, obscene or suggestive or inappropriate language, assigning inappropriate chores which lead to sexual harassment).

2.3 IMPROPER ASSOCIATION

Paragraph 7 of the First Schedule (section 2) to statutory instrument 1 of 2000 as amended refers to IMPROPER ASSOCIATION WITH MINORS.

PLEASE NOTE

2.4 Whilst the paragraph refers to improper association with minors, the Ministry has in its system pupils or students who are majors and no longer minors. To protect this category of pupils or students where a case of improper association arises and a charge is to be initiated, paragraphs 4, 6, 7 and 24 may be cited, considering that the behaviour by the perpetrator was improper, unbecoming, indecorous or was inconsistent with or prejudicial to the discharge of official duties, including abuse of authority.

2.5 It is an act of misconduct for ALL members of the public service to have improper association with a minor (paragraph 7) or a major (paragraphs 4, 6, 7 and 24).

2.6 It is an act of misconduct for any member of the public service not to report improper conduct such as improper association perpetrated by a member of the public service in the Ministry or other Ministries or Departments.

2.7 The penalty for improper association is usually a DISCHARGE FROM THE SERVICE.

2.8 DEFINITION OF IMPROPER ASSOCIATION

Improper association, as defined by the Public Service Commission generally refers to unacceptable, unbecoming behaviour or unsuitable conduct by teachers or lecturers towards their pupils or students and which conduct can be reasonably inferred to be in violation of the *loco parentis* (i.e place of the parent) rule to their pupils or students. It may also be any conduct by teachers

or lecturers which has nothing to do with educating or learning of the pupil or student and violates the *in loco parentis* rule.

2.9 **SOME EXAMPLES OF CASES OF IMPROPER ASSOCIATION**

When considering improper association, the principle of *in loco parentis* is binding on a member or teacher to a pupil or student.

- 2.10 Love affair between a teacher and a pupil where there is sexual intercourse, carnal knowledge or no carnal knowledge;
- 2.11 Love affair between teacher and pupil resulting in pregnancy.
- 2.12 Love affair between teacher and pupil whereby the two eventually marry and /or the affair has the blessing of the parents/ guardian.
- 2.13 Love affair between teacher and pupil, who are not at the same school (e.g teacher could be based in Mutoko and the pupil at a school in Plumtree). It also does not matter whether the pupil or student does not belong to your club, district, province, tribe, race, class or country. However, the established circumstances could be that :-
 - (a) both knew of each other's status.
 - (b) one or either party was ignorant of the other's status.
- 2.14 Love affair between teacher and pupil.
 - (a) where the pupil is at or above the majority age.
 - (b) where the pupil is already a parent, i.e single, married, divorced, widowed or on separation.
- 2.15 Where there is an abortive attempt by the teacher to enter into an affair but he/she is tuned down by the pupil.
- 2.16 An affair which commences before either is neither a pupil nor a teacher but continues when both parties get engaged formally as pupil and teacher.
- 2.17 An affair which commences either soon after public examinations (but before the results are out) which examinations may include the following:-
 - (a) Grade 7
 - (b) Z.J.C
 - (c) 'O' Level
 - (d) 'A'Level
- 1.18 Instances where proved facts indicate that the teacher slurred or was seduced into the affair.
- 2.19 It is not considered as mitigation the fact that the teacher was single or that the pupil or student was of wayward disposition.
- 2.20 Making suggestive comments or gestures.
- 2.21 Sending private birthday, airtime, Valentine's, Christmas cards, etc with cryptic but essentially romantic messages.
- 2.22 Sending or showing amorous messages or pictures through SMSs, letters, e-mails, internet, poems etc.
- 2.23 Caressing, patting or touching body parts.
- 2.24 Kissing, hugging.
- 2.25 Exposing boy parts.
- 2.26 Pornography.

2.27 CHILD ABUSE

In a school setting, child abuse can be perpetrated by a student/pupil on another student/ pupil or by a staff member against s student/pupils.

2.28 DEFINITION

2.28.1 Child abuse is defined as maltreatment of children by infringing their rights or

2.28.2 may be an act whether commission or omission which induces trauma and is harmful to a child or

2.28.3 may also be described as an act by adults , who are in *loco parentis* to the children, which is detrimental to the child and violates the child's fundamental rights.

2.29 CATERGORIES/ TYPES OF CHILD ABUSE

Child abuse may be physical, emotional/psychological or sexual as defined below:

(a) Physical Abuse

Any interaction or lack of interaction that results in non-accidental harm the child's physical or emotional state.(Helfer, 1982) Physical abuse involves physical harm or injury to the child. In physical abuse, adults act out of anger and the desire to assert control and the abusers believe that children need to fear them in order for the children to behave. Examples:

- Corporal punishment. Through Circular P23, the Ministry regulated the application of corporal punishment which is an example of physical abuse.
- sending children to do household chores and personal errands for teachers.

(b) Physical neglect

Failure of a child's parent/caregiver who has available material resources to provide minimally adequate care in the areas of health, nutrition, shelter, education, supervision, affection and protection(Wilcock and Horwtiz 1984). However , this may not be easy to spot because of such factors as inability to provide for the child as a result of poverty.

(a) Emotional/ psychological neglect

The deprivation suffered by children when their parents do not provide opportunities for the normal experience producing feelings of being loved, wanted, secure and worthy, which results in the ability to form healthy relations. (Child welfare services).

(b) Emotional abuse

This is difficult to define but is said to be : The wilful destruction or significant impairment of the child's competence (James Gormariro, Psychologists).

(c) Emotional incest

Also referred to as covert sexual abuse. Such abuse may not involve physical contact. When a family member perpetrates sexual abuse, it is referred to as incest. Examples:

●Voyeurism-

Overt and covert watching the child e.g. when undressing in the bath or

in the toilet or adults repeatedly leave the bathroom door open while bathing, walking in on children while they are bathing or verbalize details of sexuality.

- **Sexual Abuse**

(i) Child sexual abuse includes contacts between a child and an adult in which the child is used for the sexual stimulation of the perpetrator.

It may also be committed by a person under age of 18, when the person is significantly older than the victim or is in a position of power or control over the child.

(ii) the legal definition refers to various types of sexual abuse ranging from indecent assault to rape.

(iii) Some examples of cases of sexual abuse

- **Sexy talk-**

Comments to the child by the perpetrator about the child's sexual attributes, what he/she would like to do the child and other sexual comments.(Faller.1989 a:12)

- **Exposure-**

The perpetrator shows his/ her intimate body parts to the child with or without masturbating. Nudity with seductive overtones e.g the adult walking around the home unclad and in a Provocative manner. Exposing the child to pornographic material.

- **French kissing-**

Kissing of the child by an adult in a lingering and intimate way "normally reserved for adults"

- **Sexual contact**

Touching or fondling of the clothed or unclothed intimate parts of the child by the perpetrator or vice-versa. This includes masturbation or either one by the other and also rubbing of the perpetrator's genitals against the child's body or clothing.

- **Oral-genital –sex**

The perpetrator applies his or her mouth and tongue to the child's genital or anal area or induces the child to do likewise to him/her.

- **Sexual penetration –**

Digital penetration (placing of the perpetrator's fingers in the vagina and/ or anus of the victim or vice- versa) , penetration with objects (the perpetrator inserts an object, e.g penis into the anus of the victim and genital intercourse(involving penile penetration of the vagina.)

Sodomy –

Intentional sexual activity between two males involving penetration of the anus.

3.0 RAPE

- A disciplinary authority shall not charge a member with misconduct for committing rape.
- A charge of rape may be preferred where a member appeared before a court of law and was convicted of rape.
- Where a member is charged of rape, the disciplinary authority shall obtain a copy of the court record relating to the conviction of the member from the register or clerk of court and proceed:

3.1 In terms of section 44(2) to prefer a charge against the member, where the member was sentenced to an effective term of less than three months.

OR

To comply with the provisions in Chapter 9, where the member was sentenced to an effective term of three months or more.

- 3.2 Some Circular/Regulations for guidance on sexual harassment, improper association and child abuse.
- a. Education (Disciplinary Powers) regulations 1998 (Statutory instrument 362 of 1998)-on corporal punishment.
 - b. Education (enrolment and Exclusion) Regulations.1998.
 - c. Circular Minute G/61/4&G/11 and dated 8 October 1999-Discipline in schools: suspension, exclusion and Corporal Punishment.
 - d. Secretary's Circular No.5 of 2000, referenced C/363/10 and dated 28 February 2000-Prevention and Management of Cases of Child Physical, Emotional and Sexual Abuse: Procedural Guidelines for Schools.
 - e. Director's Circular Number 74 of 2007- Child Labour and Child Abuse in Zimbabwe.
 - f. Director's Circular Number 27 of 2008, referenced C/363/10 and dated 10 April 2008- Compulsory Establishment Of Child Abuse Prevention and Management Reporting Structures at Every Educational Institution Under the Purview of the Ministry of Education, Sport, Arts and Culture.
 - g. Children's Act.
 - h. Criminal Law (Codification and Reform) Act.

UNIT 3

3.0 COLLEGE EXPECTATIONS OF STUDENTS ON TEACHING PRACTICE

3.1 INTRODUCTION

As a student teacher on teaching practice, it is important that you understand the expectations of your college so that you make an effort to fulfil them.

In this section, we look at these expectations which come as procedures to follow under different circumstances and also as standards of performance.

- 3.2 Each time a student teacher leaves the school for whatever reason, all official records must be left in the office of the school head so that any supervisor visiting the school for supervision purposes can easily access them. Failure to do this will result in the student being awarded a zero
- 3.3 The student teacher should never leave the school without the permission of the head of station. The student teacher should write a letter seeking authority and the head should stamp and sign the letter to show that indeed permission has been granted. If the student is leaving the school with the intention of coming to college, a copy of the letter should be left in the student teacher's TP file and another copy should be brought to college. The Teaching Practice office will stamp the letter as evidence that the student has visited the college.
- 3.4 School based supervisors are requested to supervise the student teachers at least twice a term. They are also expected to check on the previous term's teaching practice files
- 3.5 Student teachers are expected to be at the school from the start of the school day to the end of the day regardless of whether they are in the morning or afternoon session
- 3.6 Scheming and planning should be done right up to the end of the term. The very last week should be schemed for and evaluated..
- 3.7 In the case of misconduct by the student teacher, the school head should communicate with the college. All communications should be in writing.
- 3.8 When a student teacher is deployed to a school, he/she is given a preliminary visit letter which should be stamped and signed by the head as proof that the student teacher has indeed been offered a place to practice. Never accept a student who comes without a preliminary visit letter from college.
- 3.9 Students are expected to share the teaching load equally with the mentor. The 50/50 ratio is just the standard / minimum.
- 3.10 Student teachers are expected to teach even after the examinations. They should be given time to teach up to the end of the term.
- 3.11 Students who fall pregnant while on teaching practice are required to inform the Teaching Practice office through the school head. The Teaching Practice office will then release the policy document on pregnancy to the head with guidelines for the head to follow.

- 3.12 In case of illness in excess of three days, students complete sick leave forms and a copy of the form should be sent to the Teaching Practice office.
- 3.13 Supervision marks by the school based supervisors are part of the student teacher's final internal mark.
- 3.14 Student teachers are required to bring these school based marks to college a month before the end of the fourth term of teaching practice.

UNIT 4

4.0 TEACHING PRACTICE POLICIES

4.1 INTRODUCTION

Policies are meant to guide the entire exercise of managing student teachers on teaching practice. They add value to the standardisation of decisions made by all involved in dealing with student teachers in the field. Decisions then have one common point of reference which is the teaching practice policy document.

Management of students on teaching practice will be governed by the following policies. Students are strongly advised to read, understand and adhere to these policies.

4.2 DEPLOYMENT

4.2.1 For them to be deployed student teachers have to satisfy the college expectations pertaining to coursework and microteaching.

4.2.2 Student teachers are to be deployed within a radius of 150km from college to a the school of their choice but college reserves the right to deploy where they deem appropriate.

4.2.3 A minimum of two student teachers and a maximum of four per intake may be deployed to a school. Not more than 8 students can be deployed in one school.

4.2.4 Before leaving college at the end of the first residential course, every student must be cleared by the Teaching Practice Department. The clearance is premised on the fact that the student teacher has secured a practising school

4.3 ATTACHMENT OF STUDENTS

4.3.1 Student teachers should be attached to qualified and experienced mentors.

4.3.2 Student teachers should not be attached to heads or deputy heads.

4.3.3 Student teachers on the general course can be attached to Grades 3-6 classes.

4.3.4 ECD student teachers should be attached to their minor areas for the first two terms of their teaching practice and then proceed to their major areas for the last three terms of their teaching practice stint.

4.3.5 During their practice, ECD student teachers should visit homes and centres where they can interact with 0-3 year olds.

4.4 TRANSFERS

4.4.1 Once deployed to a school, the student teacher cannot transfer except for cases deemed critical by the college.

4.4.2 Student teachers who transfer themselves will be sent back to the schools where they were deployed after paying a fine stipulated by the college. The college will not supervise student teachers who will have transferred themselves.

4.4.3 The college will not transfer a problem student teachers from one school to another but will rather seek to assist the student teacher to solve all problems at the same school except in cases where the continued presence of the student teacher is not in the best interest of the school.

4.4.4 When a student transfers himself/herself, he/she should pay a \$10.00 fine and return to the previous school.

4.5 ILLNESS

4.5.1 In cases of illness in excess of 3 days, the college should be informed. On assuming duty thereafter, the college must also be informed as well as on assumption of duty.

4.5.2 Students who are absent from duty due to illness for a period of 60 consecutive days will be deferred.

4.6 ABSENTEEISM

4.6.1 Should a student teacher be absent from duty he/she should leave a letter written to seek permission from the head of station specifying when he/she would be back. Failure to do so constitutes an act of misconduct.

4.6.2 The student teacher should leave all professional documents with the school head.

4.7 SUPERVISION

4.7.1 A student teacher on T.P should be supervised at least twice per term by both the school and the college.

4.7.2 When visited by a supervisor a student teacher should avail all official records. Documents not availed will be deemed to be missing and the supervisor should assess those available and ward a zero for the missing ones.

4.7.3 If on two successive visits, a student teacher continues to perform unsatisfactorily, he/she should be referred for counselling by college counsellors. The student teacher is then transferred to the clinical centre for micro management. If the problem persists the student teacher is then given a formal written warning signed by the LIC - TP, HOD-Theory and Practice and the VP informing him/her that on the next visit the college may recommend a demotion or withdrawal of the student teacher from the programme if she /he does not improve.

4.7.4 After supervision the supervisor should take time to discuss with the student teacher highlighting areas of strengths and weaknesses.

4.7.5 In the 4th term of teaching practice and mid-way through that term, the student teacher must submit to the TP office three school based crits as follows:

- 1 crit from the 3rd term of teaching practice and
- 2 crits from the 4th term of teaching practice.

4.7.6 At least one of the supervised lessons should be a practical subject.

4.8 ADMINISTRATIVE ISSUES

- 4.8.1 If a student teacher is found absent from the school and without permission from the head then he/she should be given a zero and a note should be left at the school advising the student teacher to report to college with his/ her documents.
- 4.8.2 Student teachers should adhere to their timetables when teaching all the time. They should not choose subjects to teach when supervisors arrive. Timetables should be displayed at all times.
- 4.8.3 Student teachers who fall pregnant while on T.P or who are already pregnant when going on T.P, should inform the college of their condition in the 24th week of pregnancy so that they are assisted accordingly.
- 4.8.4 For cheating, e.g. buying commercially made schemes of work, lesson plans etc. lecturer to withdraw the forged documents and award a zero.
- 4.8.5 Unevaluated schemes/lesson plans, student to get a zero.
- 4.8.6 Evaluating lesson plans as if they were taught when in fact they were not, student gets a zero.
- 4.8.7 Teaching a repeat lesson will lead to zero.
- 4.8.8 A student teacher may be demoted or withdrawn from the program upon commission of the acts of misconduct or poor performance. The decision to demote or withdraw a student rests with the principal acting on advice from the academic board.

UNIT 5

5.0 SOME GUIDELINES TO SCHOOL HEADS AND MENTORS

5.1 INTRODUCTION

This correspondence serves to highlight the partnership that exists between the college and school-based supervisors in the training, supervision and assessment of student teachers on teaching practice. It also states the expectations of the college in relation to the supervision of student teachers. As a college we appreciate the services of the school based supervisors and we do hope that you will continue assisting the student teachers during their teaching practice stint.

5.2 LOAD SHARING

The college has noted with concern that in some schools the student takes half of the subjects in one week as the mentor takes the other half and the subjects are exchanged the following week. We would prefer an arrangement whereby the student teacher teaches all subjects every week. The load of subjects should be shared 50:50 between the student and the mentor. This arrangement should allow the student teacher to teach half of the lessons taught in a week. In cases where only one double lesson appears per week, we request that the student be allowed to teach the subject. This sharing of load should not be done in isolation but the student needs to work together with the mentor. The student should observe the mentor teaching and the mentor should in turn be in attendance as the student teaches so that he/she can correct and assist where necessary.

5.3 SCHEMING

The student together with the mentor should have a common scheme of work although the mentor will be having a scheme-cum plan. Work schemed should be identical to allow for uniformity and continuity in case one party is away from duty. The student teacher should have a separate scheme of work that has weekly aims and not objectives. They are required to separate the methods and activities.

5.4 PLANNING

All lesson plans should be done in detail on daily basis. Students have been given a module that contains samples of detailed lesson plans in all subject areas and the college expects them to write similar or even better detailed lesson plans. At the end of the day, all lessons should be evaluated. The evaluation should cover effectiveness of the approach, pupils' response, the media and extent to which the intended learning outcomes have been achieved. It must be an analytic post mortem of all events that took place.

The mentor is urged to check the student's lesson plans daily and ensure that no lesson is taught without a lesson plan. The mentor is also requested to assist the student to generate effective lesson plans.

5.5 RECORDS

Class records should be compiled and kept up to date by every student.

5.5.1 THE REGISTER

This should be similar to the government register that the mentor uses. All the details should be given as required. At the end of the term the register should be balanced accurately. Students have a tendency of not balancing their registers. Please check on this aspect.

5.5.2 SOCIAL RECORD

The pupils' social background is very important and all necessary information which might enhance or affect the pupils' learning must be documented. The record assists the student teacher to know and understand his/her pupils better.

5.5.3 PROGRESS RECORD

This reflects the intellectual performance of every pupil. The record highlights the scores from various weekly specified concept based revision exercises written by the pupils. The possible mark should be kept constant making it easy to pick the pupil's progress at a glance. Comments should be written in a separate column at the end of the term.

5.5.4 REMEDIAL AND EXTENSION RECORDS

The remedial lessons need a different approach from that used in the main lesson. Various strategies which are child centered should be employed as a way of giving extra assistance to slow achievers and results achieved should be recorded. Pupils should not be grouped since their problems on one concept may vary.

Remediation should not focus on English and Mathematics only but all the subjects in the curriculum.

Extension records must show the extra support to isolated gifted children. Where resources are limited, the student teacher must show his//her innovation in providing extra support so that the gifted child is not frustrated.

5.6 ECD STUDENT TEACHERS

ECD students have a minor and a major area of study in their Teaching Practice. They start their Teaching Practice on the selected minor area for two school terms then embark on the major area for three terms. ECD students are also expected to visit centres/homes with children below the ECD "A" age group (0-3 years) to observe these children and document their findings in the Child study record.

5.7 SAMPLES OF SCHEMES, DETAILED LESSON PLANS AND RECORDS

Students are expected to have samples of schemes, DLPs and records given at college on hand. Reference to these records should be done continuously so that students do not end up producing work that is at variance with college expectations. These samples and other important materials should be kept in the teacher's resource file.

UNIT 6

SUPERVISION CRITS

UNIVERSITY OF ZIMBABWE
DERPATMENT OF TEACHER EDUCATION
MORGAN ZINTEC COLLEGE

TEACHING PRACTICE SUPERVISION CRIT

GRADE 1 - 7

STUDENT NAME

SCHOOL:

STUDENT NUMBER:

CLASS:

SUBJECT:.....

DATE/TIME:

	UnSatisfactory	Weak	satisfactory	Good	Very Good	COMMENTS
1. PREPARATION AND PLANNING (30)						
1A) SCHEMES OF WORK (10)						
a) Focus of specific aims and weekly aims						
b) Content: sequence, level and adequacy						
c) Variation of strategies						
d) Evaluative comments						
1B) TEACHING PRACTICE FILE (20)						
a) Layout and appearance						
b) Clear and achievable learning outcomes						
c) Amount of detail						
d) Adequacy of plans						
e) Variety in selection of media						
f) Timeliness of evaluations						
g) Detail and usefulness of evaluations						
h) Adequacy and suitability of media						
2. RECORDS AND PUPILS' WORK (15)						
2A) CLASS RECORDS (10)						
a) Class register						
b) Individual/Social background						
c) Progress/Attainment						
d) Remedial						
e) Extension						
f) Reading (ChiShona)						
g) Reading (English) h)						
Tests Record						
l) Resource File						
j) Inventrory						
2B PUPILS' EXERCISE BOOKS (5)						
a) General state of books						
b) Quality, range and quantity of work						
c) Standard of marking and commenting						
3. CLASSROOM SETUP (10)						
a) Cleanliness and class order						
b) Range and quantity of displays						
c) Classroom organisation						

		place; concepts are adequately explained ; planning and documentation is up to-date and adequate.
Fail	40-49	Further practice is required ; display of children's learning is sporadic, not consistent ; insecure grasp of subject – matter and concepts : documentation tends to be incomplete or lacking in coherent purpose.
Fail	0-39	There is inadequate evidence that children are learning ; lack of teaching skills and lack of organizational control over children and activities is such that little or no learning is taking place , candidate unsuitable for a career in teaching ; adequate 18 planning; documentation, inadequate grasp of subject- matter and concepts.

UNIT 7

7.0 PUBLIC SERVICE STANDARD OF DRESS.

7.1 INTRODUCTION

The Public service commission has noted with concern the deteriorating standard of dress by members of the public service and has directed that the following standard of dress be maintained by members during the course of their duties in order to uphold the dignity and formality expected of them.

7.2 STANDARDS OF DRESS

7.3 MEN.

7.4 Dress must include collar and tie. There is no objection of wearing of tailored safari suits with alternative dress being suits or sports jackets (for blazers).

7.5 Formal occasion : men

On formal occasions to which member are invited as representatives of their ministries suits with collar and tie will be worn. Exception one duty at the discretion of heads of ministries or departments, normal standards of dress may be departed from when public servants are working in rural areas or when the duties require different considerations. It is however advisable for men to keep jackets in their offices in case they are called to meetings and other functions occasions unexpectedly.

7.6 Women

Despite the complexity of women fashions, women should put on corresponding high standards of dress. The following items are not acceptable when reporting for work:

- sleeveless tops
- sleeves dresses
- strapped dress or blouse
- tops that have low necklines
- tight fitting trousers ● jeans

- see through
- mini skirts

7.7 Uniformed staff

Uniformed staff must put on the fully prescribed uniforms. A mixture of uniforms and non – uniform items is unacceptable.

7.8 Footwear

Both men and women are not expected to turn up for work putting on tennis shoes or tackies. In the case of men open sandals should only be worn for medical reasons

and it is necessary for the respective Heads of Departments to request for the medical certificates of the affected members.

It is the responsibility of the representative Heads of Departments to ensure that members in their departments are made aware of the provisions of this circular.

All student teachers on teaching practice should dress formally when they come to college for whatever business.

THE TEACHING PRACTICE DEPARTMENT WISHES SCHOOL HEADS, MENTORS AND STUDENT TEACHERS A VERY FRUITFUL AND ENJOYABLE TEACHING PRACTICE EXPERIENCE.