Acknowledgements

The Department of Teaching Practice reviewed its course offerings, processes and procedures in 2007 and 2008. Deliberations, recommendations and changes made are reflected in this document which is hoped will provide guidance for SHBIE faculty, schools and student teachers on teaching practice. The Ministry of Education, schools, the SHBIE Teaching Practice Committees and SHBIE faculty members have all provided input and helped shape this document.

The Department would like to acknowledge the support and contributions of the Dean of SHBIE Dr Poh Sing Huat, Deputy Deans Dr Hjh Jamilah Binti Hj Mohd Yusof and Dr Hjh Norhani Binti Pengarah Hj Buntar, Assistant Heads of the Department of TP Dyg Malai Hayati Binti Sheikh Hamid and Dyg Hjh Suraya Binti Hj Tarasat, and TP Committee members Dyg Hjh Aisah Binti Hj Mohd Yusof, Dyg Shamsinar Binti Hj Awg Husain, Dyg Hjh Rosmawijah Binti Hj Jawawi, Dr Gitu Chakravarthy, Dr Susan Nair, Mr John Suffolk, Dr Hunus Riah, Dr Faridah Binti Serajul Haq, Dr Mokhtar Ismail, Dyg Juraidah Binti Hj Musa, Dyg Aminatol Norilah Binti Hj Abdullah, and Dyg Latifah Binti Hj Bujang and other SHBIE Office staff toward the continuous development of the Department of Teaching Practice.

The first paper in this handbook provides a historical perspective of the development of the practical component of teacher education in Brunei Darussalam. For this the Department of Teaching Practice would like to thank all those who have contributed to the development of teaching practice in SHBIE in the past and present. It is hoped that the handbook can be a guide for future deliberations and development of professional practices in new programmes and changes that are in the pipeline.

The Department would certainly appreciate it if you provide feedback, especially in relation to any inaccuracies or inconsistencies which will inevitably be present in a document of this kind. Such errors can easily be rectified since this handbook is in digital format. New editions can be easily reproduced and circulated to all concerned.

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Universiti Brunei Darussalam

December, 2008

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Negara Brunei Darussalam
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The Department of Teaching Practice administers all the placement, supervision and assessment of students on teaching practice in schools. As such, it is responsible for the teaching practice courses in each programme.

All Teaching Practice (TP) courses aim to provide student teachers with practical experience in teaching in school. Specifically, the courses aim to enhance student teachers’ abilities to further develop their knowledge and skills in the areas studied in their education courses, and to apply these in teaching pupils in school. Student teachers will be able to draw on a given scheme of work to produce lesson plans for all activities they plan and lead themselves. During Teaching Practice, student teachers will be able to work with individual pupils, and will also organise and teach groups and whole classes to facilitate learning in pupils. Student teachers will be able to monitor and evaluate the work produced by the pupils, adjusting teaching and future planning in the light of this information. Student teachers will be able to evaluate each lesson taught, reflecting on their own professional development and demonstrating a sound understanding of the role of the teacher.

Teaching Practice courses represent the culmination of the preparation for a student teacher to become a trained teacher. The TP experience consists of an extensive period of school-based activities such as observations, discussions, planning, teaching, assessing, evaluating and reflecting. All of these activities are undertaken in a supervised working atmosphere. The initial days of the TP at school could be utilised by the student teacher to observe a range of teaching and learning situations, to familiarise him/herself with school routines and activities, to gather information needed for teaching tasks, and to plan and discuss lessons with practising teachers. Student teachers could observe teachers working with classes of different ages and levels; gather information about the teaching of the subject(s) they will be teaching; develop knowledge and expertise about the available resources; and collect, develop, organise, and prepare resources for teaching and learning. The TP experience of the student teacher will gradually be built upon until the student teacher becomes responsible for the teaching of the whole class, taking on the planning and assessment responsibilities of the teacher.

All Teaching Practice experiences will allow students to teach in the classroom, according to the timetable provided to them by the School TP supervisor/administrator who could be the Deputy Head or Senior Teacher. Students will teach in their Major and Minor subjects, as arranged by the TP Department and TP School. For primary education programmes, student teachers could be assigned to teach a variety of subjects. A Cooperating Teacher (CT), appointed by the school, and a UBD Supervisor, will guide, assist and advise the student in planning, observe teaching, and provide evaluation of all lessons observed. The final grade awarded for Teaching Practice will be the responsibility of the UBD Supervisor, in consultation with the Cooperating teacher.
LATIHAN MENGAJAR

Program latihan mengajar adalah dirancangkan semata-mata untuk memberikan pengalaman mengajar di sekolah kepada siswa/i untuk meningkatkan tahap kemahiran mengajar.

Latihan mengajar pada sesi awalnya dirancangkan untuk memberikan peluang bagi pelajar-pelajar mengajar sambil memerhati keadaan guru-guru yang berpengalaman bekerja di sekolah. Semasa latihan mengajar setiap pelajar adalah diharapkan untuk menunjukkan pengetahuan, ciri-ciri dan kemahiran sebagai guru yang lebih cekap. Siswa/i juga dijangkakan untuk bertindak secara bertanggungjawab dan autonomi di sekolah.

Guru pelatih diharap akan dapat merancang pengajaran secara individu, kumpulan dan keseluruhan kelas. Di samping itu, guru pelatih akan dapan membuat penilaian, memberi respon dan memerhati hasil kerja yang dihasilkan oleh murid serta dapat mengubahsuai pengajarannya hasil dari penilaian tersebut. Guru pelatih juga diharap akan dapat membuat penilaian terhadap setiap sesi pengajarannya dan menunjukkan pemahaman terhadap tugas sebagai seorang guru.

PROPOSED CHANGES TO TEACHING PRACTICE COURSES (2008)

The current final semester teaching practice course of 14 weeks in all preservice teacher education programmes may not be able to provide sufficient opportunities for some student teachers to develop the competences and skills to become confident practitioners who can be reflective and continue to grow professionally on their own.

In the review of teaching practice conducted by SHBIE’s Teaching Practice Committee from early in the year 2007 involving SHBIE staff, the Ministry of Education and primary and secondary schools, it is recommended that preservice students should be provided with more teaching practice experiences in school in line with practices in many other first world countries.

It is also timely that there are units available from the Language Centre and Logic and Thinking courses. There are inactive teaching practice courses for both diploma and degree programmes which can be updated, revised and reactivated. In the recent final review of all teacher education programmes in June 2008, it was recommended that diploma and first degree programmes should have two and three TP courses respectively as listed in the summary table of TP courses appended.

SHBIE is proposing the new and modified courses listed in the summary table of TP courses by programme and year to provide the additional teaching practice experiences needed for student teachers to develop their confidence, competences and professionalism. The 4-week “school observation” in May-June for
some programmes which carries no units will be replaced by “teaching assistantship” in May-July after the 2nd and 4th semester for diploma and degree students respectively. Two modified English medium course outlines coded as PT 0206 and PT 2211 for diploma and degree students respectively, and one Malay medium course PT 2212 are proposed for these initial school experiences (Teaching Assistantship). All three new courses proposed are 2-unit courses.

[They are referred to as TP 1 - Teaching Assistantship to be carried out for a duration of 4 weeks during part of the inter-semester break.]

**TP courses PT 3207 and PT 4206** are reactivated for 7 weeks during or just after the 6th semester for English and Malay medium degree students respectively. It is preferred to include teaching practice within the semester if there can be less taught courses in that semester so that school experiences can be linked more closely to lectures and school-based assignments can be carried out while in school. Student teachers will be mentored by experienced school teachers and HoDs. They will have opportunities to teach alongside and collaboratively with experienced teachers. The progression is from Teacher Assistant to teaching alongside experienced teachers and then actual teaching alone with guidance from mentors.

The current 14-week TP courses in the final semester will be reduced from 10 to 8 units to make 2 units available for the teaching assistantship that is introduced for all programmes. Three other new courses are proposed as follows.

**PT 0305 for diploma students;**

**PT 4232 for English medium degree programmes; and**

**PT 4233 for Malay medium degree programmes.**

PGCE, SPLI and other teacher-certification candidates could likewise have their TP one day a week during semester. These course codes and units remain unchanged. Instead of the usual teaching practice, these “inservice” teachers will progressively teach alongside class teachers and/or carry out “arranged teaching” and other related school-based assignments linked to their lectures. Schools will also be playing a bigger role in mentoring these teacher-candidates. The usual May-June period of TP coincides with revision and examinations in schools and there is little opportunity for teacher-candidates to practise teaching. Furthermore, most of these candidates have some experience teaching in school although they have not undergone formal teacher training.
## Summary Table of Teaching Practice Courses

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>TP Course Code &amp; Title</th>
<th>Units</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Diploma Programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Diploma in Primary Education &amp; Diploma in Physical Ed</td>
<td>PT 0206: TP 1 Teaching Assistantship for Diploma Students, PT 0305: Teaching Practice 2 for Diploma Students [Replaces current PT 0304 of 10 units in Semester 8]</td>
<td>2</td>
<td>4 weeks in Sem 4 May-July 8 weeks in Semester 6</td>
</tr>
<tr>
<td>2. Diploma in Ed (Modular) Malay Strand</td>
<td>PT 0103: Latihan Mengajar 1 untuk Modul 3, PT 0124: Latihan Mengajar 2 untuk Modul 4, PT 0125: Latihan Mengajar 3 untuk Modul 5, PT 0102: TP 1 for Module 3, PT 0121: TP 2 for Module 4, PT 0122: TP 3 for Module 5</td>
<td>6</td>
<td>14 weeks: Modul 3 14 weeks: Modul 4 14 weeks: Modul 5</td>
</tr>
<tr>
<td>3. Diploma in Technical Ed</td>
<td>PT 0128: TP 1 for VTE, PT 0129: TP 2 for VTE</td>
<td>3</td>
<td>One day a week in Sem 1 One day a week in Sem 2</td>
</tr>
<tr>
<td>4. Diploma in Ed (Inservice)</td>
<td>PT 0127: TP for Program 702 Primary, PT 0130: TP for Program 702 Secondary [Programme offered on request from MOE]</td>
<td>5</td>
<td>One day a week in Semesters 1 and 2</td>
</tr>
<tr>
<td><strong>B</strong> All English medium degree programmes</td>
<td>PT 2211: TP 1 Teaching Assistantship for degree students, PT 3207: Teaching Practice 2 for all education degree students, PT 4232: Teaching Practice 3 for all education degree students</td>
<td>2</td>
<td>4 weeks in Sem 4 May-July 7 weeks in/after Semester 6 14 weeks in Semester 8</td>
</tr>
<tr>
<td>5. BA Primary Education &amp; BEd Primary TESL (Preservice)</td>
<td>PT 4215: Teaching Practice for BA Primary Ed Students</td>
<td>10</td>
<td>Currently 14 weeks in Semester 8 to be replaced</td>
</tr>
<tr>
<td>6. B Sc Education (Secondary)</td>
<td>PT 4211: Teaching Practice 3 for BSc Ed Students [Has 4-wk observation in semester 6 - no units]</td>
<td>10</td>
<td>14 weeks in Semester 8</td>
</tr>
<tr>
<td>7. BA Education (Secondary)</td>
<td>PT 4212: Teaching Practice 3 for BA Ed Students [Has 4-wk observation in semester 6 - no units]</td>
<td>10</td>
<td>Currently 14 weeks in Semester 8 to be replaced</td>
</tr>
<tr>
<td>8. B Ed (General Science)</td>
<td>PT 4222: Teaching Practice 3 for BEd Gen Sc Students</td>
<td>10</td>
<td>14 weeks in Semester 8</td>
</tr>
<tr>
<td><strong>C</strong> All Malay medium degree programmes</td>
<td>PT 2212: Latihan Mengajar 1 – Pembantu guru untuk SMSP dan SMP, PT 4206: Latihan Mengajar 2 untuk SMSP dan SMP, PT 4233: Latihan Mengajar 3 untuk SMSP dan SMP</td>
<td>2</td>
<td>4 weeks in Sem 4 May-July 7 weeks in/after Semester 6 14 weeks in Semester 8</td>
</tr>
<tr>
<td>9. Sarjana Muda Pendidikan</td>
<td>Current 10-unit TP course:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>BA Pendidikan/ Sarjana Muda Sastera Pendidikan</td>
<td>Current 10-unit TP course: PT 4231: Latihan Mengajar 3 untuk SMP</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Has 4-wk observation in semester 6 - no units]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Currently 14 weeks in Semester 8</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Postgraduate diploma programmes</td>
<td>No changes in courses and units [Proposed to follow PGCTE model of TP]</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Sijil Pendidikan Lepasan Ijazah (Menengah)</td>
<td>PT 5201: Latihan Mengajar untuk SPLI (Menengah)</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>Postgraduate Certificate in Education*</td>
<td>PT 5202: TP for PGCE (Sec)</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>SPLI – Menengah Ugama</td>
<td>PT 5203: Latihan Mengajar untuk SPLI (MUG)</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td>PGCE – TASL</td>
<td>PT 6201: Latihan Mengajar untuk PGCE (TASL)</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>Special Mindanao Programme</td>
<td>PT 0110: TP for Bahasa Arab [On request from MOE]</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PT 6203: TP 2 for PCCTE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One day a week in Sem 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One day a week in Sem 2</td>
<td></td>
</tr>
</tbody>
</table>

Note:

* Existing or separate arrangements will need to be made for the TP of 3-Semester Postgraduate Certificate in Education teacher candidates (if any).

**Course codes are needed for six new courses:**

PT 0206: TP 1 Teaching Assistantship for diploma students

PT 2211: TP 1 Teaching Assistantship for all education degree student

PT 2212: Latihan Mengajar 1 – Pembantu guru untuk SMSP dan SMP

PT 0305: Teaching Practice 2 for diploma students

PT 4232: Teaching Practice 3 for all education degree students

PT 4233: Latihan Mengajar 3 untuk SMSP dan SMP

Department of Teaching Practice

SHBIE

24 July 2008
Sultan Hassanal Bolkiah Institute of Education

Department: Teaching Practice
Course Code: PT 0206

Course Title: TP 1: Teaching Assistantship for Diploma Students
Programme: Diploma in Primary Education and Physical Education
Type of Course: Compulsory
Year: 2 (semester 4)
Units: 2

Contact Hours: 4 weeks
in school as teacher assistant

Prerequisite(s): None
Lecturer(s) / Coordinator: Staff

Aims/Objectives/Rationale
This teaching assistantship course aims to provide students with practical experience in a school. Students will be able to experience and discuss a variety of teaching and learning situations in the classroom. This course will provide opportunities for students to reflect upon and learn about teaching and non-teaching responsibilities of teachers.

Course Content
The course will provide students with opportunities to experience and discuss the many perspectives and complexities of teaching and learning in the classroom. Students will keep journals of their experiences during the whole period of placement in the school. They will be exposed to the ways classes are managed and organized, processes of questioning, planning, acting, observing, assessing, reflecting and re-planning in teaching and teaching competences.
Student teachers will also assist class teachers with low-achievers in critical areas of learning and basic skills. They will experience first-hand the processes of teaching and coaching learners with school teacher mentors.

Assessment
100% coursework based on the teaching assistantship to be graded Pass or Fail.
Coaching, mentoring and assessment will be conducted throughout the school attachment by the school mentor and the UBD coordinator, looking at the student’s responsibility and disposition as a teacher assistant.

Textbook(s)/References
Sultan Hassanal Bolkiah Institute of Education

Department: Teaching Practice  
Course Code: PT 2211

Course Title: TP 1: Teaching Assistantship for Degree Students

Programme: All Preservice Education Degree Programmes

Type of Course: Compulsory

Year: 2 (semester 4)

Units: 2

Contact Hours: 4 weeks in schools as teacher assistant

Prerequisite(s): None

Lecturer(s) / Coordinator: Staff

Aims/Objectives/Rationale
This teaching assistantship course aims to provide students with practical experience in a school. Students will be able to experience and discuss a variety of teaching and learning situations in the classroom. This course will provide opportunities for students to reflect upon and learn about teaching and non-teaching responsibilities of teachers. They will have opportunities to interact with teachers and pupils in school.

Course Content
The course will provide students with opportunities to experience and discuss the many perspectives and complexities of teaching and learning in the classroom in their respective subject areas. Students will keep journals of their experiences during the whole period of placement in the school. They will be exposed to the processes of questioning, planning, acting, observing, assessing, reflecting and re-planning in teaching and teaching competences.

Student teachers will also assist class teachers with low-achievers in critical areas of learning and skills in their subjects. They will experience first-hand the processes of teaching and coaching learners with school teacher mentors.

Assessment
100% coursework based on the teaching assistantship to be graded Pass or Fail.

Coaching, mentoring and assessment will be conducted throughout the school attachment by the school mentor and the UBD coordinator, looking at the student’s responsibility and disposition as a teacher assistant.

Textbook(s)/References


Sultan Hassanal Bolkiah Institute of Education

Jabatan : Latihan Mengajar
Kod Kursus: PT 2212

Tajuk Kursus : Latihan Mengajar 1 untuk SMSP dan SMP (Pembantu guru)
Program: Sarjana Muda Pendidikan dan Sarjana Muda Sastera Pendidikan

Jenis Kursus: Wajib
Tahun: 2 (Semester 4)

Jumlah Unit: 2

Masa/Jam: 4 minggu di sekolah sebagai pembantu guru

Keperluan : Tidak ada

Pensyarah / Penyelenggara : Staf

Tujuan/Objektif/Rasional

Kursus ini bertujuan untuk memberi pengalaman kepada para guru pelatih bertugas di sebuah sekolah. Mereka akan dapat berinteraksi dengan guru-guru dan murid-murid, dan mempelajari mengenai tanggungjawab perguruan daripada guru-guru sekolah.

Kandungan Kursus


Penilaian

Peperiksaan 0%; Kerja Kursus 100% digred sebagai Lulus atau Gagal.

Penyeliaan/bimbingan akan dibuat sepanjang tempoh latihan mengajar oleh pihak sekolah dan penyelaras dari UBD ke atas semua aspek pengajaran dan tanggungjawab di sekolah.

Rujukan:


Buku-buku rujukan dari kursus-kursus wajib, opsyen dan elektif yang telah digunakan oleh guru pelatih.
English translation for the Sarjana Muda Pendidikan and Sarjana Muda Sastera Pendidikan
teaching assistantship course outline PT 2212

Sultan Hassanal Bolkiah Institute of Education

Department: Teaching Practice  
Course Code: PT 2212  
Course Title: Teaching Practice 1 for Malay Education Degree Programmes (Teaching Assistant)  
Programme: Malay medium SMSP and SMP programmes  
Type of Course: Core  
Year: 2 (Semester 4)  
Units: 2  
Contact Hours: 4 weeks in school as Teaching Assistant

Prerequisite(s): None  
Lecturer(s) / Coordinator: Staff  

Aims/Objectives/Rationale
This course aims to provide students with practical experience in teaching in a school. The students will have opportunities to interact with teachers and pupils and learn about the responsibilities of the teaching profession from school teachers.

Course Content
The teaching assistant experience is designed to provide opportunities to develop knowledge about the teaching profession in a school setting. Students will keep journals of their experiences during the whole period of placement in the school. Whenever possible, students will also observe lesson delivery of cooperating and other experienced regular teachers. The exact nature of the content will be determined during the time the student spends in the school, dependent on the opportunities that arise during the placement. Students will be given opportunities to teach together with class teachers and also assist in other responsibilities and duties.

Assessment
Examination 0%; Coursework 100%  
100% coursework based on the teaching practice to be graded Pass or Fail.  
Coaching, mentoring and assessment will be conducted throughout the teaching practice period by the school mentor and the UBD coordinator, looking at all aspects of teaching and other school responsibilities.

Textbook(s)/References
These will be drawn from references used in previous core, option and elective courses taken by the student teachers in their courses of study.
Aims/Objectives/Rationale
This course aims to provide student teachers in education degree programmes with the second of three practical experiences in teaching within a classroom. Specifically, the course aims to enhance the student teachers’ abilities to develop their knowledge and skills and to apply these in teaching pupils in school. Student teachers will be able to experience the school environment and organise and teach groups and whole classes to facilitate learning. Student teachers will be able to monitor and evaluate the work produced by the pupils, adjusting teaching and future planning in the light of this information. Student teachers will be able to evaluate each lesson taught, reflecting on their own professional development and demonstrate a sound understanding of the role of the teacher with mentoring from school teachers.

Content
This teaching practice experience consists of an extensive period of school-based activities such as observations, discussions, planning, teaching, assessing, evaluating and reflecting. All of these activities are undertaken in a supervised working atmosphere. The student teachers are guided and coached by the school-selected cooperating teacher(s)/mentors in their subject areas and by UBD coordinators. The first week of the teaching practice at school can be utilised by student teachers to observe a range of teaching and learning situations, to familiarise themselves with school routines and activities, to gather information needed for teaching tasks, and to plan, discuss and teach lessons with practising teachers. Student teachers could observe teachers working with different classes; gather information about the teaching of their subject(s) they will be teaching; develop knowledge and expertise about available resources; and collect, develop, organise, and prepare resources for teaching and learning. This first teaching practice experience of student teachers will gradually be built upon until they become responsible for the teaching of the whole class, taking on the planning, assessment and other school responsibilities guided by school teachers and university mentors/coordinators.

Assessment
100% coursework based on the teaching practice to be graded Pass or Fail. Coaching, mentoring and assessment will be conducted throughout the teaching practice period by the school mentor and the UBD coordinator, looking at all aspects of teaching and other school responsibilities.

References
Heinemann.
National teacher examination series (NTE).
Others will be drawn from references used in previous core, option and elective courses taken by student teachers in their courses of study.
Sultan Hassanal Bolkiah Institute of Education

Jabatan : Latihan Mengajar

Kod Kursus: PT 4206

Tajuk Kursus : Latihan Mengajar 2 untuk SMSP dan SMP

Program: Sarjana Muda Pendidikan dan Sarjana Muda Sastera Pendidikan

Jenis Kursus: Wajib

Tahun: 3 (Semester 6)

Jumlah Unit: 4

Masa/Jam: 7 minggu di sekolah dengan sekurang-kurangnya 8 jam perancangan, pengajaran dan penyeleiaan dalam satu minggu.

Keperluan : Kursus pembantu guru PT2212

Pensyarah / Penyelenggara : Staf

Tujuan/Objektif/Rasional
Kursus ini bertujuan untuk mempersiapkan guru pelatih dengan pengalaman praktikal mengajar dalam sebuah kelas. Para guru pelatih akan mengikuti jadual mengajar yang disediakan untuk mereka di sekolah, yang menyediakan peluang-peluang untuk mengajar satu kelas atau lebih dalam bidang yang dipelajari dalam kursus pendidikan. Para guru pelatih akan beroleh pengalaman dalam perancangan, pengajaran dan penilaian pembelajaran, dengan sokongan guru penyelia bersama/mentor yang dilantik pihak sekolah dan seorang penyelaras dari IPSHB.

Kandungan Kursus

Penilaian
Peperiksaan 0%; Kerja Kursus 100% digred sebagai Lulus atau Gagal.

Penyeliaan/bimbingan akan dibuat sepanjang tempoh Latihan Mengajar oleh pihak sekolah dan penyelaras dari UBD ke atas semua aspek pengajaran dan tanggungjawab di sekolah.

Rujukan:

Heinemann.


Buku-buku rujukan dari kursus-kursus wajib, opsyen dan elektif yang telah digunakan oleh guru pelatih.
Sultan Hassanal Bolkiah Institute of Education

Department: Teaching Practice
Course Code: PT 4206
Course Title: Teaching Practice 2 for Malay Education Degree Programmes
Programme: Malay medium BEd and BA (Pendidikan) degree programmes
Type of Course: Core
Year: 3 (Semester 6)
Units: 4
Contact Hours:
7 weeks in schools
with a minimum of 8 hours of
planning, teaching and supervision
per week.

Prerequisite(s): Teaching assistantship course PT 2212
Lecturer(s) / Coordinator: Staff

Aims/Objectives/Rationale
This course aims to provide students with practical experience in teaching within a classroom. The student will have a timetable of teaching within the school that provides opportunities to teach one or more class groups in the areas studied in his/her education courses. The student will gain experience in planning, teaching and evaluating lessons, with the support of a cooperating teacher/mentor assigned by the school and a coordinator from SHBIE.

Course Content
The experience is designed to provide opportunities to develop planning, teaching and evaluation skills within a school setting. The student will keep records of daily lesson plans and other activities in which he/she participated. Whenever possible, students will also observe lesson delivery of cooperating and other experienced regular teachers. The exact nature of the content will be determined during the time the student spends in the school, dependent on the opportunities that arise during the placement. Students will be given opportunities to teach their subject specialisation(s) with class teachers and individually.

Assessment
Examination 0%; Coursework 100%
100% coursework based on the teaching practice to be graded Pass or Fail.
Coaching, mentoring and assessment will be conducted throughout the teaching practice period by the school mentor and the UBD coordinator, looking at all aspects of teaching and other school responsibilities.

Textbook(s)/References
Heinemann.
These will be drawn from references used in previous core, option and elective courses taken by the student teachers in their courses of study.
Sultan Hassanal Bolkiah Institute of Education

Department: Teaching Practice  
Course Code: PT 0305

Course Title: TP 2: Teaching Practice for Diploma Students  
Programme: Diploma in Primary Education and Physical Education  
Type of Course: Compulsory

Year: 3 (semester 6)  
Units: 8  
Contact Hours: 14 weeks in school with a minimum of 8 hours of planning, teaching and supervision per week

Prerequisite(s): Teaching assistantship course PT 0206

Lecturer(s) / Coordinator: Staff

Aims/Objectives/Rationale
This final teaching practice course aims to provide students with teaching experiences in a school. Students will be able to experience a variety of teaching and learning situations in the classroom. This course will provide opportunities for students to learn to develop effective methods of teaching with mentors from both the school and university.

Course Content
The course will provide student teachers with opportunities to experience the many complexities of teaching and learning in the classroom as they teach various subject(s). They will experience the processes of planning, questioning, acting, observing, assessing, reflecting and re-planning in teaching and teaching competences.

Student teachers will also practice teaching under-achievers in critical areas of learning and basic skills. They will experience first-hand the processes of teaching and coaching diverse learners with mentors from the school and university.

Student teachers will have opportunities to teach different classes and subject(s); develop knowledge and expertise about available resources; and collect, develop, organise, and prepare resources for teaching and learning. They will be provided opportunities to become responsible for the teaching of whole classes, taking on assessment and other school responsibilities guided by school teachers and university mentors.

Assessment:
100% coursework based on the teaching practice files, teaching observed, and professional conduct while on teaching practice.
Coaching, mentoring and assessment will be conducted throughout the school attachment by both the school and university mentors.

Textbook(s)/References
Sultan Hassanal Bolkiah Institute of Education

Department: Teaching Practice  
Course Code: PT 4232

Course Title: Teaching Practice 3 for Education Degree Programmes

Programme: All preservice education degree programmes

Type of Course: Core

Year: 4 (Semester 8)

Units: 8

Contact Hours: 14 weeks in school with a minimum of 8 hours of planning, teaching and supervision per week

Prerequisite(s): PT 3207

Lecturer(s) / Coordinator: Staff

Aims/Objectives/Rationale

This course aims to provide student teachers with further practical experience in teaching in a school setting. Specifically, the course aims to enhance the student teachers’ abilities to develop their knowledge and skills reflectively. Student teachers will be able to further experience the school environment and organise and teach groups and whole classes to facilitate learning. Student teachers will be able to evaluate lessons taught, reflect on their own professional development and demonstrate a sound understanding of the roles and responsibilities of teaching.

Content

This final teaching practice experience consists of opportunities to further develop teaching competences such as planning, teaching, questioning, assessing, evaluating and reflecting. All of these activities are undertaken in a supervised working atmosphere. Student teachers are guided and coached by the school-selected cooperating teacher(s)/mentors in their subject area(s) and by UBD supervisors.

Student teachers will also practice teaching under-achievers in critical areas of learning and basic skills. They will experience first-hand the processes of teaching and coaching diverse learners with mentors from the school and university.

Student teachers will have opportunities to teach different classes and subject(s); develop knowledge and expertise about available resources; and collect, develop, organise, and prepare resources for teaching and learning. They will be provided opportunities to become responsible for the teaching of whole classes, taking on assessment and other school responsibilities guided by school teachers and university mentors.

Mentors will guide and coach student teachers to monitor and evaluate the work produced by their pupils, and adjust teaching and future planning in the light of such information. Student teachers will also learn to evaluate lessons taught, reflect on their own professional development and demonstrate a sound understanding of the roles and responsibilities of being a professional teacher. They will be guided in developing their own teaching competences, styles and creativity.

Assessment

100% coursework based on the teaching practice files, journals, reflections, teaching observed, and professional conduct while on teaching practice.

Coaching, mentoring and assessment will be conducted throughout the school attachment by both the school and university mentors.

References


Others will be drawn from references used in previous core, option and elective courses taken by student teachers in their courses of study.
**Sultan Hassanal Bolkiah Institute of Education**

**Jabatan:** Latihan Mengajar  
**Kod Kursus:** PT 4233  
**Tajuk Kursus:** Latihan Mengajar 3 untuk SMSP dan SMP  
**Program:** Sarjana Muda Pendidikan dan Sarjana Muda Sastera Pendidikan  
**Jenis Kursus:** Wajib  
**Tahun:** 4 (Semester 8)  
**Jumlah Unit:** 8  
**Masa/Jam:** 14 minggu di sekolah dengan sekurang-kurangnya 8 jam perancangan, pengajaran dan penyeliaan dalam satu minggu.

**Keperluan:** PT 4206  
**Pensyarah / Penyelenggara:** Staf

**Tujuan/Objektif/Rasional**

Kursus ini bertujuan untuk mempersiapkan lagi guru pelatih dengan pengalaman praktikal mengajar di sekolah. Para guru pelatih akan mengikut jadual mengajar yang disediakan untuk mereka di sekolah, yang menyediakan peluang-peluang untuk mengajar satu kelas atau lebih dalam bidang yang dipelajari dalam kursus pendidikan. Para guru pelatih akan dibimbing oleh mentor dari sekolah dan universiti supaya dapat berfungsi sebagai seorang guru yang profesional.

**Kandungan Kursus**


Mentor-mentor akan membimbing mereka menilai hasil kerja murid-murid, dan mengubahsuaikan perancangan dan pengajaran berasaskan informasi yang dapat diperolehi itu. Mereka juga akan belajar menilai pengajaran diri sendiri, memantau akan perkembangan profesional diri serta menunjukkan permakahan yang baik tentang peranan dan tanggungjawab seorang guru yang berprofesional. Para guru pelatih akan dibimbing membina kemahiran, setail dan kreativiti mereka.

**Penilaian**

100% Kerja kursus berasaskan fail latihan mengajar, jurnal, refleksi dan ciri-ciri profesional. Penyeliaan/bimbingan dan penilaian akan dibuat sepanjang tempoh latihan mengajar oleh mentor dari sekolah dan universiti ke atas semua aspek pengajaran dan tanggungjawab di sekolah.

**Rujukan**

Buku-buku rujukan dari kursus-kursus wajib, opsyen dan elektif yang telah digunakan oleh guru pelatih.
Department: Teaching Practice
Course Code: PT 4233
Course Title: Teaching Practice 3 for Malay Education Degree Programmes
Programme: Malay medium BEd and BA (Pendidikan) degree programmes
Type of Course: Core
Year: 4 (Semester 8)
Units: 8
Contact Hours: 14 weeks
in schools with a minimum of 8
hours of planning, teaching and
supervision per week.
Prerequisite(s): PT 4206
Lecturer(s) / Coordinator: Staff

Aims/Objectives/Rationale
This course aims to provide students with further practical experience in teaching in a school. The
student will have a timetable of teaching within the school that provides opportunities to teach one or
more class groups in the areas studied in his/her education courses. The student teachers will be guided
by mentors from the school and university so that they can become professional teachers.

Course Content:
The experience is designed to provide opportunities to develop planning, teaching and evaluation
skills within a school setting. The student will keep records of daily lesson plans and other activities
in which he/she participated. Whenever possible, students will also observe lesson delivery of
cooperating and other experienced regular teachers. The exact nature of the content will be
determined during the time the student spends in the school, dependent on the opportunities that arise
during the placement. Students will be given opportunities to teach their subject specialisation(s)
individually.
Mentors will guide and coach student teachers to monitor and evaluate the work produced by their
pupils, and adjust teaching and future planning in the light of such information. Student teachers will
also learn to evaluate lessons taught, reflect on their own professional development and demonstrate a
sound understanding of the roles and responsibilities of being a professional teacher. They will be
guided in developing their own teaching competences, styles and creativity.

Assessment: 100% coursework based on the teaching practice files, journals, teaching observed, and
professional conduct while on teaching practice. Coaching, mentoring and assessment will be
conducted throughout the teaching practice period by the school and university mentors, focusing at
all aspects of teaching and other school responsibilities.

Textbook(s)/References:
Heinemann.
Pustaka.
Distributors Sdn. Bhd.
These will be drawn from references used in previous core, option and elective courses taken by the
student teachers in their courses of study.
DEVELOPMENT OF THE PRACTICUM COMPONENT OF TEACHER EDUCATION IN BRUNEI DARUSSALAM

Leong Yong Pak, David Boorer, Gitu Chakravarthy
Universiti Brunei Darussalam

Introduction

Teacher education has been developing in Brunei Darussalam for more than 50 years. What initially began as teacher education at a teacher training centre for certificate teachers has grown into full-fledged teacher education at the university level in the last 25 years offering programmes from certificate up to doctorate levels. There are now many teacher education programmes offered by the Sultan Hassanal Bolkiah Institute of Education for all levels of primary, secondary and technical education teachers in many subject specialisations.

Pengiran Haji Mahmud (2006) described the early formation of the Teacher Training Centre which was set up in Brunei Town in 1956. Before that, from 1930, student teachers were sent overseas to England, West Malaysia, Sabah and Sarawak for training. As the Training Centre was being constructed, student teachers attended lectures using facilities at the Sultan Omar Ali Saifuddin College. In 1959 the Brunei Teacher Training Centre moved into its new building opposite the present Berakas Secondary School. The Centre was renamed Brunei Malay Teachers’ College. In 1963, when its premises were used as a detention centre, the college had to use facilities at the Berakas Secondary School. This continued till 1970. The college was also renamed Brunei Teachers College.

The college moved into its new complex in Gadong in 1971. When it was officially opened in 1972, it was renamed the Sultan Hassanal Bolkiah Teachers College. In 1984, its status was elevated to that of “institute” and renamed the Sultan Hassanal Bolkiah Institute of Education (SHBIE). And since 1985, SHBIE has been part of Universiti Brunei Darussalam (UBD). However, it was not until in 1988 that SHBIE became officially part of UBD.

Like its physical components, there have been many changes in teacher education in Brunei. Central to all reforms in teacher education over the past 50 years has been changes in the format of the practicum component or teaching practice (TP). This paper attempts to trace and discuss the issues and challenges that have been central to the development of this practicum component in SHBIE so that past experiences can inform current and future initiatives in teaching practice reform.

In England and Wales initial teacher training (ITT) combines theoretical learning with at least 18 weeks practising teaching during school placements (Training and Development Agency for Schools (2008). ITT helps teacher candidates develop the skills needed to become an effective teacher. Initial teacher training comes in all shapes and sizes, providing options to suit everyone – no matter what their qualifications, experience, preferences or personal circumstances. For undergraduate teacher training, students could train to be a teacher while completing a degree, such as: Bachelor of Education (BEd) and Bachelor of Arts or Science with QTS (BA or BSc).

For Postgraduate teacher training, candidates could train to be a teacher in one to two years in programmes such as:

- Postgraduate certificate in education (PGCE)
- School-centred initial teacher training (SCITT)
- Employment-based teacher training

Teacher candidates could train and qualify as a teacher while working in a school. Such a myriad of teacher education programmes with different durations of practicum are also prevalent in Brunei and in many other countries.
This paper addresses issues, challenges and decisions pertaining to the development of the practicum component of teacher education in Brunei from a historical perspective. Relevant information was retrieved from minutes and documents of the Teaching Practice Committee from department files maintained in the office of the Head of Department of Teaching Practice. The authors would like to record their appreciation to previous Heads of the Department of Teaching Practice and staff for maintaining the records and for their efforts in developing the organisation, management, procedures and processes of the practicum component of teacher education over the years.

**Initial Practices and Initiatives**

From early years the issues of number and duration of school attachments had been major concerns of SHBIE. In 1991 it was decided to have an initial first exposure of student teachers to the reality of school teaching by sending them to schools to observe lessons, followed by two periods of actual practice teaching during the inter-semester break. Student teachers and school teachers were briefed on guidelines, procedures and processes so that the school attachments could proceed smoothly and effectively for all student teachers and schools. The total allocation of units for the three TP courses over a period of three years was from 8 to 12 units depending on the programme. The allocation of units for TP has also been changing over the years. However, TP assessment was on a pass/fail basis up to 1993 and there were no marks awarded for degree or certificate classification.

Representatives from the Ministry of Education (Primary and Secondary School Sections) were included in the TP Committee from 1991 in order for them to be involved in the development of TP. External examiners recommended the awarding of TP marks and grades from A to F to replace the pass/fail assessment but the TP committee did not agree with the proposal. Many pros and cons were discussed. It was considered not fair for students to be awarded marks/grades because they would be placed in very different schools and classes, and would be graded by supervisors with different expectations of student teachers teaching different subjects. However, in 1992, the matters of grading system and sending student teachers out on TP during the inter-semester break were raised again. Enrolment too was increasing and it was becoming difficult to assign SHBIE faculty to supervise TP students. The idea of enlisting staff without a background in the field of teaching or teacher education from other faculties to assist was mooted. Assistance from other faculties in the supervision of TP students has since been used on several occasions when there were perceived needs. However, there were many challenges and difficulties when non-SHBIE faculty were appointed as TP supervisors because they were not familiar with teaching and learning situations in schools. Likewise, it was becoming difficult to find experienced teachers to be cooperating teachers to assist in mentoring large numbers of student teachers. Normally, class teachers would become the cooperating teachers of students who take over the teaching of their classes. They need to remain regularly with their classes while the student teacher is teaching, and provide guidance and support for them. Incentives for cooperating teachers were considered important and in 1993, it was decided to award them letters of appreciation for their contributions. Again, the difficulty of having enough experienced teachers dedicated to the mentoring of student teachers remains a challenge till today. Some schools do not have enough experienced subject specialists. These issues and challenges persist till today and they will be discussed in this paper.

A national colloquium on developing and strengthening partnerships in teacher education was held in 1996. Five eminent professors from the United Kingdom and Australia were invited as keynote speakers and to discuss issues at a forum. Teaching practice issues and reforms were also discussed and recommended. Among many matters raised were those concerning whether TP should be conducted within or off-semester, mentoring and assessment procedures, grading systems and their consistency across subjects and supervisors, and weightage of TP in the final degree or certificate.
classification. Subsequently, all the programmes were reviewed to incorporate ideas recommended. This was followed by a review of all SHBIE programmes and the TEACH model which focused on coherence and teaching praxis was developed by SHBIE for primary education.

With the turn of the century there were substantial changes in the format of TP for primary education programmes following the TEACH model. Teaching practice was embedded into curriculum and teaching courses. Primary education students would spend 7 weeks attending lectures and then follow up with 7 weeks of teaching practice in school every even semester. However, administrative and assessment constraints were encountered during implementation due to varying interpretations of the model and the sheer explosion of student population compared to faculty numbers.

The TEACH model (Sim, 1998) emphasised the integration of theory and practice through the following approaches in the development of components of a programme. The model tried to resolve the theory-practice dilemma by re-conceptualising the components of the pre-service teacher education programme. For example, a most likely change is for Teaching Practice (T) to become an integral part of the Educational (E), Academic (A) and Curriculum (C) studies courses, so as to form new amalgams, namely Educational Principles and Practice (EP&P), Academic and Pedagogical Content Knowledge (A&PCK) and Curriculum and Teaching (C&T) courses, respectively, as shown.

<table>
<thead>
<tr>
<th>T</th>
<th>Teaching Practice</th>
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<tbody>
<tr>
<td>E</td>
<td>Educational Studies EP&amp;P = Educational Principles &amp; Practice</td>
</tr>
<tr>
<td>A</td>
<td>Academic Studies A&amp;PK = Academic &amp; Pedagogical Knowledge</td>
</tr>
<tr>
<td>C</td>
<td>Curriculum Studies C&amp;T = Curriculum &amp; Teaching</td>
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<tr>
<td>H</td>
<td>Helpful Other Courses</td>
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In 2008 all programmes were again reviewed to align teacher preparation with objectives and aspirations of the New Education Policy, SPN 21. There were concerns that the final semester of teaching practice course of 14 weeks in all preservice teacher education programmes might not be able to provide sufficient opportunities for all student teachers to develop the competences and skills to become confident practitioners who can be reflective and continue to grow professionally on their own. In the review of teaching practice conducted by SHBIE’s Teaching Practice Committee in 2007 and 2008, involving SHBIE staff, the Ministry of Education and primary and secondary schools, it was recommended that preservice students should be provided with more teaching practice experiences in school in line with practices in many other first world countries. Changes in teaching practice recommended for 2008 are discussed with this background in mind. These changes were also incorporated into changes in all programme structures in line with aspirations of SPN 21.

Teaching Practice Format

With the increased student enrolment, heavy teaching load and TP supervision for staff, 1994 saw the recommendation for TP for primary education programmes to be held during semester so that TP supervision is considered as part of faculty’s teaching load, similar to teaching loads of their colleagues in other faculties of the university. Some TP courses for Certificate and BA Primary Education were subsequently conducted during semester beginning in 1995. Lectures for other taught courses in the semester would be doubled up so that students could go out on TP during the semester. There were three TP courses: 2-unit TP 1 of observation, and TP 2 and TP 3 of 4 and 6 units respectively. The durations of the three TP courses were also of 2, 4 and 6 weeks. However, TP for secondary education programmes including postgraduate certificate in education remained off-
semester, that is, during the long vacation or inter-semester break. There were also variations in the number of weeks and units of TP courses in the various programmes.

In the SHBIE TEACH model adopted by primary education programmes, a balanced holistic and coherent allocation of courses was developed. There were no longer stand-alone teaching practice courses. They were embedded and amalgamated with other courses every even semester and shared a 50-50 weightage with lectures with respect to time and assessment. However, this arrangement was abandoned after a couple of years as enrolment exploded with the result that there were lots of administrative and assessment constraints created. The use of elaborate schemes of awarding marks for assessment of teaching the many different subjects created a plethora of complications. Teaching practice courses were re-instated and had to be conducted in the final semester (within semester) for 14 weeks following the secondary education degree programmes. Supervisors reverted to the Assessment of Teaching Practice (ATP) form. The first author had also recommended the inclusion of reflectivity and elements of action research for students during TP in November 1995, especially in the third and fourth years. The new ATP forms included assessment of whether TP students were reflective on their previous teaching and whether they took actions to change such identified situations.

It was timely that in 2007 there were units available from the Language Centre and Logic and Thinking courses. There were inactive teaching practice courses for both diploma and degree programmes which could be updated and reactivated. In the 2007-2008 review of all teacher education programmes, it was recommended that diploma and first degree programmes should have two and three TP courses respectively.

SHBIE recommended that additional teaching practice experiences were needed for student teachers to develop their confidence and competences. The 4-week “school observation” which carries no units would be replaced by “teaching assistantship” in May-July (during the inter-semester break) after the 2nd and 4th semester for diploma and degree students respectively. They would be 2-unit courses and referred to as TP 1 - Teaching Assistantship.

Two reactivated 4-unit TP 2 courses are scheduled for 7 weeks during or after the 6th semester for English and Malay medium degree students. It is preferred to include teaching practice within the semester if there are fewer taught courses in that semester so that school experiences can be linked more closely to lectures and school-based assignments can be carried out while in school. [Student teachers will be mentored by experienced school teachers and HoDs. They would have opportunities to teach alongside and collaboratively with experienced teachers. The progression is from Teacher Assistant to teaching alongside and then actual teaching alone with guidance from mentors. Elements of progression, balance, coherence and holism from the TEACH model are adopted.]

The third 8-unit TP course would remain in the final semester for 14 weeks and teacher candidates would be mentored and supervised by both school and SHBIE staff. Postgraduate and other teacher-certification candidates would likewise have their TP within semester for a day a week. Instead of the usual teaching practice, these “inservice” teacher candidates would teach a day a week alongside class teachers and/or carry out “arranged teaching” and other related school-based assignments linked to their lectures. This TP model follows that of the technical education programme. Schools will also be playing a bigger role in mentoring these teacher-candidates.

In terms of logistics, it is envisaged that Teaching Practice Committee members would be assisting in the coordination of the many teaching practice courses of the various primary and secondary education programmes. Better networks could be formed among student teachers, SHBIE faculty, schools and the Ministry of Education for the benefit of all stakeholders. There is also consideration of appointing School TP coordinators as “associate” lecturers so that they can play a bigger role in mentoring student teachers and working on research related to teaching practice issues and challenges with SHBIE faculty.
Additional teaching practice courses have been approved by the university. The new TP courses are:

PT 0206: Teaching Practice 1 Teaching Assistantship for diploma students
PT 0305: Teaching Practice 2 for diploma students
PT 2211: Teaching Practice 1 Teaching Assistantship for all education degree students
PT 3207: Teaching Practice 2 for all education degree students
PT 4232: Teaching Practice 3 for all education degree students
PT 2212: Latihan Mengajar 1 – Teaching Assistantship for all BA Pendidikan students
PT 4206: Latihan Mengajar 2 for all BA Pendidikan students
PT 4233: Latihan Mengajar 3 for all BA Pendidikan students

**Assessment System**

After much deliberation grades of A to F were awarded in 1994 to replace the pass/fail assessment following guidelines for supervisors. This included a 58-item checklist on the Feedback on Teaching form used for assessment. Cooperating teachers were not involved. However, no marks were awarded and these grades were not counted in the degree classification for some years. This was followed by a period when marks were awarded but they were still not actually used for computing of degree classification until about 2003/2004. School cooperating teachers and TP coordinators are playing an increasingly important role in mentoring student teachers. This will be especially so for the first and second TPs which will carry a pass/fail grade. Mentoring workshops are held regularly with senior teachers from schools so that there is more consistency among all mentors. Since 2006 SHBIE supervisors have to consult with school mentors and TP coordinators in the awarding of TP grades. The final TP will be graded A to F by both SHBIE and schools.

Up to the year 2008, school attachment for observing classes of practising teachers carried no units. However, methods course lecturers could assign tasks for students to carry out while on “observation” attachment to school, and such assignments carried marks for course work. The three new TP courses would carry 2, 4 and 8 units respectively. The total number of units at 14 is also more than what was previously allotted for TP.

A new ATP form was introduced around the year 2000 to replace the 58-item feedback form which consisted of a list of skills and attributes that were rated from always observed to rarely observed. This new qualitative assessment form was revised slightly in 2007. Basically, it assessed the following six main teaching processes and competencies. SHBIE supervisors and school cooperating teachers would write comments in the appropriate areas on the ATP form to provide feedback to student teachers. Often, supervisors would have to write on additional paper or students’ lesson plans as the spaces for comments on the form were limited.

1. **KNOWLEDGE OF SUBJECT MATTER AND/OR SKILLS**, e.g. Mastery of subject matter and/or skills; Use of appropriate examples.
2. **PLANNING**, e.g. Delineating learning objectives; Selecting content/materials/media; Determining procedures.
3. **DEVELOPING THE LESSON**, e.g. Arousing interest; Stimulating thinking; Encouraging participation; Maintaining pace of lesson; Lesson closure.
4. **COMMUNICATING**, e.g. Probing and informing/explaining; Questioning and responding; Use of voice; Command of language; Using media and resources
5. MANAGING, e.g. Establishing rapport; Managing behaviours; Managing group/individual work; Managing time.
6. EVALUATING, e.g. Using and giving pupil feedback; Monitoring pupil understanding and modifying teaching; Encouraging pupil self-evaluation; Using and marking written work.

Additional limited space was available on the form for comments on student teachers’ reflections, general comments and other suggestions. In the latter part of the teaching practice period, supervisors and cooperating teachers would indicate the grade from A to F as formative assessment for TP students’ lessons that they observed.

In 2008 a new Teaching Practice Profile Pro Forma was developed to be trialled. Mentors could choose to use the existing ATP form or the new profile pro forma. Mentors would rate TP students on a 5-point scale on a list of attributes or skills. The ratings were 1-Needs serious attention; 2-Needs attention; 3-Satisfactory; 4-Good; 5-Outstanding. The list of categories of attribute and skills are as follows.

**Content/Skills Knowledge**
1. Subject and/or skills knowledge

**Personal Attributes**
2. Empathy
3. Self-confidence/Authority

**Teaching/Communication Skills**
4. Use of voice
5. Questioning technique/skills
6. Lesson pace
7. Use of reinforcement
8. Language level
9. Students’ work & learning outcomes
10. Relates to real world

**Management Skills**
11. Classroom management
12. Mobility
13. Organization
14. Lesson plan
15. Timing

Space is available on the form for mentors to comment on each of the attributes/skills. Additional attributes/skills could also be written on the form should it be necessary. There is space also for comments on other professional matters, attitudes, dispositions, rapport with students and teachers, motivation and commitment to responsibilities such as assessment of students’ work, co-curricular activities and other non-teaching duties. Mentors could use the profile pro forma to provide feedback to student teachers and guide them to improve on particular attributes and skills. Mentors could also try to award grades based on the pro forma. However, initial feedback from a few mentors who used them found it difficult to use for awarding grades. There were students who excelled in certain skills but did badly in others. The pro forma was most useful for providing specific feedback to TP students and will continue to be trialled.
Other Issues and Challenges

SHBIE in its efforts to further develop its teacher education programmes organised an annual national seminar/workshop in education (SANSWE) in 2007 with a focus on current trends and practices in teacher education. The keynote speaker elaborated on the need to establish a clear link between theory and teaching practice and strong school-university partnership in bridging the theory-practice divide (Goh, 2007). As in many other countries and in Singapore, SHBIE has also been continuously developing such partnership and greater coherence among courses and the practicum components in all teacher education programmes.

During the SANSWE 2007 seminar, group discussions were organised for teacher participants to voice their concerns and recommendations to inform SHBIE of issues and challenges in schools when student teachers undergo their practicum. These views were then presented at a plenary session by the groups. Some issues on mentors and teaching practice inadequacies were raised and recommendations made (Lena, Boorer & Chamberlain, 2007; Loo, 2007). Several participants from schools reported that they did not have sufficient experienced teachers in certain subjects who were willing to be mentors. This has been a perennial problem for about a decade, and incentives and recognition such as the award of letters of appreciation might be able to bring temporary relief to the situation for those few schools that still experience the problem. In the past there had been many expatriate teachers employed in Brunei and it is only in recent years that local teachers are filling up positions in secondary schools. Hopefully, in a few more years, there will be more willing and experienced local teachers able to take up the mentoring role.

A major challenge is the placement of Malay medium subject TP students in secondary schools. There are large numbers of student teachers enrolled in these programmes and very few classes to teach in schools. SHBIE is “freezing” temporarily (for 2008) the admission of preservice teachers for the Sarjana Muda Sastera Pendidikan (BA Education – Malay medium) programme. It was also reported that there were not enough school experiences for student teachers and they had not been exposed to the “real world of schools” (Lena, Boorer & Chamberlain, 2007, p. 45) and other responsibilities of teachers outside the classroom. Changes to the practicum component of teacher education beginning 2008 plan to address these challenges. There will be more teaching practice courses, greater linkage of lectures to practicum, and greater involvement of schools in mentoring.

The group discussions on teaching competences reported that “80% of teaching competence relates to matters pertaining to practice” (Perera & Kyeleve, 2007, p. 50). However, teachers in the group were of the opinion that circumstances were not conducive for schools to take over the responsibility of training student teachers. The report then outlined a long list of indicators for teaching competence in technical, primary and secondary schools. Changes in the practicum at SHBIE has taken this into consideration and SHBIE efforts are focussed on fostering school-ministry-university partnerships to provide fruitful and progressive school experiences to student teachers to enculturate them into positive and effective learning and teaching environments in schools.

When schools are better empowered, as in England and Wales, school teachers could take on greater mentoring roles and teacher candidates could train and qualify as teachers while working in a school (TDA, 2008).

The TDA framework of professional standards for teachers could be a guide for further improvement of the assessment aspects of the practicum component. Culturally appropriate elements of the first stage of standards for qualification to become teachers could be seriously considered. The TDA standards define the characteristics of teachers at each career stage. Specifically it provides professional standards for:

• the award of Qualified Teacher Status (QTS) (Q)
• teachers on the main scale (Core) (C)
• teachers on the upper pay scale (Post Threshold Teachers) (P)
• Excellent Teachers (E)
• Advanced Skills Teachers (ASTs) (A).

Postscript

It can be seen that there has been much effort in the last 20 years at developing both teacher education and the practicum component of teacher education. We have arrived at an encouraging and exciting stage of collaboration among all stakeholders that enables the discussion and trialling of practices that have shown evidence of success in other countries. Second year education students would now be placed in schools as “teaching assistants” (TAs). They are required to assist teachers in teaching and non-teaching duties as assigned by the school. These could include, among other responsibilities, assisting teachers in preparing teaching and learning resources and worksheets; marking of pupils’ work and tests; helping slower pupils in class under the supervision of the class/subject teacher; helping teachers in non-teaching duties in the library, ICT and science laboratories and other resource rooms and co-curricular activities. Initial feedback from schools and student teachers have been very positive and encouraging. Student teachers are writing about all their various school experiences and what they have learned from them. This new role as TA is in addition to assignments that lecturers may set for students when they take their courses the following semester. Such assignments could focus on classroom practices, organisation and management, pupils’ understanding and identifying teaching and learning challenges in the various subject areas.

Schools are also certifying that student teachers have demonstrated certain basic attributes which potential teachers need to possess. Among these are:

*Interaction with pupils*
1. Is supportive and builds constructive relationships with pupils.
2. Shows positive values expected from children and young people.

*Framework*
3. Is aware of the professional duties of teachers.

*Communicating and working with others*
4. Has a commitment to collaboration and co-operative working as a team member.

*Personal professional development*
5. Acts upon advice and feedback.

Subsequent teaching practices in the third and fourth years will provide student teachers with lots of opportunities to develop their own competences and skills with guidance and support from mentors from schools and the university. They are expected to take action on feedback from mentors and to reflect on their own actions. Much effort still needs to be done. In order to form closer and more effective partnerships with schools and the Ministry of Education, SHBI needs to continue to consult with and explore all possible alternatives collaboratively. There needs to be more open dialogue and discussions so that better-informed decisions based on evidence can be made. And there needs to be consensus in decision-making. Even then, the best-informed decisions will not be effective forever. Teacher education inclusive of the practicum component is complex and dynamic, and the factors impacting on the procedures and processes will constantly change. The only constant is change. Nonetheless, mutual support for all such agreed endeavours of the majority is vital, and
innovations cannot move forward if the few dissenters will not cooperate and keep back-tracking on decisions made. What can drive us forward is educative leadership and decision-making by all.

Where TP is assessed on a pass/fail grade, it is quite straightforward to award the grade based on a list of attributes, competences and behaviours. The assessment of the final TP course and award of marks needs to be holistic based on TP files maintained; overall effort; knowledge and/or skills; attributes; competences; disposition and professionalism; and methods of teaching specific subjects. For better consistency, university supervisors are required to consult with school TP coordinators and/or cooperating teachers before recommending a mark to the Department of Teaching Practice.

For overall consistency, all teaching and professional aspects must be “good” for the award of a grade C (60-69%); B (70-79%) if the student is outstanding in many aspects; and Grade A (80-100%) if outstanding in most aspects. A possible scenario for Grade D (50-59%) is where there are a few acceptable/satisfactory areas that TP student could improve on. A possible scenario for Grade E (40-49%) is where there are many acceptable/satisfactory areas to improve on.

A failing grade of F (less than 40%) is awarded when there are many inadequacies that a TP student must overcome by extending or repeating the teaching practice. Outright failure of less than 30% mark will require a repeat of the TP course. For a TP course mark of 30 to 39 percent (where a student is eligible for a supplementary exam according to UBD examination regulations) an extension of 4 to 10 weeks of TP will be recommended. When there are borderline cases, the Department of Teaching Practice will have to rely on the assessment forms of both the university supervisor and cooperating teachers. A well-maintained TP file with well-planned lessons, appropriate and challenging activities and worksheets for pupils, and critical reflections can certainly help raise the marks of student teachers. An excellent TP file is a requirement for a distinction grade and needs to be submitted together with A, E and F grades to the Department of Teaching Practice.

Teaching practice is just the beginning acquisition of teaching competences. As many SHBIE faculty have argued, student teachers will need years to become experts. Such expert teachers would have acquired a huge repertoire of experiences and skills over many years. Expert teachers know the content that they teach very well (having taught them repeatedly), can easily handle diversity in learners, and can capitalise on “teachable moments”. Professional growth is the acquisition of knowledge and competences about teaching and pupils that they teach, and how pupils learn. This requires a life time of commitment and dedication. Then only can we see the product of a truly professional, competent and effective teacher. One cannot expect a student teacher or novice teacher to be able to demonstrate such expertise. Such considerations will bring more consistency to the assessment of teaching practice in the final semester.

References
TEACHING PRACTICE
GUIDELINES FOR STUDENT TEACHERS

DEPARTMENT OF TEACHING PRACTICE
SULTAN HASSANAL BOLKIAH INSTITUTE OF EDUCATION

UNIVERSITI BRUNEI DARUSSALAM

1. Objectives of Teaching Practice

Teaching Practice is intended to provide you with opportunity to teach, observe and work with and learn from experienced teachers in the school under the supervision of your Cooperating Teacher(s) and UBD supervisor. In general it is intended to provide you with an opportunity to;

a) experience and understand the rules, duties and responsibilities of a teacher;
b) apply learning theories in an actual teaching and learning situation;
c) develop skills and techniques in planning and presenting lessons as well as guiding the learning activities of pupils;
d) develop self-confidence, and qualities of adaptability and sensitivity appropriate to school situations;
e) establish appropriate teacher-pupil relations;
f) develop an understanding of the general administrative structure of the school system;
g) specifically, strive to achieve the following objectives;
   ❖ ability to present lessons in a clear manner with proper pacing;
   ❖ ability to demonstrate competent knowledge in the respective subjects;
   ❖ ability to communicate effectively (fluency of language, audibility, pitch and tone);
   ❖ ability to use black/whiteboard, teaching aids, questioning techniques and explanations to facilitate pupil learning;
   ❖ ability to facilitate classroom interaction (pertaining to attention to both class and individual pupils). In addition, the ability to stimulate greater pupil participation to improve teacher-pupil rapport is also important;
   ❖ ability to improve teaching effectiveness (through initiative, resourcefulness and creativity in teaching), thereby stimulating greater pupil interest;
   ❖ ability to exercise good class control and discipline;
   ❖ ability to maintain good class management (through seating arrangements and exercising appropriate safety measures and precautions where necessary);
   ❖ ability to effectively assess pupils (using oral questioning techniques during a lesson);
   ❖ ability to assess pupils understanding of a lesson (through classroom activities or homework and related written assignments);
   ❖ ability to construct relevant, valid and reliable tests on a weekly, monthly and termly basis.

2. Expectations from Student Teachers

a) During teaching practice you must demonstrate a desire to learn about teaching and learning, and respond positively to suggestions and comments.
b) You must also develop good rapport with your pupils by understanding and appreciating their needs, problems, difficulties as well as aspirations.

c) You should learn to adapt yourself to the particular needs of your pupils, and the factors of the school environment which may restrict and limit the applicability of your learning theories acquired at UBD.

d) You should also begin to define, formulate and consolidate your own personal teaching style, approach, skills and strategies suitable to your ability strengths, weaknesses and personality.

e) You should also strive to improve your knowledge of your subject(s).

3. Student Teacher’s Responsibilities

a) Follow all school policies and procedure
Student teachers are effectively members of staff of the school while on school attachment and are bound by the same rules that apply to all staff.

b) Punctuality and Absentism
- You should be punctual in arriving at the school, in getting to the class for your lesson, and in discharging of all professional duties.
- You are not allowed to leave the school early without the prior approval of the headmaster/mistress.
- Official approval from the Headmaster/Headmistress and from the Dean/Deputy Dean of UBD, must be obtained if you need to be absent from school on non-medical grounds.
- All health-related absences must be supported by Medical certificates, copies of which must be submitted without delay and without demand to the Headmaster/Headmistress and Head of Teaching Practice Department.

c) On your first day in school you will report to the Headmaster/Headmistress for briefing in school procedures and regulations which you have to observe.

d) You will also discuss with the Co-operating teachers on matters such as your teaching time-table, scheme of work, textbooks, class assignments, etc.

e) As soon as possible, WITHIN THE FIRST WEEK, you MUST provide the UBD Supervisor with a copy of your personal time-table. It is your responsibility to make sure the supervisor knows when you are teaching, and how to contact you if he/she needs to do so.

f) You will conform to the school dress code at all times.

g) You are required to teach 12 to 15 periods per week. You may be required to teach additional periods if the need arises.

h) You are expected to be in school during school hours and be punctual at all times.

i) You are to provide the observer (e.g. Supervisor, Co-operating teacher, etc) with a copy of your lesson plan each time you are being observed in your teaching.

j) You should also perform the duties of a class teacher (including taking attendance, etc) if required to do so.

k) If for some valid reason you are unable to teach please inform the school beforehand and produce evidence to support your reason for being absent, e.g. medical certificate. (Your UBD Supervisor must be informed at all times). If you cannot contact your supervisor, leave a message with the SHBIE Office (Tel: 2463001 Ext. 1588).

l) You must ensure that pupil’s written work are checked/ marked regularly and returned on time.

m) You must be prepared for your lessons – lesson plans, notes, teaching aids, etc about one week before each lesson.

n) You should participate actively in school ECA/CCA programmes and undertake examination invigilation when required.

o) You should organise remedial classes/examination revision classes for your pupils when necessary.

p) You must ensure that the safety of your pupils is given due consideration when conducting your lesson especially in physical education, science practicals and field trips/work.

q) You are required to undertake any other official duties and responsibilities in school as and when instructed by the headmaster/mistress.
You must inform the Cooperating teacher of the time and day of your UBD supervisor’s observation visit as much as possible.

You must ensure that a chair and desk are reserved for the Supervisor and Cooperating teacher(s) at the back of your classroom.

At the end of the teaching practice period, return all books, equipment and teaching aids you may have borrowed from the school or used the school funds to purchase.

On the last day of teaching practice thank the Headmaster/ Headmistress and staff of the school.

### 4. Supervisor and Cooperating Teacher

a) You will be assigned one/two UBD Supervisor(s) as well as one / two Cooperating teacher(s) from the school, who will provide you with information and advice on your preparation and teaching. You are expected to work closely with them.

b) The UBD Supervisor will visit from time to time to assess and counsel you on matters relating to teaching practice. However, if you need further counseling you can make an appointment to see the Supervisor at UBD after school hours or keep in contact by email.

c) Consult your Cooperating Teacher(s) for advice and guidance at all times when in school.

d) Your Teaching Practice supervision will be done by the Co-operating teacher(s).

### 5. Problems

If you face any problem related to teaching practice, please try to deal with it by discussing with your Cooperating Teacher, UBD Supervisor, Headmaster / Headmistress in that order.

If this process does not resolve the matter, then contact the Head, Department of Teaching Practice:

- Tel: 2463001 Ext 1560
- Fax: 2460561
- Email: hodtp@shbie.ubd.edu.bn
- Visit: SHBIE Room 2.41

### 6. Social Interaction in School

You will cooperate and assist members of the school staff in every way possible. You will also relate to your pupils in a professional manner.

### 7. Observations of Teaching by Other Teachers/ Student-Teachers

You should take particular note of the following features when observing another teacher teaching, which usually occurs in the first week of the TP session:

a) Procedures or rules relating to pupils entering the class; record attendance and handling of late-comers.

b) Set Induction or introduction to the lesson(s) (including methods used to get the class to “settle down”)

c) Presentation (use of teaching aids, clarify of explanation and language, questioning techniques, teaching approach, pacing and use of blackboard, etc.

d) Setting of class work, homework, tests, practical work and other related activities.

e) Methods of giving instructions, comments, encouragements, praise, positive criticism, etc.

f) Methods of motivating the pupils (how to focus attention on the teaching; how to stimulate interest and how to improve pupils participation).

g) Teaching styles (including teacher-pupil rapport)

h) Methods of evaluating pupils understanding of the lesson(s)
i) Methods of concluding a lesson (lesson summary, question and answer sessions, quizzes and discussions, etc)

8. Teaching Practice File

You are to keep a record of your teaching activities in school in your teaching practice file. This will include:
   a) Your lesson(s) plans/ notes, etc;
   b) Records of lessons observed;
   c) Self-evaluation (a report of what you have learnt about yourself, your teaching, the strengths and weaknesses of your teaching) after each lesson.
   d) Resources you have used for your teaching (if they can be filed).

The file must be available at all times, for the Cooperating teacher and UBD Supervisor to check.

9. Incomplete Teaching Practice Duration

You are required to undergo the whole duration of teaching practice unless you have valid reasons for not doing so. However,
   ▶ if you are absent with permission for less than 25% of the total number of teaching days and performance is satisfactory then you are exempted from covering the number of days you have missed;
   ▶ if you are absent with permission for less than 25% of the total number of teaching days and you are in danger of failing a second opinion on your performance will be sought;
   ▶ if you are absent with permission for 25% of the total number of teaching days and your performance is satisfactory then you may be exempted from completing the part of teaching practice which you have missed;
   ▶ if you are absent with permission for 25% of the total number of teaching days and your performance is NOT satisfactory, then you will be required to complete the part of teaching practice which you have missed;
   ▶ if you are absent with permission for more than 25% but less than 50% from the total number of teaching days you will be required to complete this part of teaching practice at a time to be determined by the Department of Teaching Practice; and
   ▶ if you are absent (with or without valid reasons) for 50% of the total number of teaching days or more, you will be required to repeat the whole duration of your teaching practice.

10. Failure

A candidate who fails teaching practice normally, will, have to wait until the next offering of a similar programme.

11. Grading

Teaching Practice will be graded on A, B, C, D, E, F basis where F means FAIL

12. Methods of Teaching Practice Assessment

The UBD Supervisor(s) / Cooperating Teacher(s) will use the Assessment Teaching Practice form (ATP) to assess your teaching performance.

Formative assessment will be conducted and the ATP forms should be given to you and discussed with:-
   ▶ Your Cooperating Teacher at least once a week.
   ▶ Your UBD Supervisor after each observation.

If you do not receive any ATP forms after being observed, please ask for them from your Cooperating Teacher or Supervisor, as this is important record of feedback for you to improve on your teaching.
Summative assessment will be made at the end of the teaching practice period by both your UBD Supervisor and Cooperating Teacher.

1. Objektif Latihan Mengajar

Latihan mengajar memberikan peluang kepada awda untuk mengajar, memerhati, dan bertugas bersama dan belajar dari para guru yang berpengalaman di sekolah, di bawah pengawasan guru penyelia awda dan penyelia UBD. Pada umumnya, latihan mengajar memberikan peluang kepada awda untuk:

h) Mengalami dan memahami peraturan, tugas dan tanggungjawab seorang guru.
i) Mengaplikasikan teori-teori pembelajaran dalam situasi pengajaran dan pembelajaran sebenar.
j) Memperkembangkan kemahiran dan teknik dalam merancang dan mempersembahkan murid serta membimbing aktiviti-aktiviti pembelajaran murid.
k) Memperkembangkan keyakinan diri, meningkatkan mutu penyesuaian diri dan mewujudkan rasa sensitif yang bersesuaian dalam situasi-situasi sekolah.
l) Mengadakan hubungan yang sesuai antara guru dan murid.
m) Meningkatkan kefahaman terhadap struktur am sistem pentadbiran sekolah
n) Secara khusus, berusaha untuk mencapai objektif-objektif berikut;
   ▪ Berkemahiran dalam mempersembahkan pelajaran dengan jelas menggunakan langkah-langkah yang bersesuaian;
   ▪ berkemahiran untuk mendemonstrasikan pengetahuan luas dalam subjek-subjek berkenaan;
   ▪ berkemahiran untuk berkomunikasi dengan berkesan (penggunaan bahasa, kejelasan suara, nada dan intonasi dan lain-lain);
   ▪ berkemahiran dalam mengawal kelas serta disiplin yang baik (melalui susunan tempat duduk, pelaksanaan langkah-langkah keselamatan jika perlu);
- Berkemahiran untuk menilai murid dengan berkesan (menggunakan teknik penyoalan ketika pengajaran berlangsung);
- Berkemahiran untuk menilai kefahaman murid terhadap pelajaran (melalui aktiviti kerja kelas atau kerja rumah dan tugas bertulis yang lain);
- Berkemahiran untuk membina soalan ujian mingguan, bulanan dan penggal, yang bersesuaian, sah dan bolehpercaya;

2. Jangkaan Dari Guru Pelatih

f) Ketika latihan mengajar, awda perlu memperlihatkan kemahuan untuk belajar asas-asas pengajaran dan pembelajaran dan bertindak positif kepada komen dan cadangan.
g) Awda perlu mengadakan hubungan baik dengan para murid dengan memahami dan menghargai keperluan, masalah, kesukaran mereka. Hargailah juga aspirasi mereka.
h) Awda perlu menyesuaikan diri dengan keperluan khusus murid awda atau keadaan sekolah yang mungkin mengehadkan pelaksanaan teori-teori pembelajaran yang awda perolehi di UBD.
i) Awda juga perlu mulai mendefinisikan dan merumuskan cara atau stail pengajaran awda sendiri, pendekatan yang dibuat, kemahiran dan penggunaan strategi yang bersesuaian dengan kelebihan, kelemahan dan personaliti awda.
j) Awda perlu berusaha untuk meningkatkan pengetahuan dan menguasai kandungan subjek-subjek yang diajar.

3. Tanggungjawab Guru Pelatih

v) Mematuhi semua prosedur dan polisi sekolah.
Guru pelatih pada dasarnya menjadi kakitangan sekolah apabila berada di sekolah dan terikat sama dengan peraturan yang patuhi kakitangan sekolah lainnya.
w) Ketepatan masa hadir dan ketidakhadiran
- Awda perlu hadir tepat waktu di sekolah, memasuki kelas untuk pengajaran, dan dalam menyerahkan kembali tugas-tugas professional.
- Awda tidak dibenarkan untuk awal meninggalkan sekolah tanpa terlebih dahulu mendapat kebenaran guru besar/ pengetua.
- Kebenaran rasmi dari guru besar / pengetua dan dari dekan / timbalan dekan IPSHB UBD, mestimpo atau kepala estas sebab-sebab selain masalah kesihatan.
- Semua ketidakhadiran atas sebab-sebab kesihatan mesti disertakan sijil perubatan, dan salinan salinannya mestimpo atau kepala atas sesi latihan mengajar.

x) Di hari pertama awda tiba di sekolah, awda perlu melapor diri kepada pengetua / guru besar untuk taklimat berhubang prosedur dan peraturan sekolah yang mesti dipatuhi. (awda digalakkan untuk melawat sekolah / pengetua / guru besar beberapa hari sebelum awda memulakan sesi latihan mengajar untuk membiasakan diri dengan sekolah tersebut).
y) Awda perlu berbincang dengan guru penyelia berhubang jadual mengajar, skema kerja, sukatan pelajaran, buku teks, tugas kelas dan sebagainya.
z) Di HARI-HARI MINGGU PERTAMA, awda perlu menyerahkan salinan jadual mengajar awda kepada penyelia UBD awda secepat mungkin.

aa) Awda perlu mematuhi kod pakaian sekolah pada setiap masa.
bb)Awda perlu mengajar antara 12 hingga 15 period seminggu. Awda mungkin mengajar period tambahan jika diperlukan.
c) Awda dikenakan untuk berada di sekolah ketika jam sekolah dan hadir tepat waktu pada setiap masa dan acara.

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dd) Awda perlu menyerahkan salinan rancangan persediaan mengajar kepada pemerhati (penyelia UBD, guru penyelia dan sebagainya) setiap kali pengajaran awda diperhatikan.

ee) Awda perlu memikul tugas-tugas sebagai guru kelas (termasuk mengambil kedatangan dan sebagainya) jika diperlukan untuk membuat demikian.

ff) Jika atas sebab-sebab tertentu awda tidak dapat mengajar, sila maklumkan kepada Penyelia UBD, guru penyelia dan sebagainya. Penyelia UBD mesti menghubungi awda sebanyak sekali mungkin.

gg) Awda mesti memastikan bahawa tugas-tugas pelajar diperiksa dan dimarkah sepanjang masa dan dikembalikan sebagai segera.

hh) Awda mesti bersedia untuk pengajaran awda – persediaan mengajar, nota, alat bantu mengajar, kira-kira seminggu sebelum pengajarannya bermula.

ii) Awda perlu menyertakan penyelia UBD dan guru penyelia dalam aktiviti mengajar, program ECA dan menjadi pengawas peperiksaan jika diperlukan.

jj) Awda perlu merancang kelas tambahan / kelas ulangkaji peperiksaan untuk pelajar awda bila perlu.

kk) Awda mesti memastikan bahawa keselamatan pelajar awda terjamin ketika mengajar, khususnya ketika pengajaran fizikal, praktikal sains dan tugas/latihan ke luar sekolah.

ll) Awda perlu mengetahui bahawa pengetua sekolah dan guru penyelia mesti memberikan khidmat nasihat kepada awda.

mm) Awda mesti memastikan bahawa kerusi dan meja disediakan bagi penyelia UBD dan guru penyelia di bahagian belakang kelas awda.

nn) Awda mesti menghargai pengetua / guru besar dan kaki tanah di sekolah dengan ucapan terima kasih.

4. Penyelia UBD Dan Guru Penyelia

e) Awda akan ditempatkan di bawah pengawasan satu atau lebih penyelia UBD dan satu atau dua orang guru penyelia di sekolah, yang akan memaklumkan awda berhubung persediaan dan pengajaran. Awda diharapkan dapat memberikan kerjasama sewajarnya kepada mereka. Dapatkan nasihat daripada mereka jika awda menghadapi sebarang masalah.

f) Jika ada perubahan atau pembatalan waktu mengajar, beritahu penyelia UBD Penyelia.

g) Penyelia UBD akan melawat dari semasa ke semasa untuk menilai dan memberikan khidmat nasihat berhubung latihan mengajar. Namun, jika awda memerlukan khidmat nasihat tambahan, awda bolehlah berjumpa dengan penyelia UBD awda di UBD selepas jam sekolah berakhir atau sentiasa berkommunikasi melalui email.

h) Awda digalakkan untuk sentiasa memohon khidmat nasihat serta bimbingan dari guru penyelia awda apabila berada di sekolah. Penyeliaan Latihan Mengajar awda akan dibuat oleh Guru Penyelia.

i) Awda dikehendaki mengajar kedua subjek major dan minor sepanjang tempoh latihan mengajar dan bukan satu subjek untuk separuh tempoh masa itu. Jika mengajar di sekolah rendah, awda dikehendaki mengajar beberapa subjek.

5. Masalah
Jika awda menghadapi masalah berhubung latihan mengajar, sila berusaha untuk menyelesaiakannya terlebih dahulu dengan guru penyelia, kemudian penyelia UBD, kemudian pengetua / guru besar.
Jika masalah masih tidak dapat diselesaikan, sila hubungi Ketua, Jabatan Latihan Mengajar:

Tel:  2463001 sambungan 1560
Fax:  2460561
Email:  hodtp@shbie.ubd.edu.bn
Jumpa:   SHBIE Bilik 2.41 (Keberadaan Ketua Jabatan akan dipaparkan di jadual yang dilekatkan di pintu)

6. Interaksi Sosial Di Sekolah
Awda perlu memberikan kerjasama dan berusaha untuk membantu kakitangan sekolah dengan ikhlas dan senang hati. Awda juga perlu memastikan hubungan awda dengan pelajar adalah hubungan profesional, antara guru dan pelajar.

7. Pengajaran Yang Diperhatikan Oleh Guru Lain / Guru Pelatih Lain
Awda perlu memastikan perkara berikut bila memerhatikan pengajaran guru lain, yang biasanya dilakukan di minggu awal sesi latihan mengajar:
  j) Prosedur atau peraturan mengenai pelajar memasuki kelas; rekod kedatangan dan pengendalian pelajar yang lewat masuk.
  k) Set induksi atau pengenalan kepada pelajaran termasuklah kaedah yang digunakan untuk 'menenangkan' kelas.
  l) Persembahan (kemampuan menarik minat pelajar, penggunaan alat bantu mengajar, penerangan dan bahasa yang jelas, teknik penyoalan, pendekatan pengajaran, kesinambungan, penggunaan papan tulis dan sebagainya)
  m) Merancang tugasan kelas, kerja rumah, kerja praktikal dan aktiviti yang berkaitan.
  n) Kaedah dan tatacara memberi arahan, komen, penggalakan, pujian, kritikan positif dan sebagainya.
  o) Kaedah memotivasikan pelajar (bagaimana mengetahui perhatian murid terhadap pelajaran, bagaimana menarik minat dan meningkatkan penyertaan pelajar)
  p) Stail pengajaran (termasuklah hubungan baik antara guru dan pelajar)
  q) Kaedah menilaian kefahaman pelajar terhadap pelajaran.
  r) Kaedah menutup pelajaran (menyimpulkan pelajaran, sesi soal jawab, kuiz dan perbincangan dan sebagainya).

8. Fail Latihan Mengajar
Awda perlu menyimpan rekod aktiviti pengajaran awda di sekolah dalam fail latihan mengajar. Fail tersebut hendaklah mengandungi;
  e) Persediaan mengajar / nota pengajaran dan sebagainya.
  f) Rekod pengajaran yang telah diperhatikan / dinilai.
  g) Penilaian sendiri (laporan mengenai apa yang telah awda pelajari tentang diri awda sendiri, pengajaran awda, kelebihan dan kelemahan pengajaran awda) setelah selesai pengajaran.
  h) Sumber pengajaran dan pembelajaran yang telah digunakan (jika dapat difailkan)
9. Sesi Latihan Mengajar Yang Tidak Cukup Tempoh

Awda perlu menjalani keseluruhan tempoh latihan mengajar kecuali atas alasan yang sah. Jika,
- Jika awda tidak hadir dengan kebenaran, kurang daripada 25% daripada jumlah keseluruhan hari mengajar dan pencapaian adalah memuaskan, awda adalah terkecuali dari mengulang baki hari yang awda tidak hadir.
- Jika awda tidak hadir dengan kebenaran, kurang daripada 25% daripada jumlah keseluruhan hari mengajar dan awda dikhututir akan gagal, maka penyelia kedua akan dilantik untuk menilai pencapaian awda.
- Jika awda tidak hadir dengan kebenaran untuk 25% daripada jumlah keseluruhan hari mengajar dan pencapaian awda adalah memuaskan, awda mungkin terkecuali dari mengulang baki hari yang awda tidak hadir.
- Jika awda tidak hadir dengan kebenaran untuk 25% daripada jumlah keseluruhan hari mengajar dan pencapaian tidak memuaskan, awda akan diperlukan untuk menyempurnakan sesi latihan mengajar pada baki hari yang awda tidak hadir.
- Jika awda tidak hadir dengan kebenaran, lebih dari 25% tetapi kurang daripada 50% daripada jumlah keseluruhan hari mengajar, awda diperlukan untuk menyempurnakan baki sesi latihan mengajar pada waktu yang akan ditentukan oleh Jabatan Latihan Mengajar; dan
- Jika awda tidak hadir (dengan atau tanpa alasan yang sah) untuk 50% daripada jumlah keseluruhan hari mengajar, awda diperlukan untuk mengulang keseluruhan sesi latihan mengajar.

10. Kegagalan
Seorang calon atau guru pelatih yang gagal dalam sesi latihan mengajar, lazimnya, akan menunggu sehingga program yang sebegianya ditawarkan pada masa akan datang.

11. Pengredan
Latihan mengajar akan digred menurut A, B, C, D, E, F di mana F bermaksud gagal.

12. Kaedah Penilaian Latihan Mengajar
Penyelia UBD / guru penyelia akan menggunakan borang penilaian latihan mengajar (ATP) untuk menilai pencapaian pengajaran awda.

Penilaian formatif akan dijalankan dan borang ATP akan diserahkan kepada awda dan dibincangkan bersama:-
- guru penyelia sekurang-kurangnya seminggu sekali.
- Penyelia UBD setiap kali selesai pemerhatian.

Jika awda tidak menerima borang ATP dari yang di atas dalam jangkamasa seminggu, sila pohonkan dari yang berkenaan, guru penyelia awda atau penyelia UBD, kerana ia adalah penting sebagai rekod maklumbalas dalam usaha meningkatkan pencapaian pengajaran awda.

Penilaian sumatif akan dibuat di akhir sesi latihan mengajar oleh kedua-dua penyelia UBD dan guru penyelia.
The aims for Teaching Practice are to provide school experiences for students under guidance and to develop student teachers' competency in teaching. The school should appoint a senior teacher such as the Deputy Head or Senior Master to coordinate all matters relating to the supervision of TP students in the school. This School TP Coordinator can oversee all TP matters with the school cooperating teachers/mentors and the UBD supervisors/mentors.

In the first week, the teaching practice session should provide opportunity for students to observe, to work with and to learn from experienced and committed teachers in your school. In the subsequent weeks, students are expected to develop their abilities to teach by applying their knowledge, understanding, and skills in classroom situations collaboratively with their school mentors. By the end of the teaching practice session, the student is expected to demonstrate competency and reflectivity in his/her teaching. Throughout the teaching practice period, each student is expected to function responsibly in the school under the mentorship of the cooperating teacher.

Teaching Practice is a combined effort between University Brunei Darussalam (UBD) and the school. It is designed to provide worthwhile practical teaching experiences. For this purpose, we seek your cooperation to provide the following opportunities to maximize the students' teaching practice session by:

- providing an orientation and briefing for the students concerning school procedures, regulations and programmes for the school.
- providing the teaching opportunity that the TP student requires to develop his/her teaching abilities, that is:
  - teaching about 12 to 15 periods per week
  - teaching as many of their subjects as possible
- providing a well qualified and willing cooperating teacher/mentor for the TP student
- providing time for the cooperating teacher to meet with UBD supervisor / and TP student as needed during the TP period.
providing time for the cooperating teacher to fill the assessment form for each student-teacher under his / her charge during and at the end of the teaching practice.

Cooperating Teachers/Mentors

1. Cooperating teachers will normally be assigned to the student-teachers by the principal. Each student-teacher will have one or two cooperating teachers, depending on the subjects they are teaching. (A cooperating teacher may have more than one student-teacher).
2. Ideally, the cooperating teacher would be present during each lesson conducted by the TP student although we realise that this is difficult, given other responsibilities the cooperating teacher may have within the school. The responsibility for the class still rests with the cooperating teacher even though the TP student is doing the teaching.
3. The cooperating teacher should observe the student-teacher(s) in class / laboratory / field (wherever the learning venue is) so as to be able to give feedback on the teaching undertaken.
4. If possible, whenever the cooperating teacher is not available to observe the student-teacher, the University seeks your cooperation to have a substitute cooperating teacher present in the class to provide advice and feedback to the student-teacher.
5. The cooperating teacher is expected to give verbal feedback for every lesson observed and written feedback at least ONCE A WEEK to the student teacher, using the “Assessment of Teaching Practice” (ATP) form. A grade should be marked on the form during the latter part of the teaching practice period to give the student feedback about his/her level of performance.
6. The Cooperating Teacher/Mentor will provide a final recommended mark for the student at the end of the TP period. This mark will be confirmed by the UBD Supervisor/Coordinator.

TP Marks

The school will need to ensure that the marks reach UBD no later than ONE WEEK AFTER THE END OF THE TP period, to ensure that the marks can be entered with other UBD examination marks. A form will be provided to schools so that the final marks for all students can be recorded in one list which will be forwarded to the Head, Department of Teaching Practice.

UBD Supervisors

2. Schools should be flexible to allow supervisors to request for change of TP student’s time table if the UBD supervisor/mentor is unable to observe the TP student because of teaching commitments at UBD at a particular time.
2. The UBD Supervisor(s) should be the first point of contact should any problem concerning our TP student in your school arise. If this is difficult, please contact the SHBIE Head, Department of Teaching Practice at UBD:

Tel: 2463001 Ext 1560
UBD TP Students: Punctuality and Absentism

- TP students should be punctual in arriving at the school, in getting to the class for their lessons, and in discharging all of their professional duties.
- TP students are **not allowed** to leave the school early without prior approval of the principal or headmaster/ mistress.
- Official approval from the Headmaster/Headmistress and from the Dean/Deputy Dean of UBD, must be obtained if the TP student needs to be absent from school on non-medical grounds.
- All health-related absences must be supported by **Medical certificates**, copies of which must be submitted without delay and without demand to the Headmaster/ Headmistress and Head of Teaching Practice Department.
- TP students are not legally responsible for school students in the classroom or in any other school activities. They should not be assigned to look after school students by themselves whether inside or outside the school without the supervision of a teacher from the school. The teacher should be easily available to advise and support the student teacher.
- The School TP Coordinator in charge of the TP students needs to brief TP students on their own personal safety and the safety of pupils in their care to ensure safety at all times through observation of the school’s safety regulations, e.g. fire regulations in specialist rooms.
- Schools should not assign classes with very difficult discipline problems to student teachers. It will be very stressful for them unless the class teacher is there to help control the pupils.
1. Tujuan latihan Mengajar

Sesi latihan mengajar bertujuan untuk mempersiapkan guru pelatih dengan pengalaman di sekolah, di samping menggalakkan kemahiran dalam mengajar. Penyelaras latihan mengajar sekolah perlu dilantik untuk membuat koordinasi di antara guru penyelia bersama dan penyelia UBD.

Dalam minggu pertama, guru pelatih harus mengambil peluang untuk membuat pemerhatian, bertugas bersama, dan belajar dari para guru yang berpengalaman dan komited di sekolah.

Minggu-minggu seterusnya, setiap guru pelatih diharapkan untuk mengembangkan kemahiran masing-masing untuk mengajar dengan mengaplikasikan pengetahuan, kefahaman dan kemahiran dalam situasi kelas sebenar. Di akhir sesi latihan mengajar, guru pelatih diharapkan dapat menunjukkan kemampuan dan pencapaian yang baik dalam pengajaran mereka.

Sepanjang tempoh latihan mengajar, setiap guru pelatih diharapkan untuk bertugas dengan penuh tanggungjawab dan mandiri ketika di sekolah.

Latihan mengajar ialah usahasama antara UBD dan sekolah-sekolah. Ia diasaskan untuk menyediakan pengalaman praktikal yang bermakna. Sehubungan itu, pihak kami memerlukan kerjasama pihak tuan/puan untuk memaksimakan sesi latihan mengajar guru pelatih, antara lain dengan:

- Menyediakan orientasi dan taklimat bagi para guru pelatih berhubung prosedur sekolah, peraturan dan program yang berjalan di sekolah.
- Menyediakan peluang masa mengajar bagi para guru pelatih dalam usaha mengembangkan kemahiran mengajar mereka, iaitu;
  - Mengajar antara 12 hingga 15 period seminggu.
  - Mengajar seberapa banyak mungkin subjek pengajaran
Mempersiapkan guru penyelia yang berkelayakan dan sedia membantu guru pelatih.

- Memudahkan masa-masa perjumpaan yang diperlukan antara guru penyelia dengan penyelia UBD dan guru pelatih selama tempoh latihan mengajar.
- Memudahkan masa bagi guru penyelia untuk mengisi boring ATP di akhir sesi latihan mengajar, untuk penilaian terakhir bagi setiap guru pelatih yang ada di bawah pemerhatiannya.

2. Guru penyelia/mentor

a. Guru penyelia biasanya ditugaskan mengikut guru pelatih oleh pengetua. Setiap guru pelatih akan diawasi oleh satu atau dua orang guru penyelia, tertakluk kepada subjek yang mereka ajar. (Guru penyelia boleh mengawasi lebih dari satu guru pelatih).

b. Situasi ideal ialah guru penyelia hadir di setiap pengajaran guru pelatih walaupun pihak kami sedar bahawa ini adalah sukar, memandangkan tanggungjawab-tanggungjawab lain yang dipikul guru penyelia di sekolah. Namun mereka tetap dan masih bertanggungjawab terhadap kelas tersebut walaupun guru pelatih mengajar di kelas tersebut.

c. Guru penyelia perlu memerhatikan guru pelatih samada di kelas, makmal (di mana saja pengajaran diadakan) agar guru penyelia dapat memberikan maklumbalas terhadap pengajaran yang dilakukan.

d. Jika boleh, bilamana guru penyelia tidak dapat membuat pemerhatian, pihak universiti memohon kerjasama pihak tuan/luan untuk mendapatkan pengganti mereka hadir di kelas terlibat untuk menasihati dan memberikan maklumbalas kepada guru pelatih.

e. Jika ada permintaan khusus dari guru pelatih untuk bersendirian mengajar di kelas, guru penyelia harus menggunakan pertimbangannya samada untuk setuju atau tidak dengan permintaan tersebut.

f. Guru penyelia diharapkan untuk memberikan maklumbalas secara lisan bagi setiap pengajaran yang diperhatikan dan maklumbalas secara bertulis sekurang-kurangnya seminggu sekali kepada guru pelatih, menggunakan boring penilaian latihan mengajar (ATP). Gred hendaklah dimasukkan ke dalam borang pada penghujung tempoh latihan mengajar untuk memberi maklumbalas kepada pelajar mengenai tahap pencapaiannya.

g. Guru Penyelia/Mentor akan menyediakan markah terakhir untuk pelajar/guru pelatih di akhir tempoh latihan mengajar. Markah ini akan disahkan oleh Penyelia/Koordinator UBD.

Markah Latihan Mengajar

Pihak sekolah hendaklah mempastikan bahawa markah akan sampai ke UBD tidak lewat dari seminggu setelah tamat tempoh Latihan Mengajar, untuk menjamin markah dapat dimasukkan serentak dengan markah-markah peperiksaan UBD yang lain. Borang akan diberi kepada sekolah-sekolah
supaya markah terakhir pelajar-pelajar dapat direkodkan dalam satu senarai dan kemudian diserahkan kepada Ketua, Jabatan Latihan Mengajar.

3. Penyelia UBD

Pihak sekolah diminta membenarkan pertukaran waktu mengajar guru pelatih sekiranya perlu kerana waktu pemerhatian penyelia UBD bercanggah dengan tugas-tugas beliau di UBD.

Para penyelia UBD perlu menjadi orang yang pertama kali dihubungi sekiranya ada masalah mengenai guru pelatih kami di sekolah awda. Jika sukar menghubungi penyelia, sila hubungi Ketua, Jabatan Latihan Mengajar, UBD:

Tel : 2463001 Ext 1560
Fax : 2460561
Email : hodtp@shbie.ubd.edu.bn

4. Para Guru pelatih UBD : Ketepatan masa dan ketidakhadiran

a. Guru pelatih perlu tepat masa hadir ke sekolah, masuk ke kelas bagi pengajaran mereka, dan dalam menyerahkan kembali tugas profesional mereka.

b. Guru pelatih adalah tidak dibenarkan untuk awal meninggalkan sekolah tanpa terlebih dahulu mendapat kebenaran dari guru besar / guru kanan.

c. Kebenaran rasmi dari pengetua/guru besar/guru kanan dan dari Dekan/Timbalan Dekan IPSHB UBD, mesti diperolehi jika guru pelatih perlu tidak hadir di sekolah atas sebab-sebab selain masalah kesihatan.


e. Guru pelatih adalah tidak bertanggungjawab secara bersendirian terhadap pelajar-pelajar sekolah dalam kelas atau aktiviti sekolah. Mereka perlu diawasi oleh guru terlatih sekolah. Bantuan daripada guru terlatih sekolah harus mudah diperolehi jika diperlukan.
f. Pihak sekolah perlu memberitahu guru pelatih tentang peraturan-peraturan dan langkah-langkah mengenai keselamatan pelajar-pelajar di sekolah.
g. Kelas-kelas yang ada masalah disiplin pelajar yang serius diharapkan tidak diagihkan kepada guru pelatih. Mereka tidak akan dapat mengawal para pelajar tanpa bantuan daripada guru kelas.
The aims for Teaching Practice are to provide school experiences for student teachers under guidance of mentors and to develop their commitment and competencies in teaching.

In the first week, the teaching practice session should provide opportunity for student teachers to observe, to work with and to learn from experienced and committed teachers in your school. In the further weeks, students are expected to develop their abilities to teach by applying the knowledge, understanding, skills in classroom situations. By the end of the teaching practice session, the student is expected to demonstrate competency and reflectivity in his/her teaching. Throughout the teaching practice period, each student teacher is expected to function responsibly in the school under the mentorship of the cooperating teacher.

Teaching Practice is a combined effort between University Brunei Darussalam (UBD) and the schools. It is designed to provide worthwhile practical teaching experiences. For this purpose, we seek your cooperation as a Cooperating Teacher/Mentor to maximize the student teacher’s teaching practice session. The following notes should provide some guidelines for your roles and responsibilities as a Cooperating Teacher/Mentor.

**ROLES/DUTIES AND RESPONSIBILITIES OF A COOPERATING TEACHER**

1. Your main role is, in co-operation with the UBD supervisor/coordinator, to ensure that the TP student has a valuable experience in teaching practice.
2. Any problem arising from teaching practice should be discussed with the UBD supervisor/coordinator. Should any problem with the UBD supervisor arise you
may contact the Head of the Department of Teaching Practice at UBD (Tel. 2463001 ext 1560).

3. Kindly give the TP students all relevant information and advice about your school as may be necessary from time to time. You should also provide them with such assistance and guidance as may be necessary for the preparation of their lessons.

4. Please ensure that the TP student is performing his/her roles as a teacher normally expected in your school/college.

5. You are requested to mentor and show TP students various aspects of managing activities normally undertaken in the school.

6. Ideally, you would be present during each lesson conducted by the TP student although we realise that this is difficult, given your other responsibilities within the school. The responsibility for class still rests with the Cooperating Teacher even though the TP student is doing the teaching or teaching collaboratively with you.

7. You should closely monitor the progress of the TP student in collaboration with the UBD supervisor/mentor. Please check the Teaching Practice file from time to time, looking at both the lesson plans, and the evaluation of the lessons taught.

8. During teaching practice, you are requested to provide feedback concerning the TP student’s teaching performance verbally after each lesson. The “Assessment on teaching Practice” (ATP) form or any other profiling instrument should be used once a week for a written formative feedback for the TP student. A grade should be marked on the form during the latter part of teaching practice to give the student feedback about his/her level of performance.

9. The role of the CT/Supervisor/Mentor is to guide, coach, encourage and motivate student teachers. You can plan and teach collaboratively with them. A developmental approach of nurturing TP students should be used rather than focussing on grading them. CTs should share teaching ideas, resources and strategies with TP students and provide them with feedback on how to improve their teaching. The School, Cooperating Teachers and Supervisors should not impose a certain style of teaching on TP students they are supervising but rather guide them to develop their own styles.

10. You will provide a final mark for the student at the end of the TP period. This mark will be confirmed by the UBD Supervisor(s).

ASSESSMENT ON TEACHING PRACTICE FORM (ATP)

For the formative feedback of TP students’ performance, this form is completed in triplicate:

a) The white copy should be given to the TP student(s).

b) The blue copy should be retained by the Cooperating Teacher.

c) The green copy should be submitted to the Head of Teaching Practice, SHBIE, UBD, at the end of the teaching practice session, through your college/school principal/headmaster.

For the final Evaluation of the TP student’s performance:
a) The ATP form is also to be used at the end of the teaching practice.
b) The Cooperating Teacher is required to fill in the ATP form and send the white copy to the Head of Teaching Practice, SHBIE, the duplicate blue copy to the UBD supervisor and the triplicate green copy to be retained by the Cooperating Teacher form on the last day of the TP session via the Principal/Head of the school.
c) Evaluation is on a six-point grading scale (A, B, C, D, E, and F) where F is a failure.
d) The contents of this final evaluation are to be treated as CONFIDENTIAL – a copy IS NOT GIVEN TO THE STUDENT.
e) The mark awarded by the Cooperating Teacher/Mentor will be used to determine the student’s overall grade for TP.

TP Marks

The school will need to ensure that the marks reach UBD no later than ONE WEEK AFTER THE END OF THE TP period, to ensure that the marks can be entered with other examination marks. A form will be provided to schools so that the final marks for all students can be recorded in one list, which will be forwarded to the Head, Department of Teaching Practice.

DEFINITION OF TERMS

In this document, the following definitions of terms are used:

TP student or Student teacher: A UBD TP student who is placed in the school under the care of the cooperating/UBD supervisor for teaching practice.

UBD Supervisor/Mentor: A lecturer from UBD. He/She is responsible for the TP student’s teaching practice. He/She is also responsible for the implementation and execution of the teaching practice programme.

Cooperating Teacher/Mentor: A qualified and experienced teacher from the college/school who has been assigned by the college/school authorities to mentor/supervise the TP student on teaching practice.

Department of Teaching Practice: This department at the Sultan Hassanal Bolkiah Institute of Education, UBD is responsible for planning, preparing and administering/managing all matters pertaining to teaching practice.

Teaching Practice file: The record kept by the TP student of his/her activities during teaching practice (including lesson plan, resources used, course plans, reflections on teaching, etc.).
Tujuan Latihan Mengajar

Sesi latihan mengajar bertujuan untuk mempersiapkan guru pelatih dengan pengalaman di sekolah, di bawah tunjuk ajar, di samping menggalakkan kemahiran dalam mengajar.

Dalam minggu pertama, guru pelatih harus mengambil peluang untuk membuat pemerhatian, bertugas bersama, dan belajar dari para guru yang berpengalaman dan komited di sekolah.

Minggu-minggu seterusnya, setiap guru pelatih diharapkan untuk mengembangkan kemahiran masing-masing untuk mengajar dengan mengaplikasikan pengetahuan, kefahaman dan kemahiran dalam situasi kelas sebenar. Di akhir sesi latihan mengajar, guru pelatih diharapkan dapat menunjukkan kemampuan dan pencapaian dalam pengajaran mereka.

Sepanjang tempoh latihan mengajar, setiap guru pelatih diharapkan untuk bertugas dengan penuh tanggungjawab dan mandiri ketika di sekolah.

Latihan mengajar ialah usahasama antara UBD dan sekolah-sekolah. Ia diasaskan untuk menyediakan pengalaman praktikal yang bernilai. Sehubungan itu, pihak kami memerlukan kerjasama pihak guru penyelia sebagai guru penyelia/mentor memaksimakan sesi latihan mengajar guru pelatih. Berikut adalah beberapa garispandu berhubung tugas dan tanggungjawab tuan/puan sebagai guru penyelia/mentor.

Tugas Dan Tanggungjawab Guru Penyelia

1. Tugas utama guru penyelia, dengan kerjasama penyelia/koordinator UBD, ialah memastikan bahawa guru pelatih berhasil menimba pengalaman dalam menjalani sesi latihan mengajar
2. Jika ada masalah yang timbul semasa latihan mengajar, guru penyelia perlu membincangkannya dengan penyelia/koordinator UBD. Jika guru
penyelia menghadapi masalah dengan penyelia UBD, sila hubungi Ketua, Jabatan latihan Mengajar.


5. Guru penyelia dipohonkan untuk menyatakan kepada pelajar berhubung aspek-aspek pengurusan aktiviti yang lazimnya diadakan di sekolah tuan/puan.

6. Lazimnya, guru penyelia perlu hadir di setiap pengajaran yang dilakukan oleh guru pelatih walaupun hal ini agak sukar direalisasikan, memahami tanggungjawab lain yang tuan/puan pikul di sekolah tuan/puan. Namun guru penyelia tetap dan masih bertanggungjawab terhadap kelas guru penyelia walaupun guru pelatih mengajar di kelas tersebut atau mengajar bersama dengan cikgu.


8. Semasa latihan mengajar, guru penyelia perlu memberikan maklum balas berhubung pencapaian pengajaran guru pelatih secara lisan selepas pengajaran mereka selesai. Dalam hal ini, borang penilaian latihan mengajar hendaklah digunakan seminggu sekali sebagai maklumbalas formatif bertulis yang diberikan kepada guru pelatih. Gred hendaklah dimasukkan ke dalam borang untuk memberi maklumbalas kepada pelajar mengenai tahap pencapaiannya pada penghujung tempoh latihan mengajar.


10. Guru Penyelia/Mentor akan menyediakan markah terakhir untuk pelajar/guru pelatih di akhir tempoh latihan mengajar. Markah ini akan disahkan oleh Penyelia UBD.

5. Borang Penilaian Latihan Mengajar (ATP)

Untuk maklumbalas formatif terhadap pencapaian guru pelatih, borang ini lengkap diisi dalam tiga salinan.

d) Salinan putih hendaklah diserahkan kepada guru pelatih.

e) Salinan biru disimpan oleh guru penyelia.
f) Salinan *hijau* perlu diserahkan melalui *pengetua/guru besar* sekolah kepada Ketua, Jabatan latihan Mengajar, IPSHB, UBD, di penghujung sesi latihan mengajar.

Untuk *penilaian terakhir* pencapaian latihan mengajar guru pelatih:

f) Borang ATP juga digunakan di akhir sesi latihan mengajar.
g) Guru penyelia perlu mengisi borang ATP tersebut dan menyerahkan salinan *putih* kepada *Ketua, Jabatan latihan Mengajar*, salinan *biru* pula diserahkan kepada *penyelia UBD* dan salinan *hijau* hendaklah disimpan oleh *guru penyelia* (untuk diserahkan kepada/disimpan pihak pentadbiran sekolah).
h) Penilaian ialah berdasarkan pemarkahan skil 6 (A, B, C, D, E, dan F) di mana F ialah gred gagal.
i) Kandungan penilaian terakhir hendaklah dikira sebagai sulit – salinan tidak diberi kepada pelajar.
j) Markah yang diberi oleh Guru Penyelia/Mentor akan digunapakai untuk menentukan keseluruhan gred Latihan Mengajar pelajar.

**Markah Latihan Mengajar**

1. Aims of Teaching Practice

The aims for Teaching Practice are to provide school experiences for student teachers under guidance and to develop student teachers’ competency in teaching.

In the first week, the teaching practice session should provide opportunity for student teachers to observe, to work with and to learn from experienced and committed teachers in the school. In the subsequent weeks, student teachers are expected to develop their abilities to teach by applying their knowledge, understanding and skills in classroom situations. By the end of the teaching practice session, student teacher are expected to demonstrate competency and reflectivity in their teaching. Throughout the teaching practice period, each student teacher is expected to function responsibly and autonomously in the school.

Teaching Practice is a combined effort between University Brunei Darussalam (UBD) and the schools. It is designed to provide worthwhile practical teaching experiences. For this purpose, we seek your cooperation to not only assess the student teachers but also to provide the necessary mentoring/training and to maximize the student teachers’ teaching practice session.

2. Responsibilities of a UBD supervisor/mentor

a. Your main responsibility is to ensure that each student teacher has a fruitful teaching practice session in cooperation with the school and with the Cooperating Teacher/Mentor.

b. You will visit the school as part of a “team” of UBD Supervisors, who will visit from time to time during the TP period to ensure that there are no problems associated with the placements. The team will consist of a representative from each of the
following areas who are represented by students at that particular school: Malay Medium, English Medium Arts and English Medium Science. The final grade for TP will be recommended by the cooperating teacher, with the UBD Supervisor or Coordinator assisting and supporting as needed.

c. You will check with both the students and cooperating teachers to make sure that the placement is progressing well, and to answer any queries or concerns that might be raised by the student teachers or school.

d. You are required to make two to four lesson observations of each of the student teachers teaching in the area you are representing.

e. You should discuss the lesson with student teacher through a feedback session as soon as possible after each lesson is observed, looking at both the strengths of the lesson and areas which could be further developed.

f. If you are concerned about a student's progress, you will need to discuss this with the cooperating teacher/mentor. If you continue to be concerned you need to discuss the matter with the HoD, TP who will arrange for an “expert” moderator from that subject area to come from UBD to observe the student. The moderator will observe the student and discuss the student’s progress with the cooperating teacher, in order to determine the grade to be awarded to the student.

g. You are encouraged to meet the Principal/Headmaster of the school as a gesture of courtesy on the first visit to observe your student teacher's lesson.

h. Where a problem arises between a student teacher and the school (Cooperating Teacher or Principal/Headmaster) it is your duty to attempt to resolve it. If this attempt fails, the matter should be reported to the Head, Department of Teaching Practice.

i. You should mentor and assess a student teacher professionally without any bias using the assessment instruments (ATP forms) as well as your own judgement. The green copy of completed ATP forms will be forwarded to the HoD, TP at the end of the TP placement.

j. You should closely monitor the progress of the student teacher in collaboration with the cooperating teacher(s).

k. You are encouraged to be available for visits by your student teacher pertaining to lesson preparation and other related matters.

l. You should guide, coach and mentor the student teacher in applying the knowledge and skills previously learned at UBD.

m. The role of the CT/Supervisor is to guide, encourage, mentor and motivate student teachers. A developmental approach of nurturing TP students should be used rather than focussing on grading them. You should share teaching ideas, resources and strategies with TP students and provide them with feedback on how to improve their teaching. The School, Cooperating Teachers and Supervisors should not impose a certain style of teaching on TP students they are supervising but rather guide them to develop their own styles.
3. **Time-Table**

Your student teachers have been instructed to provide you with a copy of their personal time-tables as soon as they can in the first few days of teaching practice.

4. **Frequency of Visits**

You should visit the school, meeting with the student teachers and cooperating teachers in the school two to four times during the whole period of teaching practice. Try to visit once early in the placement, and then later to check on progress. Weaker student teachers may need more assistance/mentoring.

5. **Teaching Practice Files**

You should check each student teacher’s teaching practice file. The file should include:

- **a)** lessons plans;
- **b)** record of lessons observed;
- **c)** any resources used that can be filed;
- **d)** self-evaluation (a statement of what the student teacher has learnt about his/her strengths and areas of need relating to performance in the classroom) after each lesson.

6. **Teaching Practice Assessment**

**a) Formative Assessment of Teaching Practice**

You should use the ATP form when you observe a student teacher and discuss the lesson with the student teacher as soon as possible after the observation of the lesson.

**b) Final (Summative) Assessment of Teaching Practice**

The responsibility for deciding the final grades for student teachers will be jointly given by the cooperating teachers and UBD Supervisor, so it is important that the UBD Supervisor has discussed performance with the cooperating teachers/mentors. Copies of any ATP forms you have completed should be forwarded to the HoD, TP, at the end of TP, along with a recommended mark and grade, so that these can be taken into account when final grades are confirmed.

7. **Instruction on the Distribution of Teaching Practice Reports**
a) **Formative Assessment of Teaching Practice Form (ATP)**

i. The white copy should be given to the student teacher.

ii. The blue copy should be retained by the UBD Supervisor.

iii. The green copy should be submitted to the Head, Department of Teaching Practice UBD with your claim forms for mileage.

b) A summary of the suggested results for students teachers under your supervision should still be submitted on the TP results form (in their assessment section) no later than one week after the end of the teaching practice session, to help confirm final results.

8. **Second Opinion**

A second opinion can be arranged as described in 2f above. Moderation is necessary for potential excellent (A) and failure (F) cases. However, for an "A" grade, if both the UBD Supervisor and school agree on the grade, no further moderation is necessary. If there is no agreement, the HoD TP needs to be informed that a moderator is required. A second opinion from another UBD Supervisor is required for an "F" grade. Please inform the HOD of TP as soon as possible if moderation is required, to make sure there is enough time for the moderator to observe a lesson before the end of the TP period.

9. **Grading**

Teaching Practice will be graded on a six-point scale (A, B, C, D, E, F).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range of marks</th>
<th>Grade</th>
<th>Range of marks</th>
<th>Grade</th>
<th>Range of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>94-100</td>
<td>C+</td>
<td>67-69</td>
<td>E+</td>
<td>47-49</td>
</tr>
<tr>
<td>A</td>
<td>87-93</td>
<td>C</td>
<td>64-66</td>
<td>E</td>
<td>44-46</td>
</tr>
<tr>
<td>A-</td>
<td>80-86</td>
<td>C-</td>
<td>60-63</td>
<td>E-</td>
<td>40-43</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>D+</td>
<td>57-59</td>
<td>F</td>
<td>39 and below</td>
</tr>
<tr>
<td>B</td>
<td>74-76</td>
<td>D</td>
<td>54-56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-73</td>
<td>D-</td>
<td>50-53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. **Traveling Claims**

Traveling claims for the supervision of student teachers should be made in two copies using the prescribed forms. Please take note of the following procedures.
a) The claim for a particular month should be submitted in the first week of the following month;

b) All teaching practice claims should be attached with the relevant teaching practice reports [green copy of ATP, or statement of attendance at the school if no lessons were observed] and submitted to the University Bursar, through the Department of Teaching Practice.

c) Please ensure you have the necessary approval to make mileage claims for teaching practice.
Tujuan Latihan Mengajar

Sesi latihan mengajar bertujuan untuk mempersiapkan guru pelatih dengan pengalaman di sekolah, di samping menggalakkan kemahiran dalam mengajar.

Dalam minggu pertama, guru pelatih harus mengambil peluang untuk membuat pemerhatian, bertugas bersama, dan belajar dari para guru yang berpengalaman dan komited di sekolah.

Minggu-minggu seterusnya, setiap guru pelatih diharapkan untuk mengembangkan kemahiran masing-masing untuk mengajar dengan mengaplikasikan pengetahuan, kefahaman dan kemahiran dalam situasi kelas sebenar. Di akhir sesi latihan mengajar, guru pelatih diharapkan dapat menunjukkan kemampuan dan pencapaian yang baik dalam pengajaran mereka.

Sepanjang tempoh latihan mengajar, setiap guru pelatih diharapkan untuk bertugas dengan penuh tanggungjawab dan mandiri ketika di sekolah.

Latihan mengajar ialah usahasama antara UBD dan sekolah-sekolah. Ia diasaskan untuk menyediakan pengalaman praktikal yang bernilai. Sehubungan itu, pihak kami memerlukan kerjasama pihak awda untuk bukan sahaja menilai para guru pelatih, tetapi juga menyediakan latihan yang bersesuaian dan memaksimakan sesi latihan mengajar guru pelatih.

Tanggungjawab Penyelia UBD

a. Tanggungjawab utama ialah memastikan setiap guru pelatih berhasil menjalani sesi latihan mengajar, dengan kerjasama pihak sekolah dan guru penyelia.
b. Awda akan melawat sekolah sebagai satu pasukan Penyelia UBD yang akan melawat sekolah dari semasa ke semasa dalam tempoh Latihan

c. Awda akan merujuk kepada pelajar dan Guru Penyelia/Mentor untuk menjamin penempatan berjalan lancar dan awda juga dikehendaki menjawab pertanyaan-pertanyaan dan perkara-perkara berbangkit dari pihak pelajar-pelajar atau dari pihak sekolah.

d. Awda dikehendaki menyelia guru pelatih yang mengajar dalam bidang yang awda wakili, dua hingga empat kali.

e. Awda perlu berbincang mengenai pelajaran dengan guru pelatih melalui sesi muzakarah sebaik sahaja pelajaran tersebut selesai diperhatikan, melihat kepada kelebihan-kelebihan sesi kelas tersebut dan perkara-perkara yang boleh dikembangkan.


g. Awda adalah digalakkan untuk bersuamuka dengan pengetua/guru besar sebagai tanda hormat, khususnya di hari lawatan pertama bagi tujuan pemerhatian kelas guru pelatih.

h. Bilamana masalah berlaku antara guru pelatih dengan pihak sekolah (guru penyelia atau pengetua/guru besar), adalah menjadi tugas awda untuk berusaha menyelesaikannya. Jika usaha tersebut gagal, maka hal tersebut perlu dimaklumkan kepada Ketua, Jabatan Latihan Mengajar.

i. Awda perlu menilai guru pelatih dengan profesional dan tidak berat sebelah (bias), ketika menggunakan borang penilaian ATP serta penilaian awda sendiri. Salinan hijau borang ATP yang telah lengkap akan diserahkan kepada Ketua Jabatan Latihan Mengajar di akhir tempoh penempatan pelajar.

j. Awda perlu mengawasi kemajuan guru pelatih bersama guru penyelia/mentor di sekolah.

k. Awda adalah digalakkan untuk sentiasa bersedia dilawat oleh guru pelatih berhubung persediaan mengajar dan hal-hal yang berkenaan.

l. Awda perlu membimbing guru pelatih dalam mengaplikasikan pengetahuan dan kemahiran yang mereka peroleh di UBD.

Jadual

Guru pelatih awda telah dimaklumkan untuk menyerahkan salinan jadual mengajar mereka secepat mungkin, di hari-hari awal latihan mengajar.

Kekerapan lawatan

Awda perlu melawat dan memerhatikan setiap guru pelatih di sekolah antara dua hingga empat kali sepanjang tempoh latihan mengajar. Cubalah melawat sekali pada awal tempoh penempatan, dan seterusnya pada peringkat seterusnya untuk mengesan kemajuan pelajar.

Fail latihan mengajar

Awda perlu memeriksa setiap fail latihan mengajar guru pelatih. Fail tersebut harus mengandungi:
   a. Persediaan mengajar;
   b. Rekod pelajaran yang telah diperhatikan;
   c. Sebarang sumber atau bahan yang telah digunakan yang boleh difailkan;
   d. Penilaian kendi (satu pernyataan tentang apa yang telah dipelajari guru pelatih dari segi kelebihan dan perkara yang bersangkutan dengan penyampaian di kelas) setelah selesai satu pelajaran.

Penilaian Latihan Mengajar

a) Penilaian formatif latihan mengajar

Awda perlu menggunakan borang ATP setiap kali awda memerhatikan guru pelatih dan mengadakan muzakarah dan perbincangan dengan mereka, sebaik saja selesai permerhatian pengajaran.

b) Penilaian terakhir (sumatif) latihan mengajar


Arahan dalam pengagihan laporan latihan mengajar

Borang formatif latihan mengajar (ATP)

i. Salinan putih perlu diserahkan kepada guru pelatih.
ii. Salinan biru perlu disimpan oleh penyelia UBD.
iii. Salinan hijau perlu diserahkan kepada ketua, Jabatan latihan Mengajar beserta borang tuntutan perjalanan.
Ringkasan cadangan keputusan guru-guru pelatih di bawah penyeliaan awda hendaklah juga dimasukkan ke dalam Borang Keputusan Latihan Mengajar (dalam bahagian assessment/penilaian) tidak lewat dari satu minggu selepas tamat sesi latihan mengajar untuk membantu pengesahan keputusan akhir.

**Pendapat Kedua**


**Pemarkahan**

Latihan mengajar akan dimarkah mengikut skala 6 ( A, B, C, D, E, F )

<table>
<thead>
<tr>
<th>Gred</th>
<th>Jarak markah</th>
<th>Gred</th>
<th>Jarak markah</th>
<th>Gred</th>
<th>Jarak markah</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<td>E-</td>
<td>40-43</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>D+</td>
<td>57-59</td>
<td>F</td>
<td>39 ke bawah</td>
</tr>
<tr>
<td>B</td>
<td>74-76</td>
<td>D</td>
<td>54-56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-73</td>
<td>D-</td>
<td>50-53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sesi muzakarah**

Di samping menasihati guru pelatih melalui sesi muzakarah setelah selesai pemerhatian pengajaran, awda disyorkan untuk mengadakan sesi muzakarah bersama guru pelatih setelah selesai sesi latihan mengajar. Ketika itu, mereka perlu digalakkan untuk menilai kembali pengalaman mereka semasa latihan mengajar.
Tuntutan Perjalanan

Tuntutan perjalanan bagi penyeliaan guru pelatih hendaklah dibuat dalam dua salinan menggunakan borang yang tersedia. Sila ambil perhatian tentang hal-hal berikut:

a) Tuntutan bagi satu-satu bulan hendaklah diserahkan pada minggu pertama bulan selepasnya.

b) Semua tuntutan latihan mengajar hendaklah dikepalikan bersama-sama dengan Laporan Latihan Mengajar yang relevan [salinan hijau ATP, atau penyata lawatan ke sekolah jika tidak ada pelajaran yang diselia] dan diserahkan kepada Bendahari universiti, melalui Jabatan Latihan Mengajar.

c) Kelulusan daripada bahagian kewangan harus diperolehi sebelum boleh membuat tuntutan perjalanan bagi latihan mengajar.
1. **Responsibilities of a UBD Supervisor**
   
a. Your main responsibility is to ensure that each Upgrading-Teacher has a fruitful teaching practice in cooperation with the school and with the Cooperating teacher.
b. You are responsible to the development of teaching practice and through it, to the Institute and the University.
c. You are requested to meet both Principal/Headmaster of the school and the Cooperating Teacher(s) and to ensure that the Cooperating Teacher(s) has/have the necessary Assessment of Teaching Practice forms.
d. You should from time to time discuss the progress of the Upgrading-Teachers with the Cooperating Teacher(s).
e. Where a conflict arises between a Upgrading-Teacher and the school (cooperating Teacher or Principal/Headmaster) it is your duty to attempt to resolve it. If this attempt fails, the matter should be reported to the Head, Department of Teaching Practice.
f. You are required to observe the Upgrading-Teacher’s performance in class and to ensure that a high standard is continually maintained.
g. You should meet the Upgrading-Teacher after each lesson observed, to discuss the lessons and to reflect upon their experiences during teaching practice.
h. You should assess a Upgrading-Teacher professionally without any bias, using the assessment instruments as well as your own judgement.
i. You should closely monitor the progress of the Upgrading-Teacher in collaboration with the Cooperating Teacher(s).
j. You must keep a file of ATP forms which will help you to make a valid and reliable final evaluation.
k. You should be available to visits/access by Upgrading-Teacher pertaining to lesson preparation and other related matters.
l. You should guide the Upgrading-Teacher in applying the knowledge and skills previously learned at UBD.

2. **Courtesy Calls**

You should make an initial courtesy call on the Principal/Headmaster of the school concerned as a gesture of respect. Please do not forget to meet the Cooperating Teacher(s) as well.
3. **Time-table**

The Upgrading-Teacher has been instructed to provide you with a copy of his/her personal time-table.

4. **Frequency of Visits**

You should visit and observe each Upgrading-Teacher in the school **two times** during the whole period of teaching practice.

Please ensure that the visits are spaced across the teaching practice, with one closer to the start of the session, and one nearer to the end, to ensure that you are able to monitor skill development during the teaching practice experience.

5. **Teaching Practice Journals**

You should check each Upgrading-Teacher’s Teaching Practice Journal. The file should include:

a) reflections of teaching undertaken during this period, looking at issues such as areas of strength and those areas in need of further development, and application of knowledge acquired in the UBD courses currently being undertaken;

b) record of lessons observed;

6. **Teaching Practice Assessment Form**

a) **Assessment of Teaching Practice Form (ATP)**

You should use the ATP form each time you observe an Upgrading-Teacher and hold discussions with the Upgrading-Teachers as soon as possible.

b) **Final Evaluation of Teaching Practice**

The Assessment of Teaching Practice Form (ATP) is also used as the Final Evaluation Assessment of Teaching Practice Form. At the end of teaching practice, you should make a final assessment of each Upgrading-Teacher in the ATP Form. In addition, the Upgrading-Teacher’s Teaching Practice Journal should also be examined. Taking into account all available evidence, you will be responsible for deciding the final grade for teaching practice. If the Upgrading-Teacher shows consistent development over the visits, the grade awarded for the final visit should stand as the overall grade for the TP. If the marks awarded for visits have fluctuated, a grade based on the average of the grades given for the visits should be awarded.

7. **Instruction on the Distribution of Teaching Practice Reports**

a) **Assessment of Teaching Practice Form (ATP)**

(i) The white copy should be given to the Upgrading-Teacher.

(ii) The blue copy should be retained by the UBD Supervisor.

(iii) The green copy should be submitted to the Head, Department of Teaching Practice UBD at the end of Teaching Practice session.

b) **Final Evaluation Form (ATP)**

This report must be completed in triplicate:

(i) The original copy (white) should be submitted to the Head, Department of Teaching Practice, UBD at the end of Teaching Practice session.

(ii) The duplicate and triplicate copies should be retained by the UBD supervisor.
The final Evaluation Report must be treated as **CONFIDENTIAL** and the results should not be disclosed to the Upgrading-Teacher.

c) A summarized results of Student-Teachers under your supervision should be submitted together with the **Teaching Practice Results** Form (Appendix A)

8. **Second Opinion**

It has been agreed through SMC and the Faculty Board that a Moderator is **NOT required** if you consider the student has earned an “A” for TP. A moderator **IS required** if you feel the students has earned an “F”. Please advise the Head of Teaching Practice of the likelihood of an “F” grade, as soon as possible, so that a Moderator can be appointed.

9. **Grading**

Teaching Practice will be graded on a six-point scale (A, B, C, D, E, F).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range of Marks awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>80 – 100</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>70 – 79</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>60 – 69</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>50 – 59</td>
</tr>
<tr>
<td>E+, E, E-</td>
<td>40 – 49</td>
</tr>
<tr>
<td>F</td>
<td>39 and Below</td>
</tr>
</tbody>
</table>

11. **Claims for Honorarium**

The UBD Supervisor will be paid an honorarium for the supervision undertaken during TP. Claim for the honorarium is to be made on FIN 14, which is available from the Faculty Office.

All ATP forms and FIN 14 should be submitted to the Head of TP at the conclusion of TP.
GUIDELINES FOR TEACHING PRACTICE ASSESSMENT

[Approved by Senior Management Committee meeting on 16 October 2008.
Approved by SHBIE Board on 22 Nov 2009.]

1. TP in Semester 2, 2008/2009

Schools cannot accommodate the large no. of TP students for Malay Literature and MIB.

The following possible alternatives are proposed.

1.1 Students could be paired up and given the normal teaching load of 12 to 15 periods of Malay, Malay Literature, MIB and Ugama. They could teach about half the periods and give feedback to their partners for the other half of the periods.

1.2 Where there are not enough of Malay Literature periods to teach, they could be given Malay Language periods.

1.3 In addition, they could assist class teachers or be given project work such as editing and compiling short stories of school students and teachers on CDs, DVDs or blogs.

1.4 Assistance is needed from School TP Coordinators to play a bigger role in mentoring, supervising and assessing TP students. SHBIE faculty have too many students to supervise on top of their teaching, administrative and research responsibilities.

1.5 School TP Coordinators and Assistant Coordinators (usually the Deputy Principal – Academic and senior teacher) could be appointed as “Associate Practice Faculty of the Department of Teaching Practice, SHBIE, UBD” which will carry the title of “Associate Lecturer”. The proposal needs to be discussed with the Department of Schools, MOE asap. This tripartite partnership in teaching practice could be further enhanced and taken to the next higher level of cooperation and collaboration. The proposal needs to be discussed with the Department of Schools, MOE asap. This tripartite partnership in teaching practice could be further enhanced and taken to the next higher level of cooperation and collaboration. (Such tripartite partnerships have been suggested and will be supported by the Vice Chancellor.)

1.6 SHBIE Faculty and School “Associate Lecturers” will moderate the marks of TP students.

2. Guidelines for awarding of TP marks are proposed to ensure better consistency among SHBIE and school supervisors/mentors.

2.1 Teaching practice marks awarded at the end of TP should reflect the overall effort of student teachers throughout the TP duration and performance achieved toward the end of TP. It should not be an average of the lessons observed. Neither should it be based on the last lesson observation.

2.2 Awarding of marks and grades

This award of marks needs to be holistic based on TP files maintained; overall effort; knowledge and/or skills; attributes; teaching competences including communication skills and classroom management; disposition and professionalism; and methods of teaching specific subjects.

All teaching and professional aspects must be good to be awarded grade C (60-69%); B (70-79%) if outstanding in many aspects; Grade A (80-100%) if outstanding in most aspects.

Possible scenario for Grade D (50-59%): A few acceptable/satisfactory areas that TP student could improve on. Possible scenario for Grade E (40-49%): Many acceptable/satisfactory areas that TP student could improve on.
Possible scenario for Grade F (less than 40%): Many inadequacies that TP student must overcome by extending or repeating the teaching practice.

Outright failure of less than 30% mark will require a repeat of the TP course. For a TP course mark of 30 to 39 percent (where a student is eligible for a supplementary exam) an extension of 4 to 10 weeks of TP will be recommended.

When there are borderline cases, the Department of Teaching Practice will have to rely on the assessment forms of both the university and school mentors. A well-maintained TP file with well-planned lessons, challenging activities and worksheets for pupils, appropriate methods of teaching specific subjects, and critical reflections can certainly help raise the marks of student teachers. An excellent TP file is a requirement for a distinction grade and needs to be submitted. TP files also need to be submitted to the Department of Teaching Practice for D, E and F grades.

Qualified Teacher Standards and Performance

[Please tick achieved target, acceptable/satisfactory or not acceptable target at the end of TP.]

[Sila tandakan taraf prestasi dicapai, sederhana atau tidak dicapai pada akhir latihan mengajar]

<table>
<thead>
<tr>
<th>Teaching Standard</th>
<th>Achieved Target</th>
<th>Acceptable/ Satisfactory Target</th>
<th>Not Acceptable Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional values and practice [Nilai dan amalan yang profesional]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Knowledge and understanding [Pengetahuan dan fahaman]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Teaching and communication skills [Kemahiran mengajar dan komunikasi]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Teaching and classroom management [Pengurusan pengajaran dan bilik darjah]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Monitoring and assessment [Pemantauan dan penilaian]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Teaching Practice File/Fail latihan mengajar [Lesson plans, teaching aids, activities, etc./ Persediaan mengajar, ABM, aktiviti, dll.]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scale of grades and marks</td>
<td>Criteria for Overall Performance/Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A: 91 – 100</strong></td>
<td>Achieved excellent performance in all six standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A: 80 – 90</strong></td>
<td>Achieved excellent performance in four of the six standards. Must be good in the other two standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B: 70 – 79</strong></td>
<td>Achieved two excellent and four good performances in the six standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C: 60 – 69</strong></td>
<td>Achieved good performance in all six standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D: 50 – 59</strong></td>
<td>Achieved two good and four acceptable or satisfactory targets for the six standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E: 40 – 49</strong></td>
<td>Achieved acceptable or satisfactory targets all of the six standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F: 30 – 39</strong></td>
<td>Achieved acceptable or satisfactory performance in three of the six standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F: 0 – 29</strong></td>
<td>Did not achieve acceptable or satisfactory performance in at least three of the six standards.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Grade and Mark: 0–100**

**NAME & REGISTRATION NO. OF STUDENT:**

**PROGRAMME & YEAR:**

**TP COURSE CODE:**

**Overall Grade and Mark: 0–100:**
<table>
<thead>
<tr>
<th>Skala gred dan markah</th>
<th>Kriteria Prestasi/Pencapaian Keseluruhan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: 91 – 100</td>
<td>Mencapai prestasi cemerlang dalam keenam-enam standard.</td>
</tr>
<tr>
<td>A: 80 – 90</td>
<td>Mencapai prestasi cemerlang dalam empat standard dan baik dalam dua standard.</td>
</tr>
<tr>
<td>B: 70 – 79</td>
<td>Mencapai prestasi cemerlang dalam dua dan baik dalam empat standard.</td>
</tr>
<tr>
<td>C: 60 – 69</td>
<td>Mencapai prestasi baik dalam keenam-enam standard.</td>
</tr>
<tr>
<td>D: 50 – 59</td>
<td>Mencapai prestasi baik dalam dua standard dan sederhana dalam empat standard.</td>
</tr>
<tr>
<td>E: 40 – 49</td>
<td>Mencapai prestasi sederhana dalam keenam-enam standard.</td>
</tr>
<tr>
<td>F: 30 – 39</td>
<td>Mencapai prestasi sederhana dalam tiga daripada enam standard.</td>
</tr>
<tr>
<td>F: 0 – 29</td>
<td>Tidak mencapai prestasi sederhana sekurang-kurangnya dalam tiga daripada enam standard.</td>
</tr>
</tbody>
</table>

Gred dan Markah: 0–100

[Sila tuliskan komen ringkas]

NAMA & NO. PENDAFTARAN GURU PELATIH:

PROGRAM & TAHUN:

KOD KURSUS LATIHAN MENGAJAR:

Keseluruhan Gred dan Markah: 0–100:
**TEACHING PRACTICE RESULTS**

[The mark awarded at the end of TP should reflect the overall effort of the student teacher throughout the TP duration and performance toward the end of TP.]

Markah yang diberi hendaklah berasaskan usaha guru pelatih sepanjang tempoh masa latihan mengajar dan prestasi pada penghujung sesi latihan mengajar.

<table>
<thead>
<tr>
<th>NAME &amp; REGISTRATION NO. OF STUDENT</th>
<th>PROGRAMME/YEAR (TP COURSE CODE)</th>
<th>MARK (0 – 100%)</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
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<td>10.</td>
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</tbody>
</table>

Please attach copies of observation/assessment form. [Sila sertakan salinan borang penilaian/pemerhatian.]

**Signature:** ................................................

**Name of School TP Coordinator/UBD Supervisor:** ................................................

**Position:** ................................................

**School/UBD:** ................................................... **Date:** .........................

**Note:** Please send TP results not later than one week after the end of TP to:

Head, Department of Teaching Practice  
Sultan Hassanal Bolkiah Institute of Education  
Universiti Brunei Darussalam  
Brunei Darussalam BE 1410  
Fax: 2460561
# SHBE Teaching Practice Profile Pro Forma

(This pro forma should be used for mentoring purposes)

<table>
<thead>
<tr>
<th>School:</th>
<th>Class:</th>
<th>No. of Pupils:</th>
<th>Subject:</th>
<th>Topic:</th>
<th>Date &amp; Time:</th>
</tr>
</thead>
</table>

**Teaching Profile: Attribute/Skill Rating (Please circle)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject and/or skills knowledge</td>
<td></td>
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<tr>
<td>2. Empathy</td>
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<td>3. Self-confidence/Authority</td>
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<td>4. Use of voice</td>
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<td>5. Questioning technique/skills</td>
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<td>6. Lesson pace</td>
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<td>7. Use of reinforcement</td>
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<td>8. Language level</td>
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<tr>
<td>9. Students’ work &amp; learning outcomes</td>
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<tr>
<td>10. Relates to real world</td>
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</table>

**Personal Attributes**

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</table>

**Teaching/Communication Skills**

<table>
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</table>

**Management Skills**

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<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. Classroom management</td>
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<tr>
<td>2. Mobility</td>
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<tr>
<td>3. Organization</td>
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<td>4. Lesson plan</td>
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<td>5. Timing</td>
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</table>

**Other Attributes/Skills (Please specify below)**

<table>
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<th>5</th>
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</thead>
</table>

**Comments:** on other professional matters, attitudes, dispositions, rapport with students and teachers, motivation and commitment to responsibilities such as assessment of students’ work, co-curricular activities (CCA), and other non-teaching duties. (Please specify and use additional paper if necessary.)

**Specific suggestions/comments for the TP student teacher:** (Please use additional paper if necessary.)

---

**Name of School/UBD Mentor:** ................................................................. **Signature:** ...................
### Profil Proforma untuk Latihan Mengajar

**Sekolah:**  
**Kelas:**  
**Bil. Pelajar:**  
**Subjek:**  
**Topik:**  
**Tarikh & Masa:**

**Profil mengajar: Perbandingan sifat/kemahiran**  
(Sila bulatkan)  
1. Memerlukan perhatian yang lebih;  
2. Memerlukan perhatian;  
3. Memuaskan;  
4. Bagus;  
5. Cemerlang

**Pengetahuan isi kandungan / kemahiran**

<table>
<thead>
<tr>
<th>Pengetahuan subjek dan/atau kemahiran</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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**Sifat-sifat keperibadian**

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<thead>
<tr>
<th>Sifat-keperibadian</th>
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<tr>
<td>Empati</td>
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<tr>
<td>Keyakinan diri/Autoriti</td>
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</tbody>
</table>

**Kemahiran mengajar / Komunikasi**

<table>
<thead>
<tr>
<th>Kemahiran mengajar / Komunikasi</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Penggunaan suara</td>
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<td>Teknik/kemahiran menyeluruh</td>
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<td>Kadar perkembangan pelajaran</td>
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<td>Penggunaan peneguhan</td>
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<td>Tahap penggunaan bahasa</td>
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<tr>
<td>Hasil kerja dan pembelajaran penuntut</td>
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<tr>
<td>Kaitan dengan kehidupan sebenar</td>
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**Kemahiran pengurusan**

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<tr>
<th>Kemahiran pengurusan</th>
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<tbody>
<tr>
<td>Pengurusan kelas</td>
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<td>Pergerakan</td>
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<td>Organisasi</td>
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<tr>
<td>Persediaan mengajar</td>
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<td>Masa</td>
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**Sifat / kemahiran yang lain (sila rujuk di bawah)**

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<thead>
<tr>
<th>Sifat / kemahiran yang lain</th>
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</table>

**Komen**  
untuk perkara-perkara profesional, sikap, penyusunan, komunikasi dengan penuntut dan guru, motivasi dan komitmen kepada tanggungjawab seperti penilaian hasil kerja penuntut, aktiviti ko-kurikulum, dan tugas-tugas lain selain daripada tugas mengajar. (Sila jelaskan dan gunakan kertas tambahan jika perlu.)

**Nyatakan cadangan/komen khusus untuk guru pelatih:**  
(Sila gunakan kertas tambahan jika perlu)

**Nama Mentor Sekolah/UBD:**  
**Tandatangan:**
SULTAN HASSANAL BOLKIAH INSTITUTE OF EDUCATION, UBD

ASSESSMENT OF TEACHING PRACTICE

Reg. No. & Name of Student Teacher: ................................................................. Programme & Year: .........................................................

School: Subject: Topic: Class: No. of Pupils: Time:

PROCESS & COMPETENCY

1. KNOWLEDGE OF SUBJECT MATTER AND/OR
   SKILLS. e.g. Mastery of subject matter and/or skills;
   Use of appropriate examples.

2. PLANNING, e.g. Delineating learning objectives;
   Selecting content/materials/media; Determining
   procedures.

   2. DEVELOPING THE LESSON, e.g.
      Arousing interest; Stimulating thinking;
      Encouraging participation; Maintaining
      pace of lesson; Lesson closure.

3. COMMUNICATING, e.g. Probing and
   informing/explaining; Questioning and responding; Use of
   voice; Command of language; Using media and resources.

4. MANAGING, e.g. Establishing rapport; Managing
   behaviours; Managing group/individual work; Managing
   time.

5. EVALUATING, e.g. Using and giving pupil feedback;
   Monitoring pupil understanding and modifying teaching;
   Encouraging pupil self-evaluation; Using and marking
   written work.

REFLECTIONS, GENERAL COMMENTS, AND SUGGESTIONS:

Signature:

Name of Supervisor/Cooperating teacher:

OVERALL GRADE (Please circle the grade toward the latter part of Teaching Practice):
A B C D E F

Date:
INSTITUT PENDIDIKAN SULTAN HASSANAL BOLKIAH, UBD

PENILAIAN LATIHAN MENG AJAR

Program & Tahun: ..............................................................
No. Pendaftaran & Nama Guru Pelatih: .........................................................

Sekolah: Subjek: Topik: Kelas: Jumlah Pelajar: Tarikh & Masa:

PROSES & KECEKAPAN

1. PENGETAHUAN DALAM SUBJEK
   DAN/ATAU KEMAHIRAN: Penguasaan isi mata pelajaran; Penggunaan contoh-contoh yang relevan.

2. PERANCANGAN: Menggariskan objektif pembelajaran; Memilih kandungan/bahan/media; Menentukan prosedur.

3. PENGEMBANGAN PELAJARAN:
   Menimbalkan minat; Merangsang pemikiran; Mengekalkan langkah pelajaran; Penutup pelajaran.

4. KOMUNIKASI: Meneliti dan memaklum/menjelaskan; Menyoal dan menjawab; Penggunaan suara; Penguasaan bahasa; Penggunaan media dan sumber.

5. PENGURUSAN: Mewujudkan hubungan baik; Mengurus tingkahlaku; Mengurus kerja kumpulan/individu; Mengurus masa.

6. PENILAIAN: Menggunakan dan memberikan maklum balas kepada murid; Memantau kefahaman murid dan mengubah suai pelajaran; Menggalakkan penilaian kendiri pelajar; Menggunakan dan memeriksa kerja bertulis.

SIKAP PERILAKU PROFESIONAL, ULASAN UMUM DAN TINDAKAN YDICADANGKAN.

Tandatangan:
Nama Peryelia UBD/Guru Penyelia:

GRED KESELURUHAN (Sila bulatkan gred pada penghujung Latihan Mengajar): A B C D E F

.................................................................
# SULTAN HASSANAL BOLKIAH INSTITUTE OF EDUCATION, UBD: GUIDE FOR ASSESSMENT OF TEACHING PRACTICE

<table>
<thead>
<tr>
<th>Competence</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable/Satisfactory</th>
<th>Not acceptable/Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Excellent knowledge of all levels and links real-life examples with content.</td>
<td>Appropriate factual knowledge, good conceptual understanding.</td>
<td>Appropriate factual knowledge, some conceptual understanding.</td>
<td>Some mistakes of facts, weak conceptual understanding.</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>Thorough, detailed, clear objectives, all teaching materials ready.</td>
<td>Meticulous planning, most materials and examples ready.</td>
<td>Some detail missing, some teaching materials not ready.</td>
<td>Plan lacks adequate detail and materials not adequately prepared.</td>
</tr>
<tr>
<td><strong>Developing the Lesson</strong></td>
<td>Aroused interest, and stimulates thinking, good student participation, good pace, creative summary or closure.</td>
<td>Students engaged in meaningful tasks whose purpose is understood most of the time, lesson closure routine.</td>
<td>Rule-based activity, some challenging tasks, some students not working. Lesson closure routine.</td>
<td>Fails to give meaningful tasks, most students are off-task.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Excellent explanation, clear instructions for activities, uses inquiring approach, effective use of teaching materials and resources, links concrete to abstract.</td>
<td>Good explanation and instruction for activities, uses some probing questions, good eye contact, uses some available materials and resources.</td>
<td>Quite clear explanations and instructions, little or no probing questions, some eye contact, materials and resources mostly used for demonstration.</td>
<td>Weak explanation and instruction, poor eye contact with class, attempt to use teaching aids but not effective.</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td>Excellent class &amp; time management, organized student activities well, establishing rapport.</td>
<td>Good class control but occasional slips, time managed well, establishing rapport.</td>
<td>Adequate classroom management &amp; control, some students not on-task at times.</td>
<td>Class out of control, few attempts at control, unaware of class, time situation.</td>
</tr>
<tr>
<td><strong>Evaluating &amp; Reflecting</strong></td>
<td>Thoughtful questions to individuals, class &amp; homework show work is understood.</td>
<td>Some individuals questions, class and home work reveal some understanding.</td>
<td>Mostly chorus whole class questions, adequate class and homework.</td>
<td>Few questions, little class or homework.</td>
</tr>
</tbody>
</table>

**Comments on professional values and practice**

**Comments on Teaching Practice file [Lesson plans, teaching aids, activities, etc.]**
<table>
<thead>
<tr>
<th>Kecelapan</th>
<th>Cemerlang</th>
<th>Baik</th>
<th>Memuaskan</th>
<th>Tidak memuaskan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pengetahuan Kandungan</td>
<td>Pengetahuan cemerlang di semua peringkat dan menghubungkaitkan contoh hidup sebenar dengan kandungan</td>
<td>Fakta pengetahuan sesuai, pemahaman konsep baik.</td>
<td>Fakta pengetahuan sesuai, beberapa permaahan konsep.</td>
<td>Beberapa kesalahan fakta, pemahaman konsep lemah.</td>
</tr>
<tr>
<td>Komunikasi / Perhubungan</td>
<td>Penerangan cemerlang, arahan aktifiti jelas, guna pendekatan inkru, penggunaan bahan/sumber pengajaran berkesan, menjalinkan konkrti dengan abstrak.</td>
<td>Penerangan dan arahan aktifiti baik, guna beberapa soalan rangsangan, pandangan mata baik, guna beberapa bahan dan sumber yang ada.</td>
<td>Penerangan dan arahan sederhana jelas, sedikit atau tiada soalan rangsangan, pandangan mata yang minima, bahan dan sumber kebanyaknya digunakan untuk tunjukcara/demonstrasi.</td>
<td>Penerangan dan arahan lemah, kurang mengadakan pandangan mata dengan kelas, berusaha menggunakan bahan bantu mengajar tetapi tidak berkesan.</td>
</tr>
<tr>
<td>Komen mengenai nilai dan amalan yang profesional</td>
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</tr>
<tr>
<td>Komen mengenai fail Latihan Mengajar [Persediaan mengajar, ABM, aktiviti, dll.]</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Guide to attributes/skills</td>
<td>Terms Used for TP Profile Pro Forma</td>
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<td>------------------------------------</td>
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</tr>
<tr>
<td>1. <strong>Subject and/or skills</strong></td>
<td>Are you competent to teach the subject and/or skills; do you feel comfortable when students ask questions; what do you do if you don’t know the answer?</td>
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</tr>
<tr>
<td><strong>knowledge:</strong></td>
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</tr>
<tr>
<td><strong>Empathy:</strong></td>
<td>Do you clearly show you care about your students; do you think teaching is a battle between ‘them and you’; do you show you enjoy teaching your students; how do you handle the slow learners? Do you listen to your students?</td>
<td></td>
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</tr>
<tr>
<td><strong>Self-confidence:</strong></td>
<td>How do you present yourself; do you have the “I know what I’m doing” image or are you in “I don’t want to be here with you” mode? Are you an enthusiastic and motivated teacher?</td>
<td></td>
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</tr>
<tr>
<td><strong>Use of voice:</strong></td>
<td>Is your voice clear; can it be heard at the back of the room; do you vary tone and intensity?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Questioning technique/skills:</strong></td>
<td>Do you share the questions or just ask those at the front; do you encourage those who answer; do you want ‘yes/no/one word’ answers; do you ask ‘open-ended’ challenging thinking questions?</td>
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<tr>
<td>[Includes interaction with students]</td>
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<tr>
<td><strong>Lesson pace:</strong></td>
<td>Does the lesson drag; does it progress at a pace which challenges your students; are students bored because they have little/nothing to do?</td>
<td></td>
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</tr>
<tr>
<td><strong>Use of reinforcement:</strong></td>
<td>How much do you encourage and reward behaviour; do you reinforce all students (for behaving well) or only those who got the right answers; do you vary your words or is it always the same phrase (such as “well done”)?</td>
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</tr>
<tr>
<td><strong>Language level:</strong></td>
<td>Is your language level appropriate for your students’ ability/age; do you explain or check understanding of ‘difficult’ words (if not, why not)?</td>
<td></td>
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</tr>
<tr>
<td><strong>Students’ work:</strong></td>
<td>Did you ‘challenge’ your students; did you have ‘back up’ for those who finished early; did you monitor their work; do you make positive/encouraging comments about their work?</td>
<td></td>
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</tr>
<tr>
<td><strong>Relates to real world:</strong></td>
<td>Do you use real life examples to make your point; do you relate your topic/subject to your students’ experiences; do you make use of newspaper and TV items/news; do you relate the text books to your students’ lives whenever possible? [Includes relating to to students’ needs and interests.]</td>
<td></td>
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</tr>
<tr>
<td><strong>Classroom management:</strong></td>
<td>How do you deal with the trouble makers; do you focus on trouble (“sit down; be quiet; stop talking”) or do you encourage the behaviour you want; how do you encourage keeping to classroom rules; do you make threats you don’t implement; what use do you make of punishment? [Teacher exerts authority and is able to control the class.]</td>
<td></td>
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</tbody>
</table>
**Mobility:**
Are you stuck behind your desk; do you only pay attention to the front row or do you move around the classroom; in group work do you constantly circulate or just let the students at the back do what they want; do you spend most of the lesson next to the white board?

**Organization:**
Do you have the ‘right’ equipment, instructional materials, handouts available when needed; do you have enough of what you need (if not, why not); how do you cope with the student who ‘forgot’ to bring the essential ingredient to class?

**Lesson plan:**
Detailed; clear objectives; instructional resources; student activities; aims; timing; etc.

**Timing:**
How much ‘you’ is there in the lesson; how long is the ‘teacher talk’ introduction (more than 5/10/15/20/25/30 minutes); do you give enough time for students to do their work or did you take up too much of the lesson?

**Panduan untuk sifat/kemahiran**

1. **Pengetahuan subjek dan/atau kemahiran:**
   Menunjukkan pengetahuan yang baik dalam perkara atau kandungan subjek dan/atau kemahiran bahasa. Cekap untuk mengajarkan perkara atau kandungan subjek dan/atau kemahiran bahasa.

2. **Empati:**
   Menunjukkan dengan ketara bahawa awda mengambil berat terhadap penuntut; Tidak berfikiran yang mengajar merupakan pertarungan di antara ‘mereka dan saya’; menunjukkan keserono kan ketika mengajar; mengambil berat dan memberikan perhatian kepada penuntut yang berbakat dan lambat. Mendengar penuntut awda.

3. **Keyakinan diri:**
   Awda memperlihatkan diri dengan baik; memberi gambaran “saya tahu apa yang saya lakukan” dan bukan perasaan “saya tidak mahu berada di sini bersama awda”; Bermotivasi dan bersemangat.

4. **Penggunaan suara:**
   Penggunaan suara jelas dan boleh didengar dari belakang kelas; menggunakan berbagai-bagai intonasi dan kelantangan suara.

5. **Teknik/kemahiran menyoal:** (termasuk interaksi bersama penuntut)
   Awda membahagikan dan menanyakan soalan kepada semua penuntut di dalam kelas dan bukan ditujukan kepada penuntut yang berada di depan sahaja; memberi dorongan kepada yang menjawab soalan; tidak menerima jawapan yang berjenis ‘ya/tidak/satu perkataan’ sahaja; mengajukan soalan yang terbuka, mencabar dan merangsang daya pemikiran. Mempunyai hubungan yang baik dengan penuntut.

6. **Kadar perkembangan**
   Kadar kemajuan pelajaran tidak lambat dan melarat-larat; kadar kemajuan sesuatu pelajaran memberi cabaran kepada
pelajaran: penuntut; penuntut tidak berasa bosan kerana sedikit/tidak ada kerja yang diberikan; pelajaran yang disampaikan adalah mencabar dan inovatif.

7. Penggunaan peneguhan: Awda memberikan dorongan dan peneguhan kepada sesuatu kelakuan baik; memberikan peneguhan kepada semua penuntut (kerana berkelakuan baik) bukan sahaja kepada penuntut yang memberi jawapan yang betul; menggunakan berbagai-bagai perkataan dan tidak menggunakan frasa yang sama (seperti ‘sangat baik’).

8. Tahap penggunaan bahasa: Bahasa yang digunakan bersesuaian dengan tahap kebolehan/ peringkat umur seseorang penuntut; memberikan penjelasan, perbincangan dan memeriksa kefahaman penuntut tentang perkataan yang sukar.

9. Hasil kerja dan pembelajaran penuntut: Awda memberikan ‘cabaran’ kepada penuntut; menyediakan kerja tambahan kepada penuntut yang menyia-nyai kerja mereka dengan cepat; sentiasa mengawas kerja penuntut; memberikan komen yang positif/menggalakkan ke atas kerja penuntut dan prestasi pembelajaran mereka.

10. Mengaitkan pengajaran dengan keadaan kehidupan sebenar: Menggunakan situasi/contoh kehidupan sebenar untuk menyampaikan maksud sesuatu perkara; mengaitkan topik/subjek dengan pengalaman dan persekitaran penuntut; menggunakan butiran/berita daripada surat khabar dan televisyen; mengaitkan pembelajaran daripada buku teks dengan kehidupan penuntut bila mungkin. [Termasuk mengaitkan keperluan dan minat penuntut]

11. Pengurusan kelas: Dapat menguruskan penuntut bermasalah dengan baik; memberi perhatian kepada masalah tersebut (“sila duduk; tolong diam; berhenti bercakap”); memberi dorongan kepada tingkahlaku yang dikehendaki; memberi dorongan kepada penuntut agar mematuhi peraturan dalam kelas; tidak membuat ugenta; memberi hukuman yang bersesuaian [Guru menekankan kuasanya dan berkeupayaan untuk mengawal kelas] Suasana kelas adalah selamat dan bersesuaian untuk pembelajaran.

12. Pergerakan: Awda tidak duduk di kawasan meja sahaja; memberikan perhatian kepada seluruh kelas dan tidak kepada penuntut yang berada di depan sahaja; bergerak di sekeliling kelas; dalam kerja berkumpulan, guru sentiasa membuat rondaan dan tidak membiarkan penuntut yang duduk di belakang untuk membuat kerja lain; tidak berdiri di sebelah papan tulis pada sepanjang masa.

13. Organisasi: Awda mempunyai perkakasan yang ‘betul’, bahan ajar dan kertas nota bila diperlukan; barang keperluan mencukupi; dapat mengatasi masalah penuntut yang ‘tertinggal’ bahan yang diperlukan di dalam kelas.

14. Persediaan mengajar: Terperinci; objektif yang jelas; bahan mengajar daripada berbagai-bagai sumber (termasuk TMK/ICT jika ada); aktiviti penuntut; tujuan; pembahagian masa; dan lain-lain.

15. Masa: Pemahagian masa adalah baik; penerangan guru tentang pengenalan sesuatu pelajaran tidak terlalu panjang; memberikan masa yang cukup untuk penuntut memberi respon dan membuat kerja mereka; guru tidak mengambil masa (mendominasi) sesuatu pengajaran.
Notes on Teaching of Mathematics
Department of Science and Mathematics Education, SHBIE

Information for the Supervisors of Students on Teaching Practice

This information relates to all degree, certificate and diploma students.

We do not lay down a compulsory approach for teaching mathematics. Student teachers are encouraged to develop their own methods of teaching and those supervising them should also encourage them to do this.

We do not believe that there is a single best way to teach mathematics. In our classes we sometimes ask our students to work as individuals, sometimes we ask them to work in groups and sometimes we expect them to be active in a class setting. We encourage them to offer a similar range of approaches when they are teaching. We do believe that, whatever approach is used, it should follow these principles.

BASIC PRINCIPLES OF TEACHING MATHS

1. Method of teaching All mathematics that is taught in school can and should be taught in such a way that the pupils understand the reasons for the knowledge and skills that they acquire. There is absolutely no need and no merit for any pupil to have to learn any formula without understanding why the formula is what it is. There is no need for any pupil to learn any method of computation or calculation without understanding why that method works.

At present, many pupils learn mathematics as a collection of rules and tricks without understanding. The main emphasis of our courses is that this is quite the wrong way to teach mathematics. The pupil should be taught to understand why the rules work.

We discourage teaching the meaning of words by formal definitions. Student teachers have a tendency to begin a new topic with a formal definition written on the chalkboard. It is usually far better to introduce new terms through showing examples. For example, rather than state "a square is a four sided figure whose sides are all equal in length and whose angles are all 90°." It is much better to show them drawings of squares (even better to give them all small paper squares) and ask them to identify their common features and then say "We call this a square."

The examination is in English, so we encourage student teachers to use English whenever possible but the use of Malay to assist in understanding is sensible.

2. Method of learning Mathematics is learnt by doing mathematics. Learners need to acquire important knowledge, skills and procedures and understand how these can be used to solve real-life problems. Student teachers are encouraged to teach mathematics in such a way that as much as possible the pupils construct their knowledge of mathematics for themselves. This means that the pupils are not told formulas and then
given justifications (though this is much better than just being told the formula) but they should be placed in situations where they develop formulas and methods for themselves.

This implies that the student teachers should often use practical methods when they teach. They are supposed to teach, and not lecture! In very few lessons should the teacher talk at the front of the class for more than fifteen minutes. It is important that student teachers reflect on what materials to use, for which topics and for which pupils.

3. Enjoyment and interest  Pupils should learn mathematics by participating in mental, linguistic and physical activities with each other and with their teacher. The environment in which they learn should be rich and interesting. It should stimulate their curiosity and interest in mathematics at the same time as it helps them to learn.

4. Selection of examples  It is very important when teaching mathematics that teachers carefully select the examples that they use. The examples should be carefully graded so that the pupils move in easy steps from easier to harder problems. It is often the case that the student teacher will do the first few questions from an exercise in class, the next few will be done as a class exercise and the last part of the exercise is done for homework. This means that the student teacher does the easiest questions and the pupils do the hardest questions when they are on their own with no-one to help them.

5. Questioning  Questions should be directed towards individuals and not to the class as a whole. This enables the student teacher to be sensitive to whether or not the pupils understand what is happening in the classroom. Pupils should be asked questions that require them to say thoughtful sentences in English rather than just one-word answers.

6. Practice and homework  The importance of regular practice through the use of exercises, homework and so on is something we emphasise. The student teachers should regularly mark the work of their pupils. Marking is not just a question of giving lots of ticks and crosses in the pupils’ exercise books. It is also a question of being sensitive to the errors that pupils make and to trying to find out the causes of the errors with a view to correcting them. This is especially critical in Years 5 to 8 when the basic mathematics foundations are being developed.

We encourage the use of games in the mathematics classroom. Games are an effective way of motivating pupils to enjoy the practise that is an essential part of learning mathematics. Puzzles are also an effective way of adding variety, interest and intellectual stimulus to the mathematics classroom.

7. Relationships  It is important for student teachers to treat pupils with respect and dignity and to provide a supportive atmosphere in which to learn mathematics. This is an essential element of a style of teaching that seeks to bring the pupils to develop their knowledge of mathematics for themselves.

8. Grading of students  Teaching practice is a chance for students to learn how to teach. We want them to experiment and try out new methods. These new methods may not always work but we hope that you as supervisors will encourage the students to persevere
in methods that try to encourage children to think about mathematics for themselves. When you assess the student teachers, please bear this in mind.

9. **Completing the lesson observation report form** In this section we describe the features of an excellent lesson. We do not expect all of them to be present in an “A” grade lesson but most of them will be.

Our first concern is that the student should display a good knowledge of the concepts and skills being taught. A lesson may look good but if they teach that 9 - 6 + 2 = 1, for example, then the lesson cannot be considered an excellent one.

The rest of these comments on what is an excellent lesson follow the format on the T. P. Assessment Form.

1. **Planning** of the lesson is thorough. The details of the mathematics to be taught and the examples to be used are set out on the plan. The materials are organised in good time.

2. **Developing the lesson** The teachers motivate the pupils to participate actively and enthusiastically in meaningful task.

3. **Communicating** Teachers speak clearly and simply, giving clear explanation and instructions. Skilful questioning which enables pupils to construct their own knowledge of mathematics occurs. Appropriate materials are used.

4. **Managing** The students show good management of behaviour, of group work and whole classwork in a pleasant environment. In this context, be fair and take into account the nature of the class. Some classes are much harder to control than others, and often it is just a matter of luck whether the students get a good or a bad class on teaching practice.

5. **Evaluation** of pupils’ understanding is effective, through questioning of the class (encourage questions to individuals not merely to the whole class) and through the setting a monitoring of class and homework. Encourage the use of imaginative/creative methods of assessing such work.
Second/third year education students are placed in schools as “teaching assistants” (TAs). They are required to assist teachers in teaching and non-teaching duties as assigned by the school. These could include, among others, assisting teachers in preparing teaching and learning resources and worksheets; marking of pupils’ work and tests; helping under-achieving pupils in class under the supervision of the class/subject teacher; helping teachers in non-teaching duties in the library, ICT and science laboratories and other resource rooms, and co-curricular activities. This new role as TA is in addition to assignments that lecturers may set for students when they take their courses the following semester. Such assignments could focus on pupils’ understanding and identifying teaching and learning challenges in the various subject areas.

**ATTRIBUTES THAT NEED TO BE DEMONSTRATED DURING THE SCHOOL EXPERIENCE**

**Interaction with pupils**

1. Is supportive and builds constructive relationships with pupils.
2. Shows positive values expected from children and young people.

**Framework**

3. Is aware of the professional duties of teachers.

**Communicating and working with others**

4. Has a commitment to collaboration and co-operative working as a team member.

**Personal professional development**

5. Acts upon advice and feedback.

Student: 

Registration Number: ...................... Programme: ............................

*has / has not demonstrated all the above attributes during his/her attachment at this school.

*[DELETE WHICHEVER IS NOT APPLICABLE]*

School Name: ..............................................................

Signature: ..............................................................

Name of Principal/Headmaster: ..............................................................

School Chop: .............................. Date: ..............................
GUIDELINES FOR STUDENT TEACHERS ON SCHOOL ATTACHMENT

1. YOU MUST COMPLETE THE “TEACHING ASSISTANTSHIP” SUCCESSFULLY AND HAND IN THE CERTIFICATION FORM ABOVE FROM THE SCHOOL TO THE TEACHING PRACTICE DEPARTMENT AT THE END OF YOUR SCHOOL EXPERIENCE. YOU WILL NOT BE ALLOWED TO REGISTER FOR TEACHING PRACTICE IN THE FINAL SEMESTER UNTIL THIS CERTIFICATION AND A SCHOOL EXPERIENCE REPORT ON WHAT YOU HAVE LEARNED AS A TEACHING ASSISTANT IS RECEIVED. IF THESE ARE NOT COMPLETED SUCCESSFULLY NOW, YOU WILL HAVE TO RE-DO THIS SCHOOL PLACEMENT.

2. General information and advice
The school will appoint a Cooperating Teacher or Mentor who will provide guidance and support during your time at the school. During the Teaching Assistantship exercise you can also consult with UBD lecturer(s). You can consult the lecturer(s) for advice, guidance or help, if you should need any of these. You may be required to prepare and submit some coursework, which will be provided for you by the lecturers who will be teaching you next semester. The mark for such coursework will be part of the overall mark for that particular subject/course next semester.

This school experience is intended to provide you with an opportunity to observe, work with and learn from experienced teachers in the school. It is intended to provide you with an opportunity to:

a) experience and understand the roles, duties and responsibilities of a teacher
b) observe application of theories in an actual teaching and learning situation
c) develop self confidence, and qualities of adaptability and sensitivity appropriate to school situations
d) develop an understanding of learners, team work, and the general administrative structure of the school system

3. Areas of focus
In addition to your teaching assistantship and any coursework you have to complete, you should also focus on these areas:

a) The Curriculum
You should select focus on curriculum areas relevant to your specialisation, and/or those relevant to the coursework you have to complete while at the school. Look at the textbooks being used by the school in that area (author, title, publisher, date of publication). In addition you should try to look at, and get a copy if possible, of things such as: the syllabus being used, the schemes of work being followed, and teacher-made resources, notes and worksheets. It would also be useful to get copies of past school examinations, quizzes and tests prepared by staff in that area, if these are available.

b) Pedagogical features
Whilst assisting the class/subject teacher, you will be expected to learn more about pupils and learning, classroom management skills and methods of teaching. You should take the role of a passive observer within the lesson.

You should note the following features of the lessons in which you are assisting: the lesson topic; methods used in teaching and engaging pupils; resources used; notes, diagrams and practical exercises used; student behaviour and management strategies employed; techniques used for student evaluation, etc.

c) Resource inventory
It will be useful for you to explore the resources available within the school for teaching effectively in the curriculum area you have made your focus. You will be able to locate these resources within the library, and in other specialist areas, such as the computer room. Talk to teachers working in that area about availability of resources, and areas of need they perceive.

4. Behaviour whilst at school
During your brief stay at the school you are a UBD representative. School staff will watch the way you behave and conduct yourself while you are there. You must abide by the rules of the school, and accept the conditions that apply to all staff, including dress code, attendance, punctuality, etc. Do not arrive late or leave early without first getting prior approval from the Principal/Headmaster/Headmistress, and notify the school if you are to be absent.
Seek approval from the Principal prior to any non-medical absence, and make sure you provide an MC for any medical absence. **You are expected to be at school for the whole of the school session (morning or afternoon), not just when you have a class to assist.** Try to participate in co-curricular activities during your time at the school.

5. **When you leave the school**
   When you are about to leave at the end of the exercise, remember to thank everyone you have been in contact with since you arrived, especially the school administration and your Cooperating Teacher/Mentor.

6. **Handing in the School Certification Form and School Experience Report**
   (a) You must hand in the School Certification Form and Experience Report no later than one week after the completion of the school placement to the Head, Department of Teaching Practice, SHBIE.
   (b) Your School Experience Report should include:
      - Main insights about teaching that you have gained from these experiences.
      - Who/what helped you develop/refine this insight about teaching?
      - How do you think this will influence your way of teaching?

7. **Handing in your Coursework**
   Your UBD lecturer(s) will advise you as to where and when to hand in your completed coursework.
SIJIL PENGALAMAN
sebagai
PEMBANTU GURU DI SEKOLAH
JABATAN LATIHAN MENGAJAR
INSTITUT PENDIDIKAN SULTAN HASSANAL BOLKIAH

UNIVERSITI BRUNEI DARUSSALAM


SIFAT-SIFAT YANG PERLU DIPORELEHI SEMASA PENGALAMAN SEKOLAH

Pergaulan dengan murid
1. Membantu dan membimbing murid-murid.

Rangkakerja
3. Menyedari tanggungjawab profesional sebagai seorang guru.

Komunikasi dan kerjasama dengan guru-guru
4. Menunjukkan komitmen kepada kerja berpasukan.

Perkembangan profesional diri sendiri
5. Bertindakbalas berdasarkan nasihat dan maklumbalas.

Pelajar: .............................................................................................................

No. Pendaftaran: ......................... Program: ..............................................
*telah / tidak menunjukkan sifat-sifat di atas semasa penempatan beliau di sekolah ini.
*[POTONG YANG TIDAK BERKENAAN]

Nama Sekolah: .................................................................

Tandatangan: ........................................................................

Nama Pengetua/Guru Besar: ............................................................

Cop Sekolah: .............................................................. Tarih:
GARISPANDU UNTUK GURU PELATIH SEBAGAI PEMBANTU GURU

1. LATIHAN SEBAGAI PEMBANTU GURU HENDAKLAH DILAKSANAKAN DENGAN BERJAYANYA. AWDA PERLU MELENGKAPKAN SIJIL KELULUSAN TUGASAN INI DARI PIHAK SEKOLAH DAN MENYERAHANNYA KE JABATAN LATIHAN MENGAJAR, IPSHB APABILA TAMATNYA PENGALAMAN SEKOLAH AWDA. AWDA TIDAK AKAN DIBENARKAN MENDAFTAR UNTUK LATIHAN MENGAJAR PADAMESIERN AKHIR SEKIRANYA SIJIL INI DAN LAPORAN MENGENAI APA YANG AWDA SUDAH MEMPELAJARI DARI PENGALAMAN SEKOLAH TIDAK DISERAHKAN. SEKIRANYA IA TIDAK LENGGAK, AWDA AKAN DIKEHENDAKI UNTUK MELAKUKAN LATIHAN INI SEMULA SEBELUM AWDA BOLEH MENGIKUTI LATIHAN MENGAJAR PADA SEMESTER AKHIR.

2. Makluman dan Maklumat Am
Sekolah akan menetapkan seorang guru penyelaras yang akan memberi bimbingan dan bantuan sewaktu awda berada di sekolah. Sewaktu latihan ini awda juga boleh mendapatkan bimbingan dari pensyarah-pensyarah UBD. Awda boleh merujuk kepada mereka sekiranya awda memerlukan sebarang nasihat, bimbingan atau bantu bantu. Awda juga mungkin akan diperlukan untuk menyediakan dan menyertakan beberapa kerja kursus yang diberi oleh pensyarah yang akan mengajar awda di semester hadapan. Markah bagi kerja kursus yang sedemikian merupakan sebahagian daripada markah keseluruhan bagi kursus tersebut di semester hadapan.

Sesi latihan ini bertujuan untuk memberi peluang bagi awda untuk memerhati, bekerja bersama dan belajar dari guru-guru yang berpengalaman di sekolah. Ianya bertujuan memberi awda peluang untuk:
- mengalami dan memahami peraturan, tugas dan tanggung-jawab seorang guru
- memperhati penerapan teori-teori dalam situasi pengajaran dan pembelajaran sebenar
- membina amin diri dan ciri-ciri kebolehsesuaian dan kepekaan terhadap situasi sekolah yang sewajarnya
- mengembangkan pemahaman mengenai pelajar, usaha berpasukan, dan struktur am pentadbiran sistem sekolah.

3. Bidang yang difokus
Di samping sebarang kerja kursus yang perlu diselesaikan dan tugas-tugas sebagai pembantu guru, awda juga perlu menumpukan kepada bidang-bidang berikut.

a) Kurikulum
Awda perlu memilih tumpuan bidang kurikulum yang berkaitan dengan pengkhususan awda dan/atau yang berkaitan dengan kerja kursus yang perlu awda disediakan untuk awda berada di sekolah. Kaji buku-buku teks yang digunakan oleh sekolah untuk bidang tersebut (pengarang, tajuk, penerbit, tarikh penerbitan). Sebagai tambahan, awda perlu mengkaji dan jika boleh dapatkan salinan dokumen seperti: sukatkan pelajaran yang digunakan, rancangan kerja yang diikuti serta nota dan kertas kerja yang telah disediakan oleh guru. Jika awda boleh mendapatkan salinan kertas peperiksaan sekolah yang lalu, kuiz dan ujian yang telah disediakan oleh kakitangan di bidang tersebut ianya adalah amat berguna.

b) Ciri-ciri Pedagogi
Dengan bantuan dari guru penyelaras, awda adalah dijangkakan untuk mempelajari mengenai pelajar dan pembelajaran, kemahiran dalam mengendalikan bilik darjah dan kaedah mengajar. Awda perlu berperanan sebagai pemerhati yang pasif sewaktu pelajaran.

Awda perlu mencatat ciri-ciri berikut di dalam pengajaran yang awda bantu: tajuk pelajaran; kaedah yang digunakan dalam pengajaran dan menarik perhatian murid; sumber yang digunakan: nota, rajah dan latihan praktikal yang dilakukan; tingkah laku murid dan strategi pengendalian yang digunakan; teknik untuk menilai murid, dll.

c) Inventori Sumber

4. Peradaban semasa di sekolah
Dalam waktu singkat awda berada di sekolah, awda adalah wakil UBD. Sepanjang berada di sana, kakitangan sekolah akan memerhatikan tingkah laku awda. Awda perlu mematuhi peraturan sekolah dan syarat yang dikenakan kepada semua kakitangan termasuk kod berpakaian, kedatangan/tepat pada masa, dll. Jangan datang lewat atau balik awal tanpa mendapatkan kebenaran terlebih dahulu daripada Pengetua, dan maklumat kepada pihak sekolah sekiranya awda tidak dapat hadir. Dapatkan kebenaran daripada Pengetua/Guru Besar terlebih dahulu bagi sebarang ketidakladuran yang boleh disebabkan oleh masalah perubatan dan pastikan awda memberi Sijil Sakit bagi ketidakladuran yang disebabkan oleh masalah perubatan. Awda dikehendaki untuk berada di sekolah bagi keseluruhan sesi persekolahan (pagi atau petang) dan bukan hanya apabila ada pelajaran yang hendak dibantu. Cuba ambil bahagian dalam aktiviti kegiatan luar semasa awda berada di sekolah tersebut.
5. **Apabila meninggalkan sekolah**  
Apabila awda akan meninggalkan sekolah di akhir latihan ini, berilah ucapan terima kasih kepada semua yang awda kenal semenjak mula-mula datang ke sekolah tersebut, terutamanya pihak pentadbiran sekolah dan guru penyelaras awda.

6. **Menyerahkan Sijil Kelulusan dari Sekolah dan Laporan Pengalaman Sekolah**  
(a) Awda dikehendaki menyerahkan kedua-dua dokumen tersebut kepada Ketua Jabatan Latihan Mengajar, IPSHB selewat-lewatnya seminggu selepas tamatnya latihan ini.  
(b) Laporan Pengalaman Sekolah seharusnya mengandungi perkara-perkara berikut:  
   • Pemerhatian/pengetahuan utama yang awda perolehi dari pengalaman sekolah ini  
   • Siapakah/apakah yang telah membantu awda membina pengetahuan mengenai pengajaran tersebut?  
   • Menurut pandangan awda, bagaimana peranan ini akan mempengaruhi pengajaran awda?

7. **Menyerahkan kerja kursus awda**  
Pensyarah UBD awda akan memaklumkan di mana dan bila awda perlu menyerahkan kerja kursus yang sudah selesai.
Please complete this form CAREFULLY and submit it to:
Head, Department of Teaching Practice) at SHBIE Room 2.41.
(Both sides of the form need to be completed)

Please complete your personal details. Your address will be used to try to help in allocating you to a nearby school. Contact/phone details are helpful to the TP department and your supervisor, if you need to be contacted during TP. If you live very far from UBD, you may want to give an alternative address nearer to UBD so that supervisors can assist you more easily. You may also want to request to stay in the Hostel and do TP in a nearby school especially if you have your own transport.

[Please consult with the Head of Dept of Teaching Practice if you have to repeat more than one course during TP or if you do not have transport of your own for TP. You may have to complete your TP in stages.]

<table>
<thead>
<tr>
<th>Name:</th>
<th>Registration No.</th>
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<tbody>
<tr>
<td>TP Course Code you are taking:</td>
<td>Address during TP:</td>
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<tr>
<td>Number of courses you have to repeat during TP: (0, 1, 2, 3, etc.) *</td>
<td>Hand phone number:</td>
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<tr>
<td>Home phone number:</td>
<td>Email address:</td>
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|                             | * Please list the course codes and titles you will be taking during teaching practice.

Programme (please tick where appropriate)

<table>
<thead>
<tr>
<th>PGCE</th>
<th>SPLI</th>
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<tbody>
<tr>
<td>Diploma in Primary/Physical Education</td>
<td>SPLI (Peng Islam)</td>
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<tr>
<td>Diploma in Education (Inservice)</td>
<td>Sarjana Muda Sastera. Pendidikan</td>
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<td>B. A. Primary Education</td>
<td>B. A. Education</td>
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<td>B. Ed. Primary TESL</td>
<td>B. Ed General Science</td>
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<tr>
<td>Sarjana Muda Pendidikan</td>
<td>B. Sc. Education</td>
</tr>
<tr>
<td>Other programme (please state):</td>
<td></td>
</tr>
</tbody>
</table>

Please tick your subject(s) where appropriate.

<table>
<thead>
<tr>
<th>Chemistry</th>
<th>English</th>
<th>Bahasa Melayu</th>
<th>Pengajian Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Mathematics</td>
<td>Sociology</td>
<td>Pendidikan Jasmani/PE</td>
</tr>
<tr>
<td>Physics</td>
<td>Science</td>
<td>Psychology</td>
<td>Kesusteraan Melayu</td>
</tr>
<tr>
<td>Geography</td>
<td>Economics</td>
<td>Arabic</td>
<td>Pengajian Brunei/MIB</td>
</tr>
<tr>
<td>History</td>
<td>Computer Studies</td>
<td>Art/Senilukis</td>
<td>Business &amp; Accounting</td>
</tr>
</tbody>
</table>

Other subject (please state): Other subject (please state):
For students who have previously completed TP or TP Observation, or who have taught before, please write down the type of experience you had, the name(s) of school(s) and the level(s) taught/observed.

<table>
<thead>
<tr>
<th>Type of experience (Teaching, TP or Teaching Assistantship):</th>
<th>Year(s)</th>
<th>School(s)</th>
<th>Level(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick where appropriate

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Transport*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am living at home and will be traveling from home during TP.</td>
<td>I will be using my own transport for TP.</td>
</tr>
<tr>
<td>I am currently staying at the hostel.</td>
<td>I need transport from the UBD hostel during TP.</td>
</tr>
<tr>
<td>I am currently staying at home but wish to have hostel accommodation during TP. I have my own transport. (There is a charge for staying at the hostel if you do not normally do so.)</td>
<td>I do not have my own transport.</td>
</tr>
<tr>
<td>If you need to stay in the UBD hostel during TP and you need UBD transport explain why.</td>
<td></td>
</tr>
</tbody>
</table>

* You are not eligible for UBD transport if you have your own transport. It is easier if you can arrange for your own transport.

Request for a particular school for TP

Please note that the TP Department will try its best to allocate you to a school near your home or hostel, but cannot guarantee a particular school requested by you. If you do have a particular request, please list it below, and give a BRIEF reason why you want to be at that particular school.

/[If you live very far from UBD, you may want to give an alternative school nearer to UBD so your supervisor can assist you more easily.]

<table>
<thead>
<tr>
<th>Name of school(s):</th>
<th>Reasons why this school is requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

I am aware that I should attend the: -

(1) **TP briefing** prior to the start of the TP period (more information concerning rooms and times for briefings for various courses will be given at the TP notice board and by the elevators prior to the meeting);

(2) **TP** at the school I am allocated is for the whole fixed duration of the teaching practice.

I am aware that I am required to **contact my supervisor(s)** before TP commences.

Information about TP can be obtained at [http://shbietp.wordpress.com](http://shbietp.wordpress.com)

Signature:

Name:         Date:
TP FORM –for students taking TEACHING PRACTICE

If you have a question or problem about TP, please complete this form. Staff from the TP Department will contact you to discuss the matter. You can email this form to:

hodtp@shbie.ubd.edu.bn

[Sila lengkapkan borang ini jika ada pertanyaan atau masalah. Kami akan menghubungi awda.]

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme</td>
<td></td>
</tr>
<tr>
<td>Registration No.</td>
<td></td>
</tr>
<tr>
<td>School for TP</td>
<td></td>
</tr>
<tr>
<td>Hand phone number</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
</tr>
</tbody>
</table>

Question/Problem about TP: [Pertanyaan/masalah mengenai latihan mengajar]

<table>
<thead>
<tr>
<th>Signature/Tandatangan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/Tarikh</td>
<td></td>
</tr>
</tbody>
</table>