

PRACTICE TEACHING AT PRIMARY SCHOOL

TEXTBOOK

Resumé

This textbook is designed for Erasmus students who are interested in practice teaching at mainstream and alternative primary schools in Brno

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REQUIREMENTS FOR CLOSING THE COURSE PRACTICE TEACHING AT PRIMARY SCHOOL

1. Read the materials about Czech educational system (the textbook School Education in Library).
2. Visit the schools, arrange terms of practice with director/teachers – will be discussed at our first meeting at faculty
3. **Observe 8 lessons** and make your notice about situation at class to Observation Sheet
4. **Teach 5 lessons** with your student co-teacher and fill the structure of the Study Preparation for Teaching for each lesson
5. **Reflect your teaching** to Self/evaluation Sheet of Students Co-teachers

Enjoy the time at school ☺

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OBSERVATION SHEET – observation

First name and surname of student:
Course:
First name and surname of teacher-mentor:
Grade/Class:
School:
Topic of the Lesson:

TIME	WHAT TEACHER DOES	WHAT PUPILS DO	MY COMMENTS

OBSERVATION SHEET – reflection of observed lesson

(for example: differences between school practice in my country and observed lesson, inspiration for myself, discussion with student co-teacher or teacher-mentor etc.):

Reflection:

Positives of Lesson:

Negatives of Lesson:

Ideas for my Future Teaching Practice:

STRUCTURE OF THE STUDY PREPARATION FOR TEACHING

Student's name:

Topic of the lesson:

Name of teacher-mentor:

Grade/Class:

Subject: Teacher's name:

Length of the Lesson:

Teaching objectives:

We can distinguish three domains of teaching objectives: cognitive, psychomotor and affective; but we do not necessarily have to aim at all these three dimensions in every single lesson. It is advisable to use the so-called active verbs for formulating teaching objectives. Using the so-called Bloom's taxonomy is appropriate for formulating objectives in the cognitive domain

Aids/Tools:

Detailed lesson plan

... describes the deliberated teaching process. Which kind of tasks (activities, work) would students deal with? In what order? How would the particular tasks follow each other? (The purpose of the plan is to explain the way the organisational forms and methods follow each other in the lesson, and also the way the tasks with different levels of cognitive difficulty are related to each other.) It is recommended to think the length of the particular tasks out and write it down on the paper.

1. Introduction

It is advisable to consider the way you can introduce the topic (eventually acquaint students with the objectives), check the prepared aids/tools etc.

2. Main part

... may but do not have to include following items:

- *Revision of the curriculum*
- *Motivation*
- *Deduction of the new curriculum*
- *Consolidating and exercising the new curriculum*
- *Application tasks*
- *Assigning homework*

3. Closing part

It is necessary to pay attention to the appropriate conclusion with a summary of the curriculum in the last part of the lesson, and to evaluate students' work. How will be the fulfillment of the declared objectives checked?

(Self)reflection

In this part – filled always after the lesson – the conception and realization of the lesson should be reflected. It is adequate to rethink if and the way the declared objectives have been achieved, eventually what is the possible way to innovate the preparation for the „next time“.

SELF/EVALUATION SHEET OF STUDENTS CO-TEACHERS

First name and surname of student, student ID:
First name and surname of student, student ID:
MU Course Code:
Name and address of school:
First name and surname of teacher-mentor:
Email of mentor:

At the beginning of the teaching practice both students co-teachers will define „Primary goals“ of students co-teachers professional development with teacher-mentor. Teacher-mentor will evaluate setting this goals. At the end of the practice teaching students co-teachers and teacher-mentor will evaluate „Primary goals“ and define „Positives and negatives of co-teaching practice“ for future professional development of the student.

The formulation of goals has to be defined specifically – it has to be evaluated if they were achieved.

Before the start of Practice Teaching in Primary School	Primary goals of first student co-teacher:
	Primary goals of second student co-teacher:
	Evaluation of primary goals set by both students co-teachers by teacher-mentor:

<p>At the end of the Practice Teaching in Primary School</p>	<p>Evaluation of primary goals set by first student co-teacher:</p> <p>Evaluation of primary goals set by second student co-teacher:</p> <p>Positives and negatives of co-teaching – first student:</p> <p>Positives and negatives of co-teaching – second student:</p> <p>Final evaluation of teaching practice of both students co-teachers by teacher-mentor:</p> <p>Date: _____ Teacher-mentors' signature and school stamp: _____</p>
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