

## **GUIDELINES FOR PRINCIPALS, MENTORS, STUDENTS AND SUPERVISORS**

### **Arrangements with schools**

Unisa depends a lot on schools, principals, teachers and pupils to make it possible for student teachers to complete their teaching practice. The Schools provide a good opportunity for experienced teachers to act as Mentors to Unisa student teachers. The Schools assist with allocating the student to a teacher who will serve as a Mentor Teacher.

### **Role of the principal**

The principal

- has a decisive effect on the academic and professional character of the school and its influence on the student teacher
- will allocate the student to a teacher who will serve as a Mentor
- stimulates a culture of learning among the learners and a culture of teaching and education among teachers; and in this way influences the student teacher
- supervises the student teacher's involvement in teaching, education and training and the teacher's involvement in the student teacher's activities
- ensures that the student teacher's stay at the school is worthwhile
- serves as a link between the student teacher, the school and the university and ensures that the necessary forms are completed properly and forwarded to the university.
- contacts the teaching practice coordinator directly, if there are any uncertainties or any queries concerning the student's teaching practice activities.

### **Role of the mentor**

The teacher who serves as a mentor for the duration of the student teacher's visit to the school

- allows the student teacher to participate in the life of the class and the school, and introduces the student teacher to the learners and staff
- shares ideas with the student teacher, answers questions he/she may have, directs his/ her observations and involvement and makes the student teacher's stay at the school meaningful and informative
- ensures that the student teacher cultivates positive attitudes towards teaching and education at school
- tactfully discusses mistakes with the student teacher, where necessary
- serves as a role model for the student teacher
- provides the university and the principal with a sincere, honest, detailed and useful assessment of the student teacher that is in his/her best interest.
- contacts the teaching practice coordinator directly if there are any uncertainties or queries concerning the student's teaching practice activities.

### **What the student teacher is expected to do**

We expect the student teacher to experience all aspects of school life whether positive or negative. This visit should have a lasting effect on him/her. We trust that the student teacher will be moulded positively with a professional outlook on teaching. The student teacher is expected to:

- become involved in and learn from as many teaching and educational experiences at school as possible.
- take on more responsibilities for the class, with the teacher on hand as mentor, once he/she has observed a teacher
- complete and submit the assignments that concentrate on the following matters:
  - the presentation of various lessons
  - the use of media
  - the written or recorded exposition of the lessons
  - dealing with learners with special education needs
  - monitoring and marking the learners' written work
  - oral communication
- develop a critical and reflective attitude towards the school, teaching and education.
- see the connection between his/her teaching practice and theoretical studies in his/her degree or postgraduate certificate courses
- try to make the life of the teacher who acts as a mentor a little easier for the duration of his/her stay at the school
- be at the school during the full period prescribed for teaching practice
- start the school day with all the teachers and leave when they leave at the end of the school day
- follow the normal procedures of the school in case of illness.

### **Role of the Supervisor include the following:**

- discussing the student's teaching practice experience with the principal and/or mentor sitting in on a planned lesson given by the student in the presence of the student teacher
- observe and assess the lesson presented by the student and complete the student assessment evaluation form
- meet with the student after the lesson presentation and collect the student's self-reflective feedback
- return to the Unisa Teaching Practice Office no later than a week after a school visit
- supporting students in developing the competences required for teaching and learning.