

Teaching practice of bachelors – teachers of industrial education

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Abstract

The mission of the Institute of Education and Communication of the Czech University of Life Sciences (“IEC”) has for a number of years included *inter alia* also complementary pedagogical studies in the lifelong education programmes. Since the 2005/2006 academic year the IEC offers bachelor study programmes. One of them is the bachelor programme for teachers of industrial education. Similarly as lifelong education programmes, the training of these teachers includes teaching practice at secondary technical and secondary vocational schools which cooperate with IEC and are involved in management and organization of this practice. In bachelor studies the teaching practice is more extensive than in the programmes of lifelong education.

Key words: bachelor study programme, teachers of industrial education, teaching practice, model secondary technical and secondary vocational schools, lesson observation, practice teaching

1. Introduction

The Institute of Education and Communication of the Czech University of Life Sciences (“IEC”) focuses in its activities primarily on pedagogical studies of teachers of vocational subjects and industrial education. For a long time, the students have been included into lifelong education programmes. In the 2005/2006 academic year, IEC introduced also bachelor study programmes. One of them is the programme for teachers of industrial education.

Part of the training of future bachelors – industrial education teachers provided by IEC is teaching practice at secondary technical and secondary vocational schools which cooperate with IEC and are involved in management and organization of this practice. During the teaching practice at model schools the IEC students acquire experience and skills in the educational process. They get acquainted with this process in the form of lesson observation and practice teaching and as compared to students involved in lifelong education programmes, they participate also in lesson observation in theoretical subjects.

2. Characteristics of the teaching practice

Direct supervision and management of the educational process is carried out at model secondary technical or vocational schools that have the status of model schools of the Czech University of Life Sciences in Prague granted by its Rector. The practice is supervised by the IEC teaching staff and students are guided at the technical (vocational) school directly by a master teacher of the same specialization as the respective student. Teaching practice at model technical (vocational) schools should help IEC students acquire the necessary experience and skills in educational activities. Another aim of the teaching practice is to verify the moral, specialized and educational readiness of students for the work of an industrial education teacher. Students get familiar with this process in the form of lesson observation and practice teaching. They study different issues of out-of-class and out-of-school education, school management, planning, organization and control of the work of the school. They also get acquainted with the management of the work in the school, hostels or other school facilities.

3. Duties of master teachers and of students

3.1 Principal of the model school - manages and organizes teaching practice, assigns a master teacher to each student according to the student's specialization and provide them with the necessary information about the school and its management.

3.2 Master teacher – supervises the work of the assigned student, informs the student about the curriculum of the subject, thematic plan and specifies the scope and content to be taught. Prior to lesson observation and practice teaching the master teacher checks readiness of the student for teaching and afterwards he/ she analyzes them in detail with the student and helps the student to collect the materials necessary for teaching.

3.3 IEC teaching staff – supervise teaching practice of students and cooperate with the school management in terms of methodology.

3.4 Student

- gets acquainted with the workplace
- develops with the help of the master teacher his/ her individual plan of teaching practice
- submits the plan to the school principal and the respective member of the IEC teaching staff
- studies thoroughly the respective teaching documents, particularly the curriculum and plan of industrial education
- undergoes the minimal set number of lesson observations and teaching practices
- keeps the set record of teaching practice and submits it for check to master teachers and the respective member of the IEC teaching staff
- attends meetings of teaching staff and other meetings and events organized in the course of his/ her teaching practice
- prior to each individual lesson observation and teaching practice makes with the master teacher (the respective member of the IEC teaching staff) a brief analysis of the teaching unit.

During teaching practice, students must prove that they have a creative approach to teaching, are able to use adequate teaching procedures and activation methods. At the same time they must demonstrate that they apply educational elements in their pedagogical activity and promote cultural conduct and behaviour of their students.

4. Contents of teaching practice

4.1 Familiarization with the workplace

- study of the work of the methodological board
- familiarization with the workplace and equipment for industrial education
- study of the issues of safety and hygiene at work of students in industrial education

4.2 Lesson observation

- 2 lesson observations in general education subjects (in reduced practice 1 lesson observation)
- 2 lesson observations in vocational subjects (in reduced practice 1 lesson observation)
- 2 lesson observations in industrial education units (in reduced practice 1 lesson observation)

4.3 Teaching practice

- 3 teaching practices in general industrial education units (in reduced practice 2 teaching practices)

4.4 Record of teaching practice

- individual plan of work
- preparation for lesson observation and its analysis
- extract from the plan of industrial education for the period of teaching practice
- preparation for actual teaching (including setting of educational goals)
- results of analysis of teaching practices
- list of students in the group taught

4.5 Credit

At the end of the teaching practice, the student is evaluated by a credit in terms of fulfilment of his/ her duties and its quality. The student is evaluated by a member of the IEC teaching staff, taking into account the evaluation of the school principal and master teacher. Part of the evaluation is also the standard of written records of teaching practice.

4.6 Final teaching practice

At the end of his/her teaching practice, the student accomplishes a teaching practice as part of the state bachelor examination. He/she prepares for this teaching practice on his/her own, independently, without help or advice of the master teacher. The examination takes place in front of the board comprising:

- a member of the IEC teaching staff (chairman)
- principal of the model school
- master teacher.

The date of the final teaching practice is set by the board. The final teaching practice is not part of the above mentioned teaching practices.

5. Implementation of teaching practice at model (vocational) schools

Students of 3rd grade of the bachelor study of industrial education accomplished supervised teaching practice at the IEC model secondary technical and secondary vocational schools between 25 February and 19 March 2008. In the school facilities they had the same conditions as students of complementary study and the same master teachers. The scope of teaching practice was more extensive and the requirements for meeting the set goals were more demanding.

Involved in teaching practice were in total 57 students:

- 34 students accomplished a 1 week teaching practice at model schools (complementary pedagogical studies graduates)
- 17 students accomplished a 1 week teaching practice at model schools and a 1 week teaching practice at "their" schools (they teach industrial education or vocational training for more than 2 years)
- 6 students accomplished a 2 week teaching practice at model schools (they teach industrial education or vocational training for less than 2 years)

Teaching practice was carried out at 22 model secondary technical or secondary vocational schools. Supervising the teaching practice were 12 members of the IEC teaching staff. In addition, 4 external colleagues were invited to cooperate (teachers of model secondary technical or secondary vocational schools who are or were involved in teaching the IEC students). The practice was slightly complicated due to the fact that the model secondary technical or secondary vocational schools hosted also other IEC students accomplishing their practice. Due to a more demanding type of study it will be necessary to include in the

teaching schedule more periods of teaching practice for bachelors – teachers of industrial education.

6. Conclusion

The Institute of Education and Communication of the Czech University of Life Sciences has been providing higher education of teachers of vocational subjects and industrial education at secondary technical schools for a number of years. Its educational staff focuses on modernization of teaching, use of activation methods of teaching and improvement of the quality of teacher training in general. IEC cooperates with secondary technical and secondary vocational schools in Bohemia and provides supervised teaching practice in these school facilities for its students.

Most of these educational facilities are the IEC model schools on a long-term basis. Cooperation with these facilities is in most cases adequate. However, conditions at model schools gradually change. New disciplines are introduced to reflect new social demand. Many of these schools have to adapt the conditions for teaching new educational disciplines and raise sufficient funds for acquisition of the corresponding learning media, teaching aids, programmes.

With the introduction of bachelor study programmes, also IEC puts additional requirements on model schools relating to supervised teaching practice of students. In addition, teaching practice of bachelors – teachers of industrial education comprises three options of the scope and content of teaching practice. The successful accomplishment of the teaching practice of “bachelors” has proved that both IEC and model schools have coped with the new tasks successfully.

IEC will keep improving higher education of “bachelors” – teachers of vocational subjects and industrial education at model secondary technical (vocational) schools. IEC is ready to fulfil the tasks arising from its mission and develop a close cooperation with all model or integrated schools, to ensure particularly the supervised teaching practice at the model schools, and initiate also other forms of cooperation.