

**Students and Teachers Perception on the
Relevance and Practice of Practicum: The
Case of Kotebe College of Teacher Education.**

By

Mignot Getachew

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND
TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES**

June 2009
Addis Ababa

**Students and Teachers Perception on the
Relevance and Practice of Practicum: The
Case of Kotebe College of Teacher Education.**

By

Mignot Getachew

A Thesis submitted to the school of Graduate studies
of Addis Ababa University In partial fulfillment of the
Requirements for the Degree of master in curriculum
and Instruction

June 2009
Addis Ababa

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Students and Teachers Perception on the Relevance
and Practice of Practicum: The Case of Kotebe College
of Teacher Education.

By

Mignot Getachew

DEPARTMENT OF CURRICULUM AND TPDS

Approval of Board of Examiners

Abelulaziz Hassen
Chairman, Department
Graduate Committee

21-7-09
Date



[Signature]
Signature

Messeret Assefa (PhD) 15/07/09
Advisor Date

[Signature]
Signature

hemma Setegn 15/07/09
Internal Examiner Date

[Signature]
Signature

Acknowledgements

My great debt is to my advisor, Meseret Assefa (Ph. D) whose invaluable comments have aided me in my work.

My heart felt thanks are due to my family especially my husband Fikru Nemera who has been on my side when I gave birth, which gave me strength for the completion of this research.

I owe my special thanks to my beloved Son Sura (Sicho) Fikru and Mersen (meri) Fikru for their tolerance and love that gave me strength.

I would also like to express my gratitude to KCTE Teachers and Students and Ethiopia Andenet school teachers for their cooperation in the interview and discussion.

Table of Contents

Acknowledgment	I
Table content	II
List of Appendices	V
Acronyms and Abbreviation	VI
Abstract	VII

CHAPTER ONE

Introduction

1.1. Background of study	1
1.2. Statement of the problem.....	4
1.3. Objective of the study	6
1.4. Significance of the study.....	7
1.5. Delimitation of the study	7

CHAPTER TWO

Review of Related Literature

2.1. Definition of practicum	8
2.2. Historical and Theoretical frame work of practicum	9
2.2.1. Historical context of practicum	9
2.2.2. Theoretical context of practicum	12
2.3. Practicum Vs “practice Teaching”	12
2.4. Fostering Teacher development	18
2.4.1. The Role of Theory and practice	18
2.4.2. Views on Theory and practice	21
2.5. Teacher Education in some countries	
with Emphasis in practicum	23
2.5.1. Teacher education in Singapore and Australia	23

2.5.2. Teacher Education in some Africa and Caribbean counties	24
2.5.3. Teacher Education in some other Asia countries ...	25
2.6. The school – Institution partnership	26
2.6.1. Liaison with primary school	26
2.6.2. Models of partnership	28
2.7. Learns from mentoring and Tutoring	30
2.7.1. Learning Through Mentoring.....	31
2.7.2. The Role of the mentor	32
2.7.3. Tutoring and the Role of the tutor	34
2.8. Successes and challenges of the practicum views by Different scholars	35
2.8.1. Successes of the practicum / school experience	35
2.8.2. Challenges of the practicum/ school experience	37

CHAPTER THREE

Research Design and Methodology

3.1. Methodological Approach	41
3.2. Design	42
3.3. General context of the Research	43
3.4. The research settings	48
3.4.1. Relational of selecting the Research	50
3.5. Sampling procedures	50
3.6. Data collection strategies	51
3.6.1. Interview	51
3.6.2. Observation	52
3.6.3. Focused Group Discussion	53
3.6.4. Documentary sources	54
3.7. Data Analysis	54
3.8. Interpretation of the Data	56
3.9. Ethics	56

CHAPTER FOUR

Data Analysis and interpretation

4.1. The perceptions and understanding of the practicum by its participants	58
4.2. The Adoption of practicum and the status of the enabling environment	67
4.3. The support made by tutors and mentors	73
4.4. The success and challenges of the practicum	83
4.4.1. Success of practicum	84
4.4.2. Challenges of the practicum	87

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary and Conclusion	92
5.2. Recommendation	95
Reference	97
Appendices	

APPENDCIES

*Appendix-1: Researcher's Ethical Principles (To Be
Discussed Orally With Research Participants)*

*Appendix - 2a: Interview Questions for Teacher Educators
(Tutors)*

Appendix – 2b: Interview Questions for the Student Teachers

*Appendix -2c: Interview Questions For placement Teachers
(Mentors)*

Appendix – 3: Duties and Responsibilities of Different Bodies

Acronyms and Abbreviations

- *AED/BESO- Academy of Education Development/Basic Education Strategic Objective*
- *BA/BSc- Bachelor of Art or Bachelor of Science*
- *KCTE- Kotebe College of Teacher Education*
- *E.C- Ethiopian Calendar*
- *ESDP- Education Sector Development and Research*
- *HEI – Higher Education Institution*
- *ICDR- Institute of Curriculum Development and Research*
- *IITP- Integrated in – service Training programme*
- *JRM- Joint Review Mission*
- *MOE- Ministry of Education*
- *REB – Regional Education Bureau*
- *TDP- Teacher Development Programme*
- *TEI- Teacher Education Institution*
- *TESO- Teacher Education System Overhaul*
- *TGE- Transitional Government of Ethiopia*
- *TTI- Teacher Training Institute*

Abstract

This study was mainly designed to understand the students' and teacher's perceptions on the relevance and practice of practicum. In addition, it was aimed at identifying the main success and challenges of the practicum programme. In Kotebe College of Teacher Education and Ethiopia Andenet Primary School. For this purpose, qualitative case study was utilized. Data collecting method were participant observation, interview and discussion with student teachers, teacher educators, placement teachers and college practicum coordinators and principals. Data collected were categorized into four themes and data for these themes were presented in narrative and descriptive forms based on the participants' understanding and interpretations in addition to my own reflective analysis. The result revealed that though the practicum programme as one 'paradigm shift' is accepted and appreciated, its implementation is highly problematic due to economic and logistic problems, lack of awareness and commitment among its participants (tutors, mentors, student teachers and other concerned bodies at different levels). Then, because of the challenges that the practicum have the concerned bodies (MOE, Addis Ababa Education Bureau and the college) must revise the practicum programme.

CHAPTER ONE

Introduction

1.1 Background of the study

In the context of Ethiopia the history of teacher education and training was marked by a concentration on the theoretical aspects and subjects knowledge (MOE, 2003). The teacher education curriculum had a theoretical approach to pedagogy contained only 30 days of practice teaching at the end of the academic year and burdened by academic specializations (Livingstone, 2001). This classroom teaching practice which was scheduled at or near the end of the program, was based on the view that is put in to practice the 'theories' that have been taught in the teacher education institution. The concept was commonly practiced as an apprentice model; the novice teacher learns by observing what a 'Master' teacher does and then copies it (Stones and Morris) 1972; Livingstone ,2001) also saw the traditional teaching practice as entangled in a mass of confusion, unmade decisions, and experiences with out a comprehensive definition and clear cut statement of goals and purpose.

Instead of striving toward the human development aspects, schools seemed to emphasize on transmitting the knowledge that comes cut, dried and packed in creates consisting of discrete, irrefutable pieces of information (McClean1995). Valuable learning aspects like constructing meaning, synthesizing, reflection and other thinking skills were badly addressed. In other words, the emphasis of the transmission was "on quantitative change in the amount of knowledge" instead of a qualitative change in the learners" (Moon, 1999; 107). But, at times, this changing world requires a changing style of education. These changes in social organization, demanding change in the function of education, came about in response to the growth of Human power (Goble and Proter, 1977). Similarly, Lawton (1989) as cited in Kennedy (1993) also proved

out that the way we think about the relationship between educational theory and pedagogical practice has moving towards the practice based professions in that educational theory, new tends to arise from education practice a focus realized in the concept of the “reflective practitioner” first elucidated by Schon (1983) and fabricated by others (Fish 1989;kennedy,1993).

Increasingly over the last twenty years, the traditional approaches to teacher education, especially at the per-service phase, have come under fire mainly because they have been too distant and too disconnected from real world of practicing of components often unexamined for true compatibility, which did not fit together practically or in terms of design, principles and functionality what was preached was frequently absent from practice (Livingstone; 2001).

Education as a very important factor of human development is of a high priority in the overall development endeavor of one country. But it is known that Ethiopia’s education was entangled with complex problems of relevance, quality, accessibility and equity. Hence, it requires and appropriate direction to set a new process in motion and change the learning situation (TGE, 1994), Thus, there is a need to shift from teaching as transmission to teaching for understanding (Temechn,2001).

In trying to address the serious problems present in the education system, the Transitional Government of Ethiopia was initiated for a complete Teacher Education System Overhaul (TESO). The Ministry of Education has produced a frame work detailing strategies for the overhaul, there were five TESO sub-committees engaged in ensuring the implementation of change. These were pre-service, In-service, teacher educators, selection and the education and management and

organization system. In working towards implementing the vision; the sub-committees have focused on: the practicum: Linking the school, teacher education institutions and local community, professional course and research; organization of course; certification; Gender; life skills and civics (MOE, 2003). From these various activities of the sub-committee, the practicum, the teaching methods and professional studies are prioritized and given sufficient time to enable them to be taught in a way which is in line with current ideas on learning (MOE 2003). Among the three components the practicum was designed with the assumption that learning takes place when the learner has to make sense of things that confront them the idea that development comes through the individuals construction or invention of knowledge (Livingstone, 2001).

Approaches to student teaching practicum has shifted from the process of imitating old, traditional and conservative notions and skills to a process of investigation. This shift from the traditional approach of teaching practice to the current practicum practices of working with “mentor” is not just a physical shift, but of reconceptualization (Fish; 1989). The current practice or practicum is associated with the emergence of constructivism as a philosophy and owes much to Schon’s (1983, 1987) works on the reflective practitioner” a concept related to situated learning. Schon’s view of professional learning is that theory and practice are not separated, but that “theorizing” (active processing of the outcomes of situated learning) is a part of practice. In this context, the learners construct their own principles of theories; principles on which based on immediate experiences, are subsequently examined to see how they fit with what is already known or believed. It is when student teachers start to evaluate critically and understand their own class room experiences that they will develop and understand their own classroom experiences that they will develop the kind of intuitive professional “known-how” that Schon (ibid) refers to. These ideas which now inform

many current teacher education programmes, stem in part from a reaction against the apprentice" model of teacher education and follow the reflective approach.

1.2. Statement of the problem.

In an attempt to solve the long existing problems of teacher education in Ethiopia, the Ministry of Education has made a paradigm shift in the previous few years. According to MOE (2003), the paradigm shift involves:

- ❖ teaching which makes changes in ideas and peoples lives;
- ❖ taking the real world in to the classroom and (taking) teachers in to the real world;
- ❖ demonstrating teacher education- giving teachers, students and citizens confidence to make decisions and indicatives, to take control of the worlds;

Due to this shift, the traditional teaching practice is substituted by the new practice called practicum. This new practice, unlike the old one gives chance to student teachers to have the knowledge of school organization starting from the very beginning of their training. In addition to this, they have a such supported experience as possible before they begin their career as professional teachers. As stipulated by MOE(2003:12), "the new practicum allows student teachers to practice teaching in their respective areas, try out ideas, have confidence to make mistakes and reflect and learn from them in order to develop new strategies."

In working towards producing qualified teachers the Addis Ababa Education Bureau together with Kotebe College of Teacher Education is implementing the new practicum program as of 1997 E.C. for both the first and second cycle of the primary level student teachers. As it is explained by the reports of the Joint Review Mission (2004) instead of the

traditional model, which is generally the norm, the Ministry of Education developed the new model of practicum for diploma program.

It is now recognized that the practicum is the most important aspect of pre-service teacher education and it lies at the heart of any teacher education course (Kennedy and Dorman, 2002). Student teachers need to have practical experience of the realities of school life and the class room. It is through this experience that student teachers will develop their own theories and understanding of complex of the teaching process (Livingstone, 2001). Besides, MC Pherson (2000) stated that “theory and professional practice” is intended to assist teacher candidates in conducting professional knowledge through their practicum experience. Murray Harvey et al (1999) also note that in order to maximize the benefits of the teaching practicum for student teachers and for teacher educators, both needs to address the concerns of students related to their teaching practice experiences.

As a result, Kotebe College of Teacher Education is the only governmental College in Addis Ababa currently practicing the practicum for the 10+3 diploma program on which the focus of the study lies in. But there are problems forecast by the teacher educators about the nature, goal, practice and challenges of the practicum program. This initiated me to study the topic entitled as Student and Teacher, perceptions on the relevance and practice of practicum; the case of Kotebe College of Teacher education.

1.3. Objectives of the study

The prime objective of the study is to explore the student teachers' teacher educators' and placement teachers' perceptions on the relevance and practice of practicum programme.

The specific objective are:-

1. to identify the perception of Teacher and students about the relevance and practice of practicum programme,
2. to investigate teachers' and students' view about the learning environment towards the conditions under which practicum is taking place,
3. to explore the perception of teachers and students about mentor, tutor and student teacher relationship during practicum and,
4. to investigate the major successes and challenges of the practicum programme.

In addition, it is intended to assess the major successes and challenges of the practicum program. According it is intended to answer the following guiding questions.

1. What are the perceptions and understandings of student teachers, Teacher educators and placement teachers about the relevance and practice of the practicum program?
2. Is the learning environment conducive for the student teachers?
3. To what extent do student teachers get support from placement teachers (mentors) and teacher educators (tutors) during their practicum?
4. What are the major successes and challenges of the practicum program?

1.4. Significance of the Study

Ultimately, the quality of teaching is highly dependent up on the quality of instruction and the actual school experience that teachers and student teachers have. Such actual school experience of the student teachers is assured through practicum. Hence, this study ultimately tries to assess

and understand the participants' perceptions on the relevance and practice of practicum. More specifically, it is significant to:

- ❖ apprise the relevance of the practicum and to suggest possible solution for the program.
- ❖ create awareness among elites and the community about the successes and challenges of the practicum program.
- ❖ inform teacher educators, administrators, practicum coordinators, placement teachers and other concerned bodies the possible strategies and mechanism that contribute to the better implementation of the program and influence them to take some remedial action on its drawbacks.
- ❖ suggest appropriate intervention and action for joint efforts to bring solutions for observed problems with the intention that the study serves as a departure for further deep investigation.

1.5. Delimitation of the study

This research work is delimited to Kotebe College of Teacher Education and Ethiopia Andent Primary school. Because KCTE is the Governmental College in which practicum is implemented in the city for 10⁺³ and its appropriate for the researcher to collect data with out any problem regarding the location and expense.

On the other hand Ethiopian Andnet Primary School is one of the public primary schools in which the student teachers are sent to practicum.

CHAPTER TWO

Review of Related Literature

2.1. Definition of practicum

“Practicum is a studying course aimed at comprehending , analyzing, reflecting and evaluating events and entities in schools.” (TESO, 2003; 10). Schon (1987) in Wallace (1991) defines practicum as a practice “workshop similar to the teaching practice” situation.

Practicum is a school experience, which has a period of school observation, peer teaching in training institutions, microteaching using school students, continuous reflection on school practice including block week’s observation through the courses, and an extended period of actual school teaching.

In the traditional teaching practice, schools have on formal relationship with teacher education institutions and they have been given no chance to participate in the training process, “They have simply been places to which student teachers have been sent for teaching practice” (Hagger, Burn and McIntyre, 1995:7)

Practicum, on the other hand, is a school-based teacher education system, which gives a chance for school to participate in the training process. “. . . Universities and colleges recognized the need for schools and teachers to play a fuller and clearer part in initial” Teacher education, and in some cases they developed stronger partnership with schools for this purpose” (Ibid; 7)

Practicum has emerged as a studying course that gives student teachers a chance to integrate the theoretical and practical aspects of their training. Thornton and Randall, (2001:26) also mention, “Teaching is a profession and one of the most important aspects of professional training

is that knowledge needs to be integrated with practice". They further stress, "This balance between theory and practice is critical in any professional training program, and ELT is no different".

So, producing professionally able teachers in general, and teachers of Social Science in particular involves, "equipping the trainees with the necessary knowledge in their area of specialization and the development of the practical skills that enable them to transfer their knowledge successfully. Practical skills of teaching are much more demanding than the acquisition of theoretical knowledge" to thousands at a time, but the development of professional skills requires a lot of one-to-one supervision -to- trainee relationship.

2.2. Historical and Theoretical frame work of practicum

2.2.1 Historical context of Practicum

The underlying principles of current practices of student teaching are probably of extremely ancient lineage (Stones and Morris, 1973). As Furlong, et. ,(2000) put hit, when Bushmen pass on adult skills to their children, the child learns from direct imitative interaction with adult community. They further argued that these primitive practices were similar to those typifying teacher education programs until the 1970s.

A significant paradigm shift in education and learning has been underway since the 1970s. Education was redefined as learning, lifelong and life wide (Croply and Devass, 1978; and Day, 1999). As a result, there were enquires for an increase in the amount of time student teachers spend in schools watching other teachers and then trying their own hands, ass part of their initial training. Owing to such and similar other efforts from educators and psychologists, student teaching practice have been changing from time to time. Regarding this change, Stones and Morris (1973) state that approaches to student teaching practicum

have shifted from the process of imitation old, Traditional and conservative notions and skills to a process of investigation and exploration. This shift is also expressed as a change towards working with “mentor” from emphasizing practices related to “Sitting with Nellie”.

“Sitting with Nellie” represents the way an experienced factory worker teaches new workers how to do routine work in the assembly line (Stones and Morris, 1973). In student teaching practicum, the concept connotes the use of approaches which require imitating and repeating techniques

Prescribed by the “Master” of teaching skills. “Mentor” on the other hand refers to an understanding, encouraging, patient, and friendly counselor (Dorner, 1993). Professionally, a “mentor” is a resource of professional development, a critical friend, a professional organizer and a teacher educator (Fletcher, 2000). For Fletcher, mentoring implies coaching, counseling and assessment where a class room teacher is delegated responsibility for assisting per-service or newly qualified teachers in their personal and professional development.

The shift from the traditional approach of “sitting with Nellie” to the current practices of working with “mentor” is not just a physical shift but of re-conceptualization (Fish 1989). It was associated with the emergence of constructivism philosophy and the concept of the reflective practitioner.

Generally, over the last twenty or more years, traditional approaches to teacher education have come under fire mainly because they have been and are too distant and too disconnected from the real world of teachers (ESDP and AREB, 1999).

In Ethiopia's context, the history of teacher education and training is marked by a concentration on the theoretical aspects and subject knowledge (TESO, 2003). The teacher education curriculum has a theoretical approach to pedagogy, contains only 30 days of practice teaching and is burdened by academic specialties (ESS, 2004). Above all, the biggest shortcoming has been the absence of links between the theoretical knowledge of academics and the practice of teaching (ESDP and AREB, 1999). In supporting this line of argument, Livingstone (2001) writes; ". . . initial teacher education programs have tended to consist of a collection of components, often unexamined for true compatibility. As a result they do not fit together practically or in terms of design, principles and functionality." Livingstone further noted that although it is not uncommon to have consistency, it is only consistently misguided.

As asserted by MOE (2003) these situations have produced teachers who, although well enough grounded in their individual subject knowledge, are not necessarily good at teaching in schools using active learning methods. In trying to address the problems stated above, a new national curriculum was designed for teacher education institutes with due emphasis to practicum.

Unlike the traditional teaching practice, which involves very little in the way of allowing student teachers to develop the skills and acquire much needed knowledge about school organization, the new practicum is designed to ensure that student teachers have as much supported experience as possible, before they enter the class room as qualified teachers (MOE, 2003).

2.2.2. Theoretical Context of practicum

The recruitment of would-be teachers is termed as teacher education and training (TET). Some a distention is made between teacher education, referring to the acquisition of subject knowledge and teacher training, to the acquisition of subject knowledge and teacher training, referring to the development of pedagogical skills (Stern,1995).

The rational for TET in general and student teaching practicum in particular, is contested. Views on the rational and the purpose will be influenced by: what is thought to be the nature of teaching, of being a teacher and the perception of the relation sips between theory and practice (Calderhead, 1998). Inevitably, the answers to these issues will shape the processes of learning to teach-the nurture of teachers. There are two divergent theoretical; positions, reflecting the two epistemologies (Positivism and constructivism), and explaining the rationales, purposes, and processes of learning to teach. These positions and their implications to the processes of learning to teach are described in a little more detail as follows.

2.3. Practicum Vs ‘practice Teaching’

As compared with the traditional teaching practice, the practicum (actual school experience) is most essential element of a teaching qualification (MOE, 2003). During this course, student teachers will be given the opportunity to explore and gain understanding of the teaching learning process; to see how students behave and observe and observe the realities of being a teacher.

There are profound differences between the “teaching practice” view and the reflecting practitioner concept of learning to teach. They lead to sharply differing sets of practices within the institution and, especially so

in the school experience (Livingstone, 2001; MOE, 2003). The specific areas of departure include the scheduling of the practicum. In the transmissive model, it will come at or near the end, after the theories (the abstractions) are known. Whereas, in the “theorizing” or reflective model, the practicum is occurred at several points to enable repetition of the cycle inherent in the approach (theory construction based on direct experience, reflection, assimilation and accommodation). The practicum has a three-part structure; preparation in Teacher Education Institutions (TEIs) activity in school and reflection and analysis in Teacher Education Institutions (TEIs).

In the practicum of MOE (2003) its time table is suggested that in second cycle primary level two black teaching time, in the first year student teachers will have two hours in each month to prepare and reflect, and a half session each month in school. In the second year, the will.

Have two hours every fortnight to prepare, and a half – day session in school in the third year, student teachers will have four hours in college every fortnight and a half-day in school. In general, the practicum, will be carried out though out the three years and is ensuring that all student teachers experience teaching at all levels from grades 5-8. they also gain experience of teaching classes in their major areas.

Another area of difference lies on the constants of the programmed in terms of methods or processes, the purpose of placement, the role and involvement of placement schools and of teacher; patterns of interactions between student teachers and teacher educators in the college (Livingstone,2001) . there are two main forms of organization of the practicum; there can be long, continuous blacks of time that can last for a weeks (block experience) and there can be a shorter, but more frequent series of events often a day or a half-day per week (serial experience). The

block experience gives the student large and concentrated practice of knowledge and skills and the opportunity to realize what, on a day-to-day basis real life teaching is like (Livingstone, 2001; MOE, 2003). The MOE (2003) also notes that unlike the traditional (Tran missive) teaching practice, the serial experience of the practicum provides for distributed practice, for opportunities to reflect at some length between episodes and it allows for continuation of classes in the Teacher Education institutions (TEIs) mainly to produce effective results.

In the traditional teaching practice only the college instructors assessed and determined the learner's final fate. But in the new practicum the mentors (placement teachers) can also make a huge, positive contributions to the development of the student teachers. Their contribution is complementary to that of the Teacher Education Institution (TEI) staff; they are not replacing the TEI staff, but are working in tandem with them. The placement teachers can especially give a greater knowledge of the student teachers and of "reality-based" requirements for teaching and Teacher Education Institution (TEI) staff can add knowledge of the whole program (Nicholas, 1997; Livingstone, 2001; Pollard et al, 2002).

Moreover, the differing view illustrates the possible bases on which course planning can proceed and, Fish (1989) forwarded his opinion that the reflective view/model as the most current and, arguably, the most relevant and sophisticated. As a result, result, it has become increasingly influential in the planning of programmes for teacher education and for the education of other professional groups. The key developments have been the adoption of the principles and practices of reflection-in and on-practice (theorizing) have been widely accepted; professional knowledge is accepted as uncertain, provisional and problematic; emphasis on learning through practice, with the responsibility for doing left very much

to the learner (student teacher); practice is interwoven with theory and has equal status with it (Fish, 1989; Beard and Willson, 2002).

On the contrary, Fish's (1989) applicatory view, which takes knowledge as objective and absolute, coincides with the traditional teaching practice model. Students are evaluated based on the objective criteria. This view favors first mastering theory and then mastering practice. Similarly, as Wilson (1975) pointed out "the transmissive school that continues to be nurtured in the institutions, programmes, courses and manuals that are used to train teachers confuse teaching with learning and information with knowledge." This approach sees learners as uncritical, recipients of knowledge, making children fit into programmes and structures, paying attention to subject matter and for pedagogy lacking practice (Livingstone, 2001). Barnes (1992) also posits in the transmissive approach that some teachers conceive of knowledge as existing independently of persons who know it; it can thus be transferred from teacher or textbook to pupil through straightforward methods of communication. The pupil merely has to rehearse and 'practice' in order to 'consolidate' the knowledge.

The limitations and criticisms behind the transmissive approach to teaching eventually led to the development of a new approach to teaching constructivism, of which one is practicum. The constructivism epistemology assumes that knowledge is produced or made meaningful through interaction between the learner and the world around him or her (Arends, 1994; Glasfield, 1995; Leu, 2000). This interaction mainly leads to interpretation and understanding, not just memorization. Brooks and Brookss (1997) stated that, "construction of understanding of the world we live in is key if we are going to make sense of new experiences and relate them to previous learning." These authors consider this form of practice as 'true learning'.

There is also a mismatch within a 'reflective course' to have practice periods that were so short or so badly located that they could not facilitate reflective practitioner development. In the transmissive model,

the associated practices would be misplaced in a course that was based on principles and practices that are narrowly focused on producing technicians for classrooms (Livingstone, 2001; MOE, 2003).

But for the reflective model, reflection is not idle daydreaming, but is purposeful, goal – directed thinking what Schon (1983) has called knowledge- in – action. In such thinking staff in the institutions have to learn new approaches to engaging with students in new days and on different bases; no longer that of expert with novices, but more than that of a coach, who can facilitate the improvement of practice in others by helping them to learn through their experiences. If learning is a constructivist process by which the learner generates meaning according to what he or she already knows and believes, it follows that reflection is a corner stone of learning (Barnes, 1992). Similarly, in the work of Zeichner and Liston (1996:6) the responsibility for professional development is clearly linked to reflective practice. They stated that: “when embracing the concept of reflective teaching, there is often a commitment by teachers to internalize the disposition and skill to study their teaching and become better at teaching over time, a commitment to take responsibility for their own professional development.”

Ghaye and Ghaye (1998:9) added, “confident and competent teaching requires teachers to reflect systematically and rigorously on evidence derived from practice.” Because it is evidence based, reflective practice supports initial training students, newly qualified teachers and experienced professionals in satisfying performance standards and competences (Pollard et al, 2002). Reflective teaching is applied in a cyclical or spiraling process in which teachers monitor, evaluate and revised their own practice continuously.

Generally, for the advocators of the reflective approach, learning to teach is not a matter of rule – bound prescription (Livingstone, 2001). Instead it

has to be practiced as situated learning (Schon, 1983; Ramsdon, 1992). That is, the situation produces knowledge directly thought activity. The reflective approach recognizes the full and active participation of the student teachers (Barnes, 1992; Ramsdon, 1992; Ghaye and Ghaye, 1998).

There is also difference in forms of assessment teaching. In the traditional teaching practice, the teacher educators conducted only final assessment at the end of the year. But now days the vision of what should happen with assessment in the classroom has undergone transformation. There is emerging view that teachers at all levels use assessment (Shepard, 2000 in AED/BESO II, 2005),

- As an on – going process that is part of instruction;
- Formatively to help students learn;
- In ways that makes clear to students what is expected of them;
- That requires students to use thinking processes as well as to give correct answers;
- To evaluate their teaching as well as students' learning.

According to MOE (2003), assessment of the practicum experience is practicing by a triad of players: the student teachers (self assessment), placement teachers (mentors) and teacher educators (tutors). Assessment is concerned with helping the teacher and the learners to achieve the competencies, thus, the need to consider continuous assessment in the teaching – learning process at there levels (before instruction, during instruction and after instruction) is very crucial (AED/BESO II, 2005). Such an assessment, can address both the process of achieving it and the products one is trying to achieve. It is used for on – going improvement of students' learning (AED/BESO II, 2005).

The MOE (2003) stated that assessment of the practicum should be seen as an on-going developmental process, where student teachers receive

feedback on their strengths and the areas that they need to develop. The MOE (2003) further recommended that assessment of practicum as follows:

- I. Continuous assessment – in relation to competencies 25%
 - An aggregate of 2 or 3 assessments
 - Could include – microteaching, presentations, written assignments, preparation materials
- II. Period of block teaching – relation to the competencies 50%
 - Classroom teaching skills in school situation
 - An aggregate of 2 or 3 assessments – half by TEI educators, half by schoolteacher
- III. Portfolio (File of all activities and experience) 25%
 - An aggregate of 2 or 3 pieces
 - Must include one major pieces of research, plus any other work e.g. teaching materials, lesson plans, reflection of own teaching, observation
 - Must also include a substantial element of self – evaluation.

Besides, AED/BESO II (2005) also pointed out that teacher educators will employ a range of diagnostic and on – going assessment techniques (methods) as part of their usual teaching – learning process-oral question and answer, homework, research work, project work, case study, role play, drama, story telling, reporting etc as part of formative assessment and finally the summative assessment.

2.4. Fostering Teacher Development

2.4.1. The Role of Theory and practice

The place of theory and practice and their interrelationships has been a perennial issue in the construction and implementation of teacher education programmes. The relationships between theory and practice

have been and, in places, still are unplanned, unclear, or unresolved. Briefly, there may simply be a gap, or a void, between the two and students are left to fill it as they may/can; or practice may often be seen as complementary to theory (i.e. theory first, practice only after the 'mastery' of theory); or they may even be seen as opposites or in competition one with the others as in expressions such as "theory versus practice" (Livingstone, 2001).

There are those who would declare that theory has not true place. One example is in the result of a survey carried out in the 1980s on 50 practicing teachers in London. The teachers, who regularly took part in student placements, were asked their opinions on the place of theory in teacher education. Of the 50, only 4 asked what was meant by theory (the other assumed it was the 'traditional' educational foundations); 15 (30%) thought that theory was central to practice; 13 (26%) thought that theory could be applied to practice; but 22 (44%) thought that theory was irrelevant (Fish, 1989).

There was, and it still persists in places, a belief that education theory consists of 'hard facts'. These 'hard facts' could act as a prescriptions for classroom practice. Theory could provide the necessary knowledge; awareness of that knowledge would provide a high level of certainty for classroom practice. Theory could provide the necessary knowledge; awareness of that knowledge would provide a high level of certainty for deciding on practices. The dominance of behavioral psychology, particularly in the USA, was the chief reason for the power of such reasons (Livingstone, 2001).

One critic at the time pointed out that the research on which the 'facts' were based was frequently contradictory and the 'hard facts' were an illusion; they were not reliable; were not generally applicable to practice

and so could not serve to guide practice. Wilson (1975) wrote that such theory was often little more than “a loose net work of fashion, fantasy, political motives, general ideas and various research findings.” He added, “it had nothing to tell teachers who had average insight, competence and understanding.”

The belief that theory could serve as a prescription for practice, that it should be regarded as providing certainty, did much to undermine the value of any theory in the minds of many of those thousands of teachers who were required to learn in this way. Failure to address the essentially problematical nature of the practice of teaching and the maintenance of the myth of certainty have, in the eyes of many teachers, undermined the credibility of all theory and the reputation of the very process of teacher education has been placed in jeopardy by this same approach (Livingstone, 2001).

Those subjected to such a diet of ‘educational foundations’ either new or soon came to realize that much of that theory formed an inadequate basis for good decision making in what have been described as “the messy swamps of professional practice” (Schon, 1987). Results of these events show that teaching is an innate ability and so cannot be taught. Still others hold that teaching is learned only through continued practice and is, therefore, chiefly a matter of mastering those craft skills that experienced teachers already possess.

Schon’s view is that the function of the institution in professional development is to provide a link between “the high ground of research-based theory and the messy swamps of professional practice.” Teacher education programmes thus have the double duties of developing skills and affecting students’ thinking. Schon’s reference to “the messy swamps of professional practice” is his way of emphasizing that in the

real world of professional practice, decisions have often to be made quickly, if not instantly, in situations where problem definition is poor. Situations, he points out, are often unpredictable, unique to the context and are not open to solution solely by means of routine, or by reference to known theory or previous experience.

Besides, Lissitz and Schsafer (2002) noted that knowledge – in- practice elevates practical wisdom at the expense of formal theory. It sees practical knowledge as continually constructed and reconstructed in action . Knowledge exists in and through the action of teaching. It can be shared, but not “owned” by experts (Lissitz and Schafer, 2002). Perkins (1991) quoted in Temechegn (2001:114) also argues, “people learn fundamentally by doing more than receiving – by acting and making up their own information.”

2.4.2. Views on Theory and practice

As to how institutions create the link, fish (1989) suggests different views on the place of theory and practice in learning to teach. The intuitive view holds that there is no valid place for either procedural knowledge (knowing how, i.e. practical) or propositional knowledge (knowing that i.e. theoretical). It assumes that teaching is innate and so cannot be taught; teachers are born, not made. The common-sense view, accepts practice to be the principal means of learning and practice is always a virtuous activity and will serve to produce expertise. Success is to be measured by the acquiring of that knowledge of the craft skills and demonstration of the effective practice of it. The applicatory view, seeks knowledge as absolute and objective and ‘master the theory, then master the practice is its guiding principle. To this view improving practice is a matter of improving theory or knowledge. Here the assumption is that propositional knowledge (i.e knowing that) is the principal basis for

effective teaching . Adding to this idea, Beard and Wilson (2002:17) also pointed out “there is nothing so practical as a good theory.”

This applicatory view coincides with the traditional teaching practice model and it was more dominant than other views (Wilson, 1975). The transmission model will be used almost exclusively and the observer will not expect his/her expert knowledge to be challenged by the students – or to have to think about his/her own thinking.

On the other hand, the creative view contends knowledge as temporary and relative rather than absolute and final. To this view professional reality is unpredictable and unique and so the knowledge base is both tentative and disputable (Fish, 1989). This view assumes that the individual student requires learning in and through action in the classroom, by construction for personal theories based on knowledge that arose in action – principally by means of reflection and deliberation. Theorizing occurs in action as well as being reconstructed afterwards. This view is aligned with much of Schon’s work. As a result, the wider concept of the practicum is influenced by Schon’s work on the ‘reflective practitioner’ (1983, 1987) and the creative view of fish (1989). In a reflective practitioner model, theory and practice should not be separated and that is wrong to think of theory always having to come before practice. Learning is thought of as the outcome of ‘ theorizing’-active processing of the outcomes of situated learning. Situated learning holds that learners construct their own principles (“theories”) based on learning from direct experience. The outcomes of situated learning are then reflected upon and examined for match with is already known (Schon, 1983, 1987).

Beard and Willson (2002:15) emphasized, “Action and thought are not two discrete aspects of experience. It is not to undertake an activity and then at its end to contemplate the results. What is stressed is that the

two must not be separated, for each informs the other.” Besides, Ryle (1949) in Livingstone (2001) noted that “thinking and doing are not separate or even consecutive actions: people think and do not separate or even consecutive actions: people think and do at the same time and each activity influences the other. Learning to do is achieved by doing and that involves thinking.” Ryle further explained the association of thought with action in this way; “When I do some thing intelligently, i.e. thinking what I am doing, I am doing one thing and not two.” So , practice can usefully come before theory indeed, it ought to do so – and theorizing is a form of practice. Beard and Willson (2002:15) argued, “Thinking, in other words, is the intentional endeavor to discover specific connections between some thing which we do and the consequences which result, so that the two become continuous. Their isolation, and consequently their purely arbitrary going together, is cancelled; a unified, developing satiation takes place.” In the same token, the same authors added that; “we found it meaningless to talk about learning in isolation from experience. Experience cannot be by passed; it is the central consideration of all learning. Learning builds on and flows from experience.”

Still others like Piaget (1950) in Livingstone (2001) argues that learning is as a result of observation of and experiences with novel stimuli, with the consequent processes of assimilation and accommodation. It is thus that new knowledge is gained and the individual constructs new perspectives.

2.5. Teacher Education in some countries with Emphasis in Practicum

2.5.1. Teacher Education in Singapore and Australia

According to murray – Harvey et al (1999) Singaporean students at the National Institute of Education in the Diploma in General Education are

graduates enrolled in a two – years programme that prepares them to teach in primary schools. The BA/BSc with Diploma in Education is a four – year undergraduate programme for teaching in both primary and secondary schools. Students in both programmes undertake their first practicum for five weeks in a primary school. Assessment is non – graded (pass/Fail).

On the other hand, in Australia there are over 35 schools of teacher education that offer undergraduate and some postgraduate Bachelor of Education degrees. The undergraduate degrees having four years prepare students to teach in primary schools (reception to year 7) or in middle schools (upper primary through junior secondary schools). Students in all programmes of their four years receive a non – graded assessment (satisfactory / Not yet satisfactory). The first practicum is six weeks block teaching in semester two in the same school that students visited for two weeks earlier in semester one (Murray – Harvey et al, 1999).

2.5.2. Teacher Education in Some African and Caribbean Countries

Seeing the African and Caribbean context, Lewin (2004) has explored aspects of the pre-service education and training in four countries (Ghana, Lesotho, Malawi and Trinidad and Tobago). Ghana has a 2+1 (In- In- Out) system with a conventional two-year post school full-time residential programme followed by one – year internships in schools. The internship year was introduced from 2002 partly in order to increase training output by shortening the residential period (Lewin, 2004)

College based conventional pre-service education and training in Lesotho lasts more than three years full – time. Malawi, on the other hand, adopted Integrated In – service Training programme (IITP) in a mixed mode system (three months in college followed by twenty months in school with distance support and local in – service seminars, culminating in one

month in college and final examinations). Trinidad and Tobago also operates a two year full - time pre- service education and training prepared by an on the Job period of two years which acts to pre- qualify trainees for the college based programmes. In short, it has a two-year full time pre-service training and a two-year On the Job training (Lewin, 2004).

In Sudan, the trainee, who is a teacher and a student at the same time, undergoes a two- year basic professional training together with practice teaching (Goble and Proter, 1977). The methodology of training integrates traditional, direct methods of training (class visits, full time summer courses, demonstration lessons, etc) with relatively new methods, such as the study of written assignments, closed circuit cable television demonstration programmes and other audio - visual methods as well as the use of library.

2.5.3. Teacher Education in some other Asian Countries

In Philippine, because teachers are expected to play key roles in rural transformation, as well as in the development of employable skills, during the first half of the semester they will practice teaching in schools of the town and during the second half they will practice teaching in a rural school. It is felt that this kind of teaching apprenticeship will prepare teachers to assume multiple roles, especially with regard to rural transformation, and the development of employable skills (Goble and Porters, 1977). It also helps to understand the community as a social structure and by learning the culture of the school; they experience the actualities of teaching, the limitations and constraints of the profession, and begin to understand the behavior of children and youth in their context.

In Iran, as stated by Goble and Porter (1977), for practice teaching the students are required to perform an analytical survey of the curriculum and texts on subjects taught by them in their respective classrooms, and to transmit their work papers for comments. Trainees who are working in the villages in remote districts of the country, for updating and for developing efficient implementation of national programme, supplementary materials such as cassettes and reference books, are sent to the trainees. Residential training through preparatory classes, regional classes during week ends, ten-day vacation classes and four to six weeks summer classes are provided to remove their deficiencies.

Other countries have adopted similar strategies, so in Nepal a field – oriented sequence has been developed in the primary teaching programme. In Quarter, evening programmes are being provided to compensate the time lost through practice teaching (Goble and porter, 1977).

2.6. The school – Institution Partnership

2.6.1. Liaison with primary school

Links between institutions and schools both generally and in connection with the practicum, are weak and the amount of practice teaching in schools in Ethiopia was too much small (Livingstone, 2001). Teaching practice was very short (typically 3-4 weeks) and most Teacher Education Institutions (TEIs) did not have good school links and unable to provide other forms of school experience. The curriculum seems to emphasize theoretical aspects rather than practical ones (MOE, 2003)

The more informal, non prescriptive partnership between schools and initial Teacher Education Institutions (TEIs), which has existed for

decades, has now been replaced with explicit terms and agreements which, it might be argued, changes the whole nature of partnership. Indeed there is a requirement on Teacher Education Institutions to ensure that schools works 'in partnership' with them (Dunne and Bennett, 1997). Nicholas (1997); pollard et al (2002) further expound there is now a requirement that schools are fully and actively involved in the planning and delivery of initial teacher training, as well as in the selection and final assessment of trainees.

The major purpose of such cooperation and liaison is the improvement of the quality of the 'practice teaching; elements in the student programme and thus the improvement of teaching performance (Elmore, 1995; Livingstone, 2001). The notion of partnership carries with it a resource implication, which generally involves the exchange of professional expertise, training of mentors for school experience, funding for school placement, in - service training related to initiatives such as developing a support network involving teachers, mentors and tutors (Ghaye and Ghaye, 1998). Furthermore, as it is argued by MOE(2003) strong and mutually beneficial links between Teacher Education Institutions (TEIs) and schools should be developed both for the development of teacher educators' knowledge and understanding of the type of school for which the student teachers are being prepared and to provide teacher educators with the opportunity to undertake some school teaching develop their expertise.

The MOE(2003) further asserts that the practicum could be organized to fit more easily into the schools' arrangements to the advantage of all parties involved. The placement teachers will also gain knowledge, skills and understanding from working with the teacher educators. In the same token Livingstone(2001) pointed out that the cooperation has some element of benefit for the schools as well. It has to be a two way process.

The schools could be given access to the Teacher Education Institutions' educational resources and might receive; in turn for their assistance some services from the Teacher Education Institutions (TEIs) and generally TEIs and schools could undertake joint projects (Livingstone, 2001; MOE, 2003).

Besides, Cunnah et al (1997) have argued that partnership has a 'transformative cultural effect' as schools embrace the work of the training of student teachers and make it part of their professional life. But, Ghaye and Ghaye (1998) remind us of the difference between the espoused benefit and the reality of implementation. This difference created barriers to the successful evaluation of partnership. To Ghaye and Ghaye (1998) barriers, for example, included: Schools' perceptions that they were not treated as equals, that they were not adequately funded, and that they were neglected by the Teacher Education Institution especially in coping with marginal students. Schools wanted both to be consulted and to have the freedom for college guideline to be interpreted in the light of school needs.

2.6.2. Models of partnership

On reflection, the principle and process of partnership was becoming understood and experienced, in the mid 1990s in 'uneasy partnerships' Taylor (1997) in Ghaye and Gaye (1998). Given this scenario different 'models' of partnership began to emerge. Furlong et al (1996) identified three 'ideal typical' models of partnership that has stated to emerge by 1995. They called them 'collaborative', 'Higher Education institution (HEI)- Led' and 'separatist' partnership models.

In the Collaborative mode, teachers and staff from higher education work and plan together on a regular basis. The student experience is one

where they are exposed to different forms of knowledge that come from school and from higher education

The Higher Education Institution (HEI) – Led model of partnership is conceived as schools providing appropriate learning opportunities for students as defined and monitored by Higher Education Institution staff. This model was a way of managing school – based student teacher experience so that it achieved what those in Higher Education regarded as effective training.

In the Separatist model, schools and Higher Education Institutions are viewed as having separate and complementary responsibilities but where there is no systematic attempt to bring these two dimensions into dialogue. In other words, there is partnership but not necessarily integration in the course; integration is something that the student themselves have to achieve.

On the contrary, Stiegelbauer (1994); Elmore (1995); Lee and Wilkes (1996) try to be positive about partnership when they state what is important is to have a vision of change which will improve the quality of students' experience, and encourage professional development of both tutors and teachers involved in new partnerships. Elmore (1995) communicates that schools are serious about change. Structural change in schools and changes in teaching and learning are related to elements such as knowledge and skills of teachers, professional values and commitments and empowerment (Choen, 1995; Elmore, 1995).

According to MOE (2003) for the practicum component to be effective, it must be long enough for student teachers to experiment, reflect, observe and evaluate. They will need support and guidance from experienced and understanding professionals. The Ministry also adds that it is not possible for Teacher Education Institution (TEI) Staff to spend enough

time during the practicum with each student teacher, especially when schools are not in close proximity to the Teacher Education Institution (TEI). It is therefore imperative that the staff in school takes some part in supervision, guiding and assessing the student teachers. For this support and guidance to be of value, the school and TEI staff must give the student teacher consistent advice (MOE, 2003).

Generally, the best basis for a school's involvement in Teacher Education Institution (TEI) is through a partnership with one or more TEI and with other schools. An appropriate and effective partnership to McIntyre et al (1994) depends on clear arrangements in relation to: the division of labor, integration and decision-making and communications. Besides, Pollard et al (2002) stated that a great deal of the work of the Teacher Education Institution (TEI) can be done effectively only in schools. It is of course only in schools that student teachers can experience the realities of teaching through: their own practice, observation and discussion.

2.7. Learning From Mentoring and Tutoring

The beginning teachers will require both in-school and out-of school support by tutors and mentors. All schools that receive new student teachers have to play a training role. They should be given certain basic resources in order to do practice teaching (Goble and Piorter 1977). The current practicum is performed by the student teachers, the placement teachers (mentors) and the teacher educators (tutors). The teacher occupies the center-stage and has a very active role to perform because it is his/her learning that must be at the center (MOE, 2003). The other (i.e. mentors and tutors) have their own roles recognized and followed even if the roles do overlap at times.

Mc Pherson (2000) pointed out that those student teachers that are without better preparation and support have a tremendous chance of turning into unhappy, over-crowded technicians. From this experiences and apprehensions there is a need to have the link between preparation in the college and practice exercised in placement schools being supported by mentors learning, Rhodes et al (2004;5) have shown that “self directed professional learning, personal and shared reflection, and authentic collaboration in a supportive study group environment can create changes in teachers’ perceptions of themselves and their work and catalyze professional growth.”

The quality of school teachers rests on the selection of suitable candidates for teaching, their pre-service preparation, the support they receive in their induction or first year of teaching and their continuous professional development through support actions as pre-job orientation, on the job consultation, encouragement and feedback; and promotion of collegial atmosphere at the school where they are assigned (Widen and Tisher, 1990).

Maynard and Furlong (1993) in Pollard et al (2002) suggest that trainees are often personally very stressed by this early period of learning to teach. In particular, many find it hard to observe an experienced teacher and how to understand the different skills that he/she is using is thus an achievement in itself (Calderhead, 1988).

2.7.1 Learning Through Mentoring

Mentoring in the context of education is used to describe a combination of coaching, counseling and assessment, where a classroom teacher in a school is delegated responsibility for assisting pre-service or newly qualified teachers in their professional development (Fletcher, 2000). Rhodes et al (2004) also stated that “mentoring means guiding and

supporting trainees to ease them through difficult transitions; it is about smoothing the way, enabling reassuring as well as defecting, managing and instructing.”

If roles, relationships and channels for communication are established and open, then the potential for constructive professional learning is considerable. Focusing specifically on this. Tomlinson 1995(in pollard et al (2002:29) has provided a very useful summary of four major forms of student teacher learning activity an mentoring assistance.

1. Assessing student teachers to learn from other people teaching by: explaining the planning, guiding observation of the action and modeling and prompting monitoring reflection;
2. Assessing students to learn through their own teaching activities by: assisting their planning supporting their teaching activity, assisting monitoring and feedback and assisting analysis and reflection;
3. Progressive collaborative teaching involving progressive joint planning, teaching as a learning team, mutual monitoring and joint analysis and reflection;
4. Exploring central ideas and broader issues through; direct research on pupil, colleague, school and system contexts and organize discussions.

2.7.2 The Role of the Mentor

Mcintyre et al (1994; 16) stated that the mentor’s role could usually be seen as having four main elements;

- a. Working directly with the student teachers in various ways (e.g collaborative teaching, observation and feedback). Besides, Rhodes et al (2004) posit that observation by a mentor has to be

in the gift of the learner and requires three steps (Pre-observation, observation and post observation);

- b. Managing the student teachers' learning about teaching in collaboration with the teacher education institution (TEI), and drawing appropriately on departmental colleagues' classes and their expertise;
- c. Assessing the student teachers' classroom teaching and their capacity to evaluate and develop their teaching for formative and summative purposes;
- d. Providing personal support for the student teachers, which will often experience both inequality and failure.

On the other hand, Pollard et al (2002; 28) quoting Sampson and Yeomans (1994) suggest that the role of the mentor has three dimensions. These are; structural working across the school as planner, organizer, negotiator, and inductor for the student placement; Supportive – working with the student Teacher as host, friend and counselor; professional-working with the student as trainer, educator and assessor.

Still others like Arends (1991); Fletcher (2000); Ewans, (200); Cohen et al (2002) expound that mentoring helps developing student teachers' strengths to maximize their professional and personal potential and also that of students who come under their care within a classroom situation. Besides, the mentor acts as a "Critical" friend, and like person between the school and the college tutor

Though mentoring has an advantage to the student teachers, it has also challenges for mentors. As stated by Pollard et al (2002) the main challenges of mentoring are handling larger groups, workloads, longer teaching sessions, lack of mentoring skills and more complex learning aims. Similarly, different scholars suggested that the implementation of mentoring and the creation of an environment in which mutual support

can flourish might have challenges. Some of the high lighted are high quality personal and interpersonal skills, mutual trust and confidence; lack of close partnership and collaboration with individuals and time constraints; collegial interactions between staff and school leaders (Rhodes et al 2004).

2.7.3 Tutoring and the Role of the tutor

Preparation for tutoring in the past has been a relatively neglected aspect of per-service education. School-based Teacher Education Institution (TEI) provides an excellent opportunity to introduce student teachers effectively to their role as tutors but their programmer requires careful planning (McIntyre et 1994). It is also noted that it should tailored be tailored to the needs of the school and based on the same principles of progression and protection, responsiveness, negotiation, depthe and breadth, and coherence (Ibid).

What the student teachers and most mentors want from a professional tutor is to fix things for them, and get things done for them (Mcintyre et al 1994). More generally, much of the professional tutors job must be to ensure that teacher Education Institution (TEI) interests are properly represented in the work of the school. Lepper, Drake and O/Donnell-Johnson (1997) in AED/BEESO II(2005)found that the most effective tutors do not routinely correct student errors directly. Instead they ignore errors when they are inconsequential to the solution process and forestall errors that the student has made previously by offering hints or asking leading questions.

Like that of mentoring, pollard et al(2002:28) stated that the role of the tutor from a Higher Education Institution can also be seen in terms of different dimensions: Structurally, he or she would often have established relationships with 'link' or 'partnership' schools, so that the

placement could be negotiated smoothly. The tutor would there facilitate and the mentor, as it develops, so that the potential benefits of that learning relationship are forthcoming. Professionally, the tutor would expect to contribute to the educational process by offering comparative experience and knowledge from reading and research. Similarly, McIntyre et al (1994) explained the roles of the professional tutor as: managing and coordinating Teacher Education Institution (TEI) in the school, educating student teachers about the work of schools and preparing student teachers for tutorial roles. Generally, an essential element of practicum is the continual support and guidance, offered to each student teacher by different parties involved in the practicum programme.

2.8. Successes and Challenges of the practicum: Views by Different Scholars.

2.8.1. Successes of the practicum/School experience

The most important component of a professional preparation programme is of course, the practical experience or practicum related to the demands of the profession concerned (Kennedy and Dorman, 2002). The practicum or actual school experience programme should include classroom teaching in different contexts, observation of teaching of regular teachers and peer teacher trainees, participation in school assembly, student counseling, conduct of action research and case study, involvement in the organization of co-curricular activities (MoE, 2003). These all will help the student teachers to develop the knowledge and skills needed to be a good teacher.

McPherson (2002) suggested that the pre-service programmes of school experience and practice teaching would provide the student teachers with rich and diverse teaching experiences, skills, and the content

needed to evaluate and create the “what” of teaching as well as the opportunity to make sense of all of this by challenging their pre-existing views concerning the role of teachers. To Livingstone (2001) practicum is not simply a component to theory, but a fundamental part of it. Similarly, Mcpherson (2000) expounded that “theory and professional practice” is intended to assist teacher candidates in constructing professional knowledge through their practicum experiences. As it is pointed out by the MOE(2003) the new practicum makes stronger connections between theory and practice, with more emphasis on experiences in the community and school settings. It is through this experience that student teachers will develop their own theories; and understanding of the complexities of the teaching process.

As Kennedy (1993) posited, it is hoped that student teachers will not only acquire effective teaching skills, but also that they will develop professional autonomy through an emphasis on an analysis of their teaching experience. As a result, practicum helps the student teachers to experience all the aspects of being a teacher; all the curriculum of the placement school or all of the experiences that a school arranges for its pupils (Livingstone, 2001). He further stated that the block experience of practicum gives the student teacher massed, concentrated practice of knowledge and skills and the opportunity to realize what, on a day-to-day basis, real life teaching is like. It also creates a strong school-college link and sharing of experiences and resources would be possible for the two parties involved (Cunnah et al, 1997; Livingstone, 2001; MOE, 2003). Besides, Gobel and Porter (1997) expound that the practicum helps the student teachers to understand the community as a social structure by learning the culture of the school. They also experience the actualities of teaching, the limitations and strengths of the professional and the behavior of children and Youth.

It is important that the student teachers have as much practical experience as possible. As indicated in MOE(2003) though out the practicum, the student teachers can also give practical assistance (i.e. Working with small groups in or out side the classroom; lesson planning; making home works; making teaching aids; teaching a series of lessons) to the placement classroom teacher.

Briefly, according to the MOE (2003) practicum helps the student teachers:

- To get real experience of school life, the classroom and the students
- To learn how to teach effectively in their respective areas;
- To develop the values, attributes, ethics and abilities essential to the teaching profession with a realistic professional environment;
- To relate the theory they learnt in the college with practice in the actual school setting.

2.8.2. Challenges of the practicum/school Experience

The complex nature of the practicum has become the focus of study of a number of teacher educators (Ziechner, 1992; Martinez, 1998; Pajak, 2001). For instance, as stated by Pajak (2001). It seems that student teacher's experience of practice teaching is affected by a number of aspects of the school environment. Factors including the relationship with the supervising teacher, the psychosocial climate of the school, and teacher beliefs about what makes a good teacher' appear to influence student teacher's success during the experience. However, each participants' personal perception of the learning environment appears to affect the outcomes of the experience (Kennedy and Dorman, 2002). Student teachers' perception of their own performance often differed markedly from those of the observer or supervisor j(Kennedy, 1993). For

example, some supervisors may be not only authoritative but also over-critical and personally judgmental, never listening to the trainees, blaming them ignorant of the context. Kennedy (1993) further stated that an honest relationship of student teachers with mentors and tutors; and the lack of balance between institutional training and school based training and practice, workload and lack of commitment of the side of the side of tutors and mentors are the big challenges of practicum.

Frustration of the student teachers during practice teaching is another challenge. McDonlad (1993), along with other researchers into student teacher stress, confirm that while students regard the teaching practicum as a voluble, if not the most valued, part of their teacher education programme, they also consider it to be the most stressful. The significance of identifying sources of student teacher stress lies in the evidence that stress affects teacher behavior and this in turn reduce classroom effectiveness, Particularly in relation to effects of lower pupil achievement and increased levels of anxiety. MC Donald's (1993) research identified that sources of stress were mainly generated by inconsistencies in the way student teachers were evaluated by teachers, varying expectations of student teacher performance and conformity between teacher educators, and marked variations in the quality of feedback given to student teachers by their supervising teachers.

Murrays-Harvey et al (1999) reported that females generally find the practicum experience more stressful than males. At a more general level, Bowers et al (1983) suggested that teacher preparation had not paid enough attention to the psychological 'readiness' of student teachers by concentrating more on methodology and less on preparing students to cope with the inevitable anxieties and stresses associated with students' roles, relationships and responsibilities of teaching.

Similarly, Lewin (2004) widely explained the problems of practicum or teaching practice as follows: a high cost associated with supervision by college tutors is one. However, much of the supervision is directed to summative assessment rather than formative appraisal. For Lewin (2004) practicum is the most expensive part of initial training because of the costs of travel, subsistence, supervision and assessment, as the case is true also in Kotebe College of Teacher Education. Lewin Identified four basic issues as follows.

First, whether or not practicum is a constructive, supportive and enlightening experience depends on how it is organized and supported. Much of the practicum in Southern African countries occurs in schools distant from colleges with substantial proportions of untrained teachers and poor physical resources. Much placement in schools appeared ad hoc rather than designed to ensure that teaching practice was undertaken in situations where there was good practice (Lewin, 2004).

Second, data on the realities of teaching highlight major conceptual weakness of the so-called 'technical rationality' model where theory and practice are taught and learned largely and separately (Schon, 1983; Lewin, 2004). The assumption is that trainees will go into the schools and apply theory. Often, however, trainees are faced with many confusing situations, which they do not know how to deal with, and they have access to very limited support to help them solve problems. Learning to teach effectively requires that trainees integrate the insights and concepts derived from the public propositional knowledge available in colleges, with the contextual and situated knowledge of specific classrooms and pupils. This implies that the theoretical and practical elements of the curriculum should be intertwined and presented in a dialogic relationship, rather than as discrete elements. Too frequently this is not so in content, timing or structure (Lewin, 2004).

Third, college based supervisor visits are usually deemed essential in the absence of well – trained school based mentors. Where numbers of trainees are large and great, a lot of tutors' time may be allocated to supervision. There are real economic and logistic problems providing practical experience for large numbers of student teachers in countries with poor infrastructure and where schools are widely scattered. Either students are crowded into schools near colleges, as happened in Ghana and South Africa, or they select schools which will accept them and where they can find accommodation that may be distributed across a wide area, as in Lesotho and Malawi. If the latter, then it becomes expensive and time – consuming for tutors to visit. If the former, the experience may be largely of demonstration schools a typical of the schools in which trainees will work. Tutors visits tended to be badly timed, rushed, irregular, and mostly oriented to final assessment. Sustained formative feedback geared to the student's own development does not generally occur well founded school based approaches with give schools responsibilities for supervision are very problematic where many cooperating teachers may themselves be un-or –under – qualified an a lack the skills or confidence to give appropriate advise and support (Lewin, 2004).

Fourth, the timing and duration of practicum have their own implications for its effectiveness. Short periods give little insight into children's development or the durability of learning that may take place. Longer periods raise difficult problems of support and mentorship.

Chapter Three

Research Design and Methodology

3.1. Methodological Approach

The description of the study is in the form of qualitative case study in view of understanding the teaching- learning process in the context of practicum for 10⁺³ diploma programme. This is because it is believed that qualitative research is a research devoted to develop an understanding of human systems and their subjective aspect of behavior be they are small or large (Savenye and Robinson, 1996). Furthermore, it helps to study people doing things together in the places where these things are done in their daily lives (Becker in Denzin and Lincoln, 2000; Bodan and Bikle, 2003). LeCompte and Preissle (1993:24) also stated “qualitative research can be employed in educational research when the concern is with people, because controlling and manipulating activities of human beings are some how difficult.”

Hitchcock and Hughes (1995:12) posit by qualitative methodology, “we mean approaches that would researchers to learn at first hand, about the social world they are investigating by means of involvement and participation in that world through a focus upon what individual actors say and do.” Gall et al (1996:67) also contend that qualitative research is an inquiry that is founded in the assumption that “individuals construct social reality in the form of meanings and interpretations and these constructions tend to be transitory and situational.”

Holstein and Gubrium (1994) in Amare (2004) stated that qualitative research is multi- dimensional in focus involving interpretive and naturalistic approach to its subject matter. Qualitative researchers study

things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings people bring to them.

Hitchcock and Hughes (1995:26) expound, "Qualitative or naturalistic research recognizes that what goes on in our schools and classrooms is made up of complex layers of meanings, interpretations, values and attitudes. That is, Qualification of actions, ideas, values and meanings through the eyes of participants is better than quantification through the eyes of an outside observer." Best and Kahn (1999) further expound that the in-depth detailed description of events; interviews and others make qualitative research very powerful. The two authors contend that the reason why qualitative data are so powerful is that they are sensitive to the social, historical and temporal contexts in which the data are to be collected. For them the importance of context sensitivity is that the data cannot be generalized to other contexts that are different socially, spatially or temporally.

3.2. Research Design

A case study design has been applied for this investigation. Since the present study investigated issues related to practicum with specific focus on Kotebe CTE 10+3 programme working in collaboration with Ethiopia Andnet Primary school, a qualitative case study design can be appropriate. In case study a researcher makes a detailed exploration about a single case rather than making general explanations about a population. In line with this, Wiersma (1995:213) noted that a qualitative case study has focused to research on a few cases or few research settings (informants) and many variables.

Yin (1984, 1993) in Whitley (1996:38) also stated that a case study is an in depth, usually long-term examination of a single instance of a phenomenon, for either descriptive or hypothesis testing purposes. Case

studies commonly study people in their daily lives (Whitley, 1996). A case study to Hitchcock and Hughes (1995:317) is likely to have the following characteristics, which I have attempted to address these features in my study:

1. A concern which is rich and vivid description of events within the case;
2. A chronological narrative of events within the case;
3. An internal debate between the description of events and the analysis of events;
4. A focus upon particular individual actors or groups of actors and their perceptions;
5. A focus upon particular events within the case;
6. The integral involvement of the researcher in the case;
7. A way of presenting the case, which is able to capture the richness of the situation.

Whitley (1996) further elucidated that case study can incorporate the participants' view points and interpretations of the data offering new insights in a bounded system. Therefore, this case study was bounded by place (i.e. one college and one primary school working jointly for the practicum programme). I also spent a considerable time describing and understanding the two contexts and collecting data using multiple sources of information to provide the detailed in-depth picture of the case.

3.3. General Context of the Research

Practicum has been exercised since 1997 E.C in all of the Ethiopian Colleges and Faculties of Education under the auspices of Ministry of Education. But before the introduction of practicum, the traditional teaching practice was utilized for a long time. In Ethiopian context all

concerned bodies of teacher education had accepted “teaching practice” uncritically. But there were inherent problems in the programme (ICDR, 1999). First, Teacher Education Institutions (TEIs) employ the programme based on traditions. No attention was given to the host of variables in the interactions between student teachers, College instructors, placement teachers, Pupils and the school management (ICDR,1999). Instructors and placement teachers were not held accountable for what they do during the period of the practice. Student teaching experiences were not providing trainees with opportunities for reflective inquiry.

Therefore, profound changes and reorganizations of practice teaching programmes are time questions, which need immediate practical response in light of applying the intents of the current Education and Training Policy. According to the policy, teacher education and training components should emphasize basic knowledge, professional code of ethics, methodology and practicum (TGE, article 3.4.3, 1994). Recent studies have indicated that practicum must be supported by research and help the trainee teachers develop and autonomous decision making through reflection the classroom (Livingstone, 2001; MOE,2003).

Contextually, the phrase “practice makes perfect” conveys that the preparation of primary school teachers demands subject matter, integrated school experiences and other professional activities both in the institute and outside the training center. Buchman (1983) cited in ICDR (1999) stated that though the teaching practice tends to be highly valued by student teachers and practitioners, questions concerning the value of learning from these experiences have been raised. This calls for new attempts to be made on the improvement of the practicum programmes of Teacher Education Institutions (TEIs).

As a result, the practicum programme should include various phenomena and activities, which provide professional school experiences such as:

- school environment observation and data Collection;
- knowledge about school organization and management;
- knowledge about staffing, relationship between the school communities and the society;
- knowledge about school facilities and problems;
- child study, action research, case studies and continuous data collection and preparation of portfolios.
- conduct meaningful teaching practice (Livingstone, 2001; MOE, 2003).

The practicum, as intended by the TESO pre-service sub-committee, has a three-part structure; preparation in the college, activity in school and reflection and analysis in college. Thus, the practicum designed and implemented in Kotebe CTE is also to train student teachers for both the first cycle (1-4) and the second cycle (5-8). In this study, I focused only on the practicum designed for the diploma programme. According to MOE (2003), the practicum for the diploma programme will be carried out throughout the three years and must ensure that all student teachers experience teaching at all levels from grades 5-8. It is scheduled as follows;

During practicum I, student teachers will have the chance to experience each grade level (5-8) in the placement school. Time will be spent, before and after each school experience with mentors and tutors for the reflection and discussion of essential teaching skills. Student teachers will produce a school experience portfolio during the year, recording their

observations, teaching experiences, relevant information, lesson plans, and materials developed (MOE, 2003). Practicum I will be given in first year for two semesters, starting with initial observation and progressing to working with small groups.

In the second year of the two semesters, practicum II will be exercise. During practicum II, student teachers will continue to work with small groups and progress to teaching practice with whole Classes under the guidance of the mentors. Both practicum I and II account 8 credit hours.

During practicum III, student teachers supported by colleagues and mentors, will take on more responsibilities in the school and classroom, including planning lessons from the relevant topics and aspects of the school curriculum. The school experience will include a 2-week block of teaching where they will teach classes in their major subject areas for all grades 5-8. It is a third year first semester programme. In the same year of second semester the student teachers will start practicum IV. At this level student teachers by taking all the responsibility from the regular classroom teachers will experience a 4- week block of teaching where they will teach classes in their major subject areas for all grades 5-8. These two level of practicum amount 10 credit hours.

A part from the practicum practice, professional courses and action research are given as a shared course for all streams. In this regard, MOE(2003) stated that professional studies courses are designed to feed directly in to the practicum and aims to ensure that student teachers have an awareness and understanding of all aspects of the school experience.

Generally, the practicum begins with orientation and initial discussion together with observation of the college. Once student teachers are

placed in the cooperating schools, they will initially be engaged in observation. Observation encompasses aspects of the school environment, the physical, mental, emotional and social development of the children in the classroom as well as out of the classroom; the actual teaching-learning process including teaching style, methods, teacher-pupil interaction, lesson planning, classroom motivation and assessment procedures. Student teachers are also expected to observe, record, and reflect about school-community relationships, non-classroom routines, duties and responsibilities of principals, teachers and other school personnel. All these activities are to be carried out with the assistances student teachers get from their tutors, mentors and other responsible personnel o the programme. In the MOE (2003) TESO guideline, the duties and responsibilities of different parties and personnel involved in the practicum programme are clearly indicated (see Appendix-30).

After observing the school environment, student teachers will be working with small groups in or outside the classroom. This part of the student teacher's preparation is to assist the classroom teacher in planning and actual teaching on the basis of block teaching time.

Finally, student teachers will be evaluated by the college teacher educators (tutors) and the placement teachers (mentors). Assessment will be through participation with the student teacher in his/her theorizing of a partially shared experience, reading and discussion of student teacher's portfolio and reflection, and observation of the actual practice teaching (MOE,2003).

Practicum, which is intended by TESO as a three-part structure: preparation in the college, activity in school and reflection and analysis in College, it properly work at KCTE, the student teachers are assigned

to placement schools without getting adequate orientation and the necessary preparation about the programme in their first year of training.

With regard to assessment, the student teachers are assessed by the college teacher educators (tutors) and the placement teachers (mentors). A mentor is assigned by the school principal based on the educational background and the service they have. These assigned mentors are expected to give continuous support for the student teachers and finally evaluate them out of 25%. Aside from this, the college tutors assigned by the college practicum coordinators are evaluating the student teachers. The tutors are observing the student teachers only once a semester and twice a year and finally evaluate them out of 75% using the assessment criteria. The Addis Ababa REB together with its teacher education Colleges has prepared the assessment criteria.

3.4. The Research Settings: Kotebe CTE and Ethiopia Andenet Primary School

I have conducted this study in Kotebe CTE and Ethiopia Andenet primary school that are working the practicum in collaboration with each other.

Kotebe College of teacher education located at 12 Kilometers to the northeast from the center of Addis Ababa on the main road to Debreberhan, Dessie and Mekele.

Kotebe College of Teacher Education (KCTE) one of oldest teacher training College which was set up in 1959 within the Addis Ababa university the then Haile Selassie I university). It was named Teacher Training College and its function was to produce teachers for junior schools. The college with technical and financial assistance from

UNESCO, continued to serve as a sole producer and supplier of Teachers for junior schools throughout the country until 1968.

In July 1968, the university, the Ministry of Education and UNESCO agreed to phase out the program of training junior school teachers. Thus, in 1969, the college was transferred to the Ministry of Education, moved to a new site and housed on a temporary basis inside the Addis Ababa College of Teacher Education. It was in 1976, the College transferred to the present site and got its name, Kotebe College of Teacher Education. In 1979, the Ministry of Education handed over the responsibility of running the college to the Commission for Higher Education in accordance with the proclamation of Higher Education (No, 109 1977).

Upon the approval of the Commission of Higher Education, the college launched degree program in six area of study: English Language and Literature, Ethiopian Languages and Literature, Geography, History, Health and Physical Education and Mathematics in 1989. However, five of these areas were discontinued in 1996. The College still runs a degree program in only one area, Health and Physical Education.

In 1997, based on a new proclamation issued then, the Addis Ababa City Administration took over the responsibility of running the college.

The College has diversified its programs. It runs a Degree program in Health and physical Education, a diploma program in six streams or areas, a Certificate programs in Lower Primary and Pre-school teaching, and School Principal ship as well as Educational Supervision.

Currently, the college is conducting, Degree and Diploma programmes. There are about 153 teacher educators (122 males and 31 females) and 161 administrative workers of which three are college principals. There are 3617 trainees (2141 males and 1476 females) in the regular session

and 4113 trainees (2089 males and 2024 female) in the evening session enrolling in the college.

On the other side, Ethiopia Andent Primary school located around the Ethiopian Parliamentary Hall near St. Gabriel Church. The public in 1963E.C. founded this public school. It is a full primary cycle (1-8) school. In the primary school there are about 58 teachers (40 males and 18 Females) and 4 administrative workers. Currently there are about 1130 student (650 males and 480 females) that are engaged in learning in the school.

3.4.1. Rational of Selecting the Research Setting

I had many experiences as a teacher/ instructor in this college since it was my first area where I was assigned to teach in the Higher Education. I have served for four years as a Civic and Ethical Education teacher in Kotebe CTE before pursuing my postgraduate programme at the Addis Ababa University. When I was in the college I was assigned as a tutor and frequently visited many primary schools for practicum purpose.

As a result, I had a special acquaintance to the educational administrative bodies as well as teachers in Ethiopia Andent primary school since we used to meet during the practicum sessions.

Besides, that I am working as an instructor in the college, that helped me gain information from the tutors and student teachers.

3.5. Sampling Procedures

It is known that sampling in qualitative research is conceptually different from that of quantitative research. Thus, I am not sampling for

representativeness and generalization on the basis of probabilistic procedures. Rather respondents were purposively selected. As a result of this, the main data gathering sources were:

1. Ten teacher educators of the college who are engaged currently as tutors for the practicum programme;
2. Six placement teachers in Ethiopia Andenet primary school who were assigned as mentors for student teachers;
3. Four practicum coordinators and two principals of the college.
4. Fifteen student teachers, currently engaged in practicum programme.

4.6. Data Collection Strategies

The intended information for the present study has been acquired through interviews, observation, focused group discussion and documentary analyses. As Hitchcock and Hughes (1995:35) have argued, “qualitative case study evaluations collect data from in-person interviews, direct observations and written documents such a private diaries.” In addition, Wellington (1996) mentioned that focused group discussion is also a complementary technique to collect data in qualitative case studies. These evaluations aim to provide personalized information on the dynamics of the programme and on participants’ perceptions of their outcomes and impact.

3.6.1. Interviews

In qualitative case study, interviewing is a major source of data needed for understanding the phenomenon under study. Cohen et al(2002) stated that this “live” form of data collection involves recording data as the interview takes place or shortly afterwards. This interview was undertaken in the form of person-to-person encounters using semi-

structured and open-ended questions, enabling respondents to address matters in their own terms and words.

The reserve conducted the semi-structured interview with six teacher educators (tutors). Ten student teachers (five from third year and five from second year). Four practicum coordinators and six placement teachers (mentors) in the conventional style of every day interaction since this approach communicated empathy, encouragement and understanding easily. In the same vein, Cohen et al (2002:393) further expound, "honestly, candor, depth and authenticity of response are the hall marks of validity in a semi structured interview." Wilkinson and Bhandarkar (1999) also added that semi-structured interviewing is necessary to get deep feelings, values or how people interpret the world around them, and past events that are impossible to replicate. It allows the interview to be flexible and somewhat conversational (Whitley, 1996:424). Because of this fact, I used semi-structured interviews as the main data gathering strategy (see Appendix-2 a, b & c).

3.6.2. Observation

Participant observation has been the major means of data collection techniques used by Qualitative researcher (Merriam 1988; 102). It refers to the process of activity, carefully and self-consciously describing and recording what people do whilst one may be, one self, part of the action (Pollard et al, 2002). Wamahiu and Karugu (1995) added that in participant observation, which is more appropriate in qualitative study, the researchers' sense organs (i.e. direct observations) are the key instrument to collect data in the same token Bailey (1978) in Cohen et al (2003;18) expound that observation studies are superior to collect non artificial (natural) data including from the non- verbal behavior of the informants.

A participant observer should live as much as possible with the research participants he or she is investigating. The observer is normally the researcher and an informant at the same time (Hitchcock and Hughes, 1995). As a result, the researcher-stay with the research participants (Student teachers and mentors) in the natural setting where the investigation was taking place (i.e. the last three weeks of May). The last three week of May was chosen because it was only at this time that teacher educators (tutors) were assigned for tutoring programme.. Thus, as a participant observer or an insider of the research, I observed five student teachers and watched what the participants did, how they teach, how the placement teachers (mentors) and tutors give support to the student teachers; I listened what both the mentors and student teachers said; and I formally and informally interacted with them. The interaction was done using Amharic language to make communication easier.

3.6.3. Focused Group Discussion

Focused group discussion was the third technique of data collection that I employed. Wellington (1996) stated that a focused group discussion among a member of small groups has been considered as a good instrument to capture versatile information. Moreover, Wamahiu and Karugu (1995; 122) explained, "Focused group discussions are best suited for obtaining data on group attitudes and perceptions by initiating members for active participation." Because of this, I conducted intensive discussion with our practicum coordinators (in addition to interviews), two college principals, four college instructors (tutors) and five student teachers who were assumed to have adequate information about practicum programme. Items utilized in the detail interview for teacher educators were also used in the focused group discussion.

3.6.4. Documentary Sources

The other technique of data Collection I employed was analysis of various documents of the MOE (TESO), Addis Ababa Regional Education Bureau, Kotebe CTE and other relevant materials. As stated by Best and Kahn (1993), documentary source are one of the data collection instruments of qualitative case studies, so I utilized it for cross checking what were stated in the documents with what is practiced in the real context.

3.7. Data Analysis

Data Analysis refers to the systematic examination of a collection of observations. The examination can answer a question, search for a pattern, or otherwise make some sense out of the observations (Dunn, 2001). It is a complex process that involves moving backward and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning and between description and interpretation (Merraiam, 1998). Bogdan and Biklen (1992) have shown that data analysis in qualitative studies basically involved in words argumentation than numerical explanation.

Data analysis consists of categories, tabulating, testing or otherwise recombining both qualitative and quantitative evidence to address the initial propositins of the study(yin,2003). Stake (2000) advocates for forms of data analysis and interpretation in case study research. These are (1) categorical aggregation- the researcher seeks a collection of instances from the data, hopping that issues or relevant meanings will emerge; (2) direct interpretation- case study researcher looks at a single instance and draws meaning from it without looking for multiple instances; (3) establishing patterns-looking for a correspondence between two or more categories; and (4) develops naturalistic generalization

generalizations that help people learn from the case either for themselves or for applying it to a population of cases.

Yin (2003) stresses that the need for adopting a general analytic strategy to define priorities for what to analyze and why. Data analysis in qualitative research is an on going activity that takes place during data collection, devising of categories and the building of theory. Denzin and Lincoln (1994) also posit that the qualitative researcher uses inductive analysis, which means that categories, themes and patterns come from the data.

In my study, I used a single case analysis strategy where I made a comprehensive analysis of a case. This would lead to a generalizable understanding about how the new practicum was practiced in the college and placement schools.

Various approaches have been used to analyze case study data. Gall et al (1994) classified it into three types; interpretational analysis, structural analysis and reflective analysis. Interpretational analysis is the process of examining case study data closely in order to find constructs, themes and patterns that can be used to describe and explain the phenomenon being studied. Gall et al (1994) contend that one of the most critical steps of interpretational data analysis is developing a set of categories that can adequately encompass and summarize that data. The researcher must decide what is worth taking note of in each segment of the data base. Structural analysis is the process of examining case study for the purpose of identifying patterns inherent in discourse, text, events or other phenomena with little inferential meaning. Interpretational analysis and structural analysis involve explicit procedures that are performed in a somewhat, prescribed sequence.

In contrast, reflective analysis is a process in which the researcher relies primarily on intuition and judgment in order to portray or evaluate the phenomena being studied. Terms other than intuition and judgment have been used to describe this process: introspective contemplation, tacit knowledge imagination, and artistic sensitivity. It involves decision by the researcher to rely on his/ her own intuition and personal judgment to analyze the data rather on technical procedures involving an explicit category classification system (Gall etal 1994)

In my interpretation research analysis I have used units such as narratives, sentences and phrases to create categories This categorizing or grouping of issues served to put related ideas together in a series of topics in the analysis. In addition to my interpretational analysis, I have also employed reflective analysis by using my own personal judgment to evaluate the case and by referring the documents.

3.8. Interpretation of the Data

By spending much time in the field, I tried to grasp the beliefs, perceptions, understanding and ideas of the participants, which lead to an honest representation of the data depended on this evidence I have on conflict of interest that misguided my interpretation that was not representational. I also believe that it is a professional taboo to make unwarranted interpretations that may lead to obusticatins rather than illumination in an effort to understand society and us (Amare, 2003). A theory that was developed from this study, therefore, was based on my personal interpretations of the evidence that I collected rigorously.

3.9. Ethics

The notion of voluntary informed consent is unquestionably at the heart of research ethics (Mc Name and Bridges, 2002:2) Focusing only on

quantity of knowledge that we produce is inadequate because truth is not all the counts (Miles and Haberman, 1994). They argue that one needs to consider the rightness as well as wrongness of one's actions as a qualitative researcher in relation to people whose lives one is studying to his/ her colleagues, and to those who sponsor one's work. A qualitative researcher must give the fullest attention to moral and ethical considerations. Information regarding observation should be discussed only on a need-to-know basis (Moore, 1992; 32). McNamee and Bridges (2002) further expound that it is the requirement that human subjects be informed of the nature and implications of research and that participation be voluntary. Informed consent is a standard principle in a variety of professional practices and it is the formulation of a widely recognized moral obligation to respect others and take into account their interests.

Besides, Best and Kahn (1999) suggest that ethics refers to any set of rules or guidelines or human discretion on the part of the researcher that directs the appropriate treatment to persons participated in the research. They expound that in planning a research project involving human participants, it is important to consider the ethical guidelines designed to protect the participants. I therefore, have given a particular consideration to ethical principles developed by different researchers particularly regarding informed consent; developing confidentiality and other related ethical issues. For that matter, I adhered to the ethical principles indicated by Amare (2003) and the British Research Association Ethical guidelines indicated in McNamee and Bridges (2002) while seeking the willingness of the research participants through orally discussing the guidelines (see appendix-1).

CHAPTER FOUR

Data Analysis and interpretation

Kotebe College of Teacher Education is a College, which trains student teachers. This college offers course in different departments and streams. In this chapter the result of the research are going to be discussed and summarized under four major themes:

1. The perceptions and understanding of the practicum by the participants;
2. The adoption of practicum and the status of the enabling environment ;
3. The support made by tutors and mentors to the programme;
4. The major successes and challenges of the practicum.

4.1. The perceptions and understandings of the practicum by its participants.

In an attempt to understand the participants' perceptions and understandings of practicum initially, I had an interview and discussion with the administrative vice dean and practicum chairman of the college, a pseudonym, Zelalem. Besides my own understanding of the issue, this discussion and interview enabled me to know the intentions of the MOE and the Regional city Administration when practicum was planned as an integral part of teacher education at all levels.

The practicum chairman of the college notes that, the government of Ethiopia has initiated a new vision for teacher education in response to the very serious problems present in the education system He expressed that, "this vision is a complete paradigms shift," Which in his view conceptualizes the basic ideas of knowledge and learning, stipulated in the education and Training policy of Ethiopia. He listed down many short

comings of the previous teaching practice model and the nature of teachers produced in such a model. In addition, he believes that, practicum is the only way out to get rid off the rote, passive learning and to replace it with a commitment to active, practice oriented learner centered education. In rationalizing his position and reflecting the government's intention, Zelalem commented that, "to achieve this paradigm shift which is a systematic reform, a teacher education system that develops higher order thinking and practice oriented activity is needed. "practicum is the only way for the student teachers to understand the real school environment and to gain their practical experience.

Of course, different scholars support interviewee idea. For instance, Fish (1989) states that, "approaches to student teaching practice have shifted from the process of imitating old, traditional and conservative notion and skills to a process of investigation." Thus, a new practicum as a systemic change is associated with situated learning (Schon, 1987; Elmore, 1995; Cohen, 1995; Stiegelbauer, 1994).

On the other hand, Goitom (a practicum coordinator of KCTE) described the situation as follows:

Theoretically, the idea of practicum programme was good, but its implementation has a great problem. Experiences taught me that if something were implemented this year it would most likely be abundant when another innovation appeals and this would make all our efforts useless.(Interview in May, 2009.)

The idea of the coordinator clearly indicates that when a new policy is formulated due attention should be given for its implementation. The necessary awareness about the formulated policy for the implementations should also be created in order to narrow down the gaps between policy formulation and its implementation. Reflecting this fact, Living stone(2001) asserts that probably the most pernicious

problem I have noticed is the grave mismatch between policy formulation and its implementation. To put that in other way: the ends (policy aims, objectives, intentions) have been willed from the center, but the means have not. By means, it does not imply only finance and material resources, though these are essential, but also those key systematic organizational arrangements for seeing the policies through to their application 'on the ground'. successful systematic reform depends on more than improved teacher knowledge and skills. It requires changes in values and beliefs of acceptable professional practices and students' achievement ability. change has to be valued by the organization and by the members with in the organization and by the members within the organization (stiegelbauer, 1994). The organization should develop a shared vision of what its change should look like.

In contrast to the practicum coordinator views, a college teacher educator fictiously named Meron stated:

the innovation was good when it is well facilitated for its better implementation" because it gives ample time for the student teachers to gain school experiences, But when we see the student teachers assigned to the programme, the necessary logistics were not fulfilled: different parties involved for this programme do not have the necessary awareness. (May 2009.)

From another perspective, Dejene (a student teacher) explained on his part about his understandings and perceptions of the practicum programme that:

Currently what the college do is good. practicum gave as a good school experience. But no one is responsible to support us. Every placement teacher is running here and there for his/her own trivial work. We are stretched by the actual practice. so I found the practicum highly boring

As the respondent explained it when something is changed rapidly, it paves way for the novices to be doubted and frustrated. The student teachers needed continuous support and guidance from the mentors and tutors until they will adopt the school environment. From the very

beginning if the student teachers are well guided and supported by the mentors and tutors and what they ordered to do is appropriate to them, they will probably develop a positive attitude to their profession. Otherwise, it will be stressful and consequently an obstacle to them.

Of course, for the practicum to be a rich growth and preparatory experience, the student teachers should be assisted in connecting, applying and assessing the theoretical lessons learned at the university/college with the actions of a teacher in the classroom (MCpherson, 2000). Similarly, Mopherson (2000) also pointed out that those student teachers that are without a better preparation and support have a tremendous chance of turning in to un happy, over crowded technicians. Student teachers, until they will be physically, psychologically and morally ready for the problems they faced, need to be supported and guided by others. From this experiences and apprehensions there is a need to have the link preparation in the college and practice being supported by tutors and mentors in order to reduce the stress of student teachers.

During an interview with Abnet, a placement teacher and the assigned mentor, about his perceptions and understandings of the practicum programme, he reveals:

Truly speaking, I do not have a clear awareness about the programme. I do not have any clear idea on how and to what extent I am mentoring the student teacher assigned to me. I am simply ordered by the school principal to advise and give support for the student teachers. Every time different new programmes including this practicum are sent to the school form higher bodies with out considering our workloads, our knowledge and interests. I have twenty- four periods per week and besides that, I involved as a member of every committee in the school. I do not have any extra time to give support and to evaluate them. But, simply for the sake of not refusing the order, I accepted it. (Interview in May, 2009.)

Besides the explanation of the interviewee, a candidate called Abate, another placement teacher, speaks on his perceptions and understandings of the issue as follows.

Before sending the student teachers to such a huge programme, the college should give the necessary awareness for us about the programme and fulfill the available materials. For instance, I do not have any ready made document and guideline that explains what to do about practicum. When this programme was prepared and sent it should be with some written documents. But under this condition, it is difficult to evaluate the student teachers' performance objectively.

Both respondents' descriptions their understandings regarding practicum. It can also be inferred that they possess little or no knowledge about the underlying assumptions of the practicum programme. In this regard, Pratt(1988) explained that, some teachers resist change when they either do not know about the innovation at all or they have little information about it. The implication is that, curriculum leaders and reformers should furnish all affected parties (teachers, parents, students, community members) with information about the nature of the programme and its rationale. Their feeling also implies that there is no demand for change in this direction from the staff or the community. In line with this, authorities in the field of curriculum innovation and change asserted that, unless the school community is demanding that a new programme be created to respond to a perceived national need, then a major curriculum change of this kind should not be attempted. In the same vein, such top down approaches that do not consider the bottom – up issues were more likely to fail than to succeed (Fullan, 1999).

Additionally, Abnet and Abate's notions and belief systems regarding the nature and learning to teach is not in accordance with the theoretical context of practicum. This could possibly be attributed to the fact that the new practicum occurs over against a system already in place. Both

respondents' belief and feelings were that "theory" or pedagogical knowledge should come before "practice"; a typical philosophy of postivists. However, teachers' beliefs and values, which guide, define and inform professional behavior are deeply held and not easily altered. But, the concept of practicum bases itself on constructivist's notion that, theory and practice are not separated, but theorizing is part of practice itself and practice can successfully come before theory (Schon, 1983, 1987; Livingstone, 2001; Bread and Willson, 2002).

However, they are not to be blamed for that, for they have been educated in the traditional curricula using familiar classroom strategies. That is why ICDR (1999) stated, "teachers teach the way they were taught." Now, new expectations are held for students and teachers, and are reflected in new modes of teacher education and training. In a key sense, the professional preparation of class room teachers who work and teach in school has not prepared them to think about curriculum and instruction, and assessment in a way that is consonant with constructivist theory. They have not been prepared for the new role definitions for students and teachers, which are implicit in that theoretical structure.

Unlike the view of Interviewee practicum begins with the assertion that, teachers are no more "fountains of knowledge": they are called up on to be students in their own classes; students are no more viewed as 'passive recipients' of information but are authentic assessors of themselves and researches into , and therefore scholars of their own teaching and learning (Livingstone, 2001).

From another perspective, Efrem (a student teacher) views practicum as an obstacle to his success. He says. "I do not have any reference material or short note about the practicum to be ready for the exam:" Then, he asked; "What am I supposed to do?" He seems to have no idea of what

practicum is his intentions clearly reflect this expectations for the familiar approaches to the teaching and learning process. A part from expecting some kind of paper and pencil test, Efrem do not have clear vision of his roles as a student teacher, both of which are against the rational suggested for the practicum. Pertaining to this issue, McIntosh(2004) stated that student teachers are encouraged to begin fulfilling the requirements for practicum early in their academic careers. However, they are also encouraged to view practicum not merely as “something to get done and over with.” but rather as on going preparation for the more independent functioning expected during internship. Therefore, learners are instructed to continue with practicum – like activities as long as they are in campus.

Such conceptions like Efrem may have pervasive effects on the overall success of the practicum if not addressed easily in the implementation phase, or more preferably before the programme starts. In other words, there would be little or no point as viewed by Livingstone (2001), in adopting practicum with all its theoretical and philosophical assumptions, but allowing students and teachers to believe in and stick to a system of tutoring and assessment of teaching that is directive and judgmental.

In our discussion with another college principal named Kebede, concerning the perceptions and understanding that college tutors, schoolteachers and principals and the student teachers have about the practicum practice, he has different views with that of Meron, Abnet and Abate and stated that:

As to my understanding, practicum is widely understood by those parties involved in the programme. We have made many workshops about the programme and on its implementation with the near by placement teachers and principals. Besides, we have given awareness about the programme during the

two summer 'directors' and 'supervisors' training sessions for the directors, supervisors, and kebele and Kifle Ketma officers. As a result, most of the school directors, supervisors and some mentors have clear awareness about the programme, but they may lack commitment and interest to work cooperatively with the student teachers and with the college. Besides, many other additional works overstretch the officers. As a result of this, they may not give emphasis for this programme.(Discussed in May 2009.)

But in my placement school participant observation I understood that no one seems to be responsible for this programme. Their mentors do not properly visit the student teachers, once assigned to teach in the classroom. Despite the fact that some attempts of observing and visiting their classes were made, it was simply for the ceremonial purpose. The placement teachers were not that much concerned for their roles. They totally lack sincerity and devotion required to do the job of practicum adequately. The lack of seriousness and devotion of the part of cooperating schools and placement teachers, in part may be attributed to the lack of support and assistance from other bodies including the college that is significant in service provision on such topics as advising, supporting, tutoring, supervising and assessing need to be in place, as implied in the placement teacher's views. Regarding this, Livingstone (2001) states that teachers' contribution to the development of student teaches will be maximized if it is given willingly and if it is focused and challenged. In addition to this, if the placement teachers would be supported by the college in setting in-service trainings through workshops, seminars, or if they are encouraged by the college in providing different resources to them and to their schools, there would be stronger interest and commitment on the side of placement teachers in their contribution to the development of student teachers. similarly, Ghaye and Ghaye (1998) viewed it, schools wanted to be consulted and to have the freedom for college guideline to be interpreted in the light of school's needs.

In contrast with many of the participants' ideas there are also few teacher educators, practicum coordinators and student teachers that perceived the practicum programme as very useful for them selves.

In my interview with a teacher educator named Girma, he reported his perception and understandings about practicum as follows:-

Even though the practicum programme has many challenges, it is very useful for the student teachers to gain or acquire the practical experience, the actual teaching – learning process, the behavior of students and in general the school and classroom management system

The interviewee further explained that, “this programme even helped me to understand how the teaching learning processes is going on in the placement schools. Besides, the researcher has got additional exposure for observing the contents given and the methodologies used in this primary second cycle levels. This in turn helped me to realize some concepts about the students text books in that grade level and also the college training module in relation with the placement schools.” In line with this, Livingstone(2001); and MOE(2003) forwarded that for the practicum to be at the center, all teacher educators need to take responsibility for supervising a class of students and student teachers during the practicum. This helps teacher educators to work across the curriculum in order to prepare, support, assess and evaluate the student teachers and also the curriculum materials they are using during practicum.

From another perspective, Lemleme, the second year student teacher who is currently engaged in the practicum reported her perceptions about it in this way:

In the first time when I started to practice this programme, I was very much frustrated. But later on when I adopt the school environment, the behavior of students and placement

teachers, I became gradually motivated and developed confidence. In general, this practicum helped me to assess and evaluate my weakness in the practice to know my duties and responsibilities in the profession and to understand the school social life process. Above all, It helped me to develop mental and psychological readiness for my future career to tackle those problems that I will face. (Interview in May, 2009.)

As she explains it, it is through practicum experiences that student teachers will develop their own theories and understanding of teaching process. The practicum allows the student teachers to observe classes and use the information to develop their knowledge. They need to be given the opportunity to practice skills and methods in a structured, guided and well-supported manner (MOE, 2003). Evidence has shown that the best way to educate student teachers is to give them real experience of school and students very near to the beginning of their course, so that they can be informed about their further learning (MOE,2003).

4.2. The Adoption of Practicum and the Status of the Enabling Environment.

Many variables have impact on the learning environment of student teachers participating in practicum experiences. In recognizing the many dimensions of the school environment that have impact on the student teachers during the adoption of practicum first, I have made a discussion with a college tutor and practicum coordinator named Dejene. In our discussion with him about the adoption of practicum and the status of the enabling environment, he stated:

The designers of the programme should clarify the whole process of practicum and describe practically how practicum can be organized and managed realistically in an Ethiopian classroom with full resources and large number of students in the classroom.

He further states that “practicum is just transplantation from somewhere else for either political or economic advantages”. Dejene’s description made it clear that practicum, as a new practice to our college and school system, should take in to account the existing condition of our college and school, the economic level of our country, the competence and commitment of all parties involved in the programme and many other requirements. As clearly described by Livingstone (2001) practicum demands adequate resource, commitment on the part of planners, administrators, teachers and students, sound programming and continuous evaluation. Overall development can be achieved if we value our cultural heritages in our schools, as it is in the larger community. In other words, we should look for mechanisms that enable us to bring development from within ourselves instead of alien ones. Thus, as Amare (1998) stated our education system has to be sensitive to economic, social and cultural factors within the country.

In my discussion on the values practicum has to the professional development of teachers, Dejene states. “practicum is a vague issue with no clear criteria that we are ordered to implement it. This innovation is not ours and it does not consider the real situations of our country.” He also added that “teachers do not have the right to oppose to directives of any kind that are sent from higher bodies” which is similar with the expression of Abnet, a placement teacher.

His, argument concern in the overall practice of practicum is that the programme was conceived, initiated, and directed from the top without enlisting the interest and knowledge of the implementers at the bottom and thus judged undemocratic. such curricular issues that are initiated from the top without enlisting the interest of teachers, students and the school community at the bottom are not widely accepted (Oliva, 1997; Fullan, 1999). Besides, Pugh and Bergin (2002) stated that lack of

interest on the side of teachers and students contribute to the lack of use of deep – level learning strategies. Effective innovation should embrace teachers, students, parents and other members of the community. Similarly, the extent to which a new programme will be successfully implemented and institutionalized depends on how well teachers, students and parents participate primarily in the development and design of the programme.

On the other hand, Daniel (a college tutor) reported the following.

Practicum is implemented with out making deep investigations about the issue and in the absence of the enabling environment to carry out the programme. We college teachers are highly over loaded in the college's regular and extension programmes. The necessary awareness about the programme is not created particularly for those concerned bodies in the school. (Reported in May, 2009.)

To implement the practicum programme in a better way, as to my opinion, it needs high costs, well furnished extra time to give continuous support and guidance and well conscious and trained mentors and tutors about the programme. otherwise, what Daniel reported as a problem will continue. Concerning the above statement of Daniel, Lewin (2004) explained that, whether or not the practicum is a constructive, supportive and enlightening experience depends on how it is organized and supported. High costs associated with supervision by tutors, much of the supervision is directed to summative assessment rather than formative appraisal. Lewin further explained that where the number of trainees are large or great, a lot of tutors' time might be allocated to supervision only rather than giving continuous support. There are real economic and logistic problems providing practical experience for large number of students in countries with poor infrastructure and where schools are widely scattered (ibid). Even, the college does not have a bus that help to move tutors from one place to another place, so under such

condition, it is hardly possible to say the college is properly running the practicum programme.

From the other perspective, Sisay, a second year student teacher engaged in practicum programme, was very much worried about his fate while explaining the enabling environment for adopting the practicum and explained.

There is no one either in the college or in the placement school to guide us or respond properly to our questions. Placement teachers do not even want us to visit their classrooms. Most of the cooperating school teachers themselves are under qualified and lack the skill or confidence to give appropriate advice and support. (Reported in May 2009.)

The interviewee is more worried to the twenty credit hour course work, all of which were planned to be activity oriented in their approach. He further reported that: “we were not acquainted with such complex and completed tasks in our high school stay. What we know and what we heard of college education is different from what we actually experience here”.

He further stated, “now we are assigned as a teacher and student at the same time. Being a student and a teacher simultaneously is difficult. The planners are not aware of our past experiences. Practicum do nothing but a burden over an already over crowded schedule when conducted in this way.”

His feeling is more indicative of the absence of the enabling environment to carry out the practicum. All these complex problems reveal that, the practicum is practiced with out due consideration of the enabling environment, real conditions of college teachers, student teachers and the placement teachers and time available. A careful planning, however, is a necessary pre- requisite for implementation, which addresses the needs, changes necessary and resources required for carrying out

intended actions. As Byrne (1993) in Stofflett (1999) stated that, there is a significant difference between true mentorship and loosely defined. Help student teachers would be more likely to succeed in environments where they felt truly supported by their peers and their supervisors. Mentors are critically important for student teachers at both the beginning of their careers and during periods of change (Daloz, 1986). During this trying time, mentors should provide vision as well as support, validity, advocacy, empathy and challenges to facilitate growth. If it is properly done they provide proof that the journey can be successfully undertaken (Rhodes et al, 2004).

As interviewee express it, the planners of this programme together with the college have to consider the experiences and capacities of the student teachers before they are trying to implement it. Planning for some kind of change focuses on three major factors: people, programmes and organization. However, Pratt(1980) reported that their have been cases where schools have failed to implement their new programmes because they ignored one and spent time and energy for modifying only the programme or the organization. But by ignoring the people that are the driving engines of any organization or programme nothing will be done. However, Dejene's view opposes the TESO's plan in general and the practicum plan in particular, by saying.

It is we teachers who know the real conditions of our school, not the expatiate advisor. It is a paradox to preach "people improve their actions only through direct experience, not by being told so, while they are actually "telling" us to improve our practices". He added that, "if they are committed to this philosophy they could help us in furnishing the necessary conditions first and let teachers and other indigenous educators, who have immediate experience to our schools, to identify our problems and work towards alleviating the common problem. (Interviewed in May, 2009.)

The TESO sub- committee of course, did nothing other than sending an order to colleges and schools and only introducing the programme. The continuous guidance and support needed from the part of the initiators is inadequate. What has been preached at the beginning is absent in the actual implementation. As stated by Oliva(1997) adequate training of participants prior to implementation and support and monitoring during implementation is a standard approach for successful innovation of this kind. In addition, frequent discussion about the new programme among teachers, principals and curriculum workers is a key to successful implementation. However, the feeling of Meron (a college teacher educator) reveals that, "it has become a tradition in our country to test every thing on children without consulting the people more concerned about children." For her, "unless the curriculum designers take into full account of the felt needs of all concerned with education, and unless indigenous (native) educators are empowered more than any body else to take over the decisions currently made by expatriates who do not know the real condition of the country, things will remain worse." If success is aspired, there is a need to heighten the teacher's consciousness of themselves as players on the educational stage: to take them less granted, and to view themselves as objects of study (ESDP, 1999).

Furthermore, in my interview with Abebe, the placement teacher, about the enabling school environment for adopting the practicum programme, he explained that:

The student teachers are sent to our school in a situation where the necessary facilities were not fulfilled for them. We were not yet aware of the programme and even some arrangements like reducing our workloads for the purpose of mentoring, and orientation about mentoring skills were not created. I can say practicum is really adopting in the absence of enabling environment.

As he explained it, without fulfilling the necessary facilities and arranging conducive environment for the student teachers, the implementation of the practicum would be difficult. During their practicum, student teachers should be confronted with the mere beliefs and ways of thinking and acting of the supervising teachers (mentors and tutors). Although learning is a matter of individual interpretation of experiences, it takes place within the social context (Rhodes et al, 2002). Therefore, the interpersonal relationship of the mentor and the learner is recognized as essential (Galbraith and Cohen, 1995; Bell, 2002). Collaboration among teachers in a school or college department is recommended to provide a mechanism of support for student teachers undergoing change. Mentors can help student teachers to leave or reduce their emotions so they can overcome negative feelings that can lead to a restriction in capacity to deal with information, growth regression and a desire to escape from the situation (Tomlinson, 1995).

During their one – year practicum, the beginner need conducive school environments to develop positive feelings about themselves and others. Research finding also shows that environment characterized by mutual respect, high standards, and attitude are more conducive to student teacher persistence than other environment. In this regard Arends(1914) expounds that a productive learning environment is characterized by an overall climate where student teachers feel positive about themselves, their peers, and the classroom as a group; where student teachers' needs are satisfied so they persist with academic tasks and work in cooperative ways with the placement teacher and other students; and where student teachers' needs are satisfied so that they persist with academic tasks and work in cooperative ways with the placement teacher and other students; and where student teachers have acquired the necessary group or interpersonal relationship to accomplish the academic and group demands of the classroom.

4.3. The Support Made by Tutors and Mentors.

As it is stated by the MOE(2003) for the practicum component to be effective, it should be long enough for student teachers to experiment, reflect, observe and evaluate. They will need support and guidance from experienced and understanding professionals. The Ministry also adds that it is not possible for teacher education Institution (TEI) staff to spend enough time during the practicum with each student teacher, especially when schools are not in close proximity to the TEI. It is, therefore, imperative that the staff in school takes some part in supervision, guiding and assessing the student teachers. For this support and guidance to be of value, the school and Teacher education Institution (TEI) should give the student teacher some kind of innovation to be introduced successfully. As a result of this, a mentor should be a more experienced individual willing to share their knowledge with some oneless experienced in a relationship of mutual trust. Likewise, school leaders and management teams should consider how sufficient time might be created to allow the mentor to undertake their role. (Rhodes et al, 2004).

Most of the time, beginning student teachers need support actions as the pre- job orientation, on the job consultation, encouragement and feedback', and promotion of collegial atmosphere at the school where they are assigned for this practical training (Widen and Tisher, 1990). The practical component of the training like: skill demonstration, peer teaching, and reflection on action should be given particular attention. The student teacher's macro teaching practice should be seen as further opportunity to teach skill of teaching not as a ceremonial stage only aimed at checking whether the trainee is able to display teaching acts assumed to be best by the supervisors (cooperating teachers and college instructors). The practice, feedback and reflection on practice should

concentrate on assisting the trainee (student teacher) to devise his/her own 'best teaching' in that particular situation using the repertoire of the already acquired teaching skills. The student teachers should be encouraged to reason out the pedagogical discussions they make. This may cumulatively prepare the trainees to successfully deal with the unique teaching context they are going to face after graduation (Ambissa, 2001) From another perspective, in my interview and discussion with Fasil (a college tutor and guidance and counselor of the college) argued :

Practicum by its nature needs a highly coordinated work. But things as I see are done haphazardly. The college assigns the student teachers mainly to gain school experience and practice teaching. Where as the school principals consider the student teaches as problem solvers who are assigned to reduce the workload of regular teacher. Due to this understanding they gave them periods peer week directly teach even without observing and gaining any experience for the placement teachers.

In the improvement of the practicum programme, the collage and school principals should have a mutual understanding about the goals of practicum. Now a days there is a requirement that teacher education institution (TEIs) should work in partnership with schools. It is only in schools that student teachers can experience the realities of teaching through their own practice, observation and discussion (pollard et al, 2002) . schools should be fully and actively involved in the planning and delivery of initial teacher training as well as in the selection and final assessment of trainees such partnership should have a mutual advantage for the teacher education institutions (TEIs) and the schools in sharing or exchanging knowledge and experiences and other resources (Furlong et al, 1996; MOE, 2003). It has also a greater advantage in producing a qualified teachers. But as Fasil explained above and other scholars like Livingstone (2001) expounded it, links between teacher education institutions (TEIS) and schools both generally and in connection with the practicum, are weak that are unable to provide or

gains school experiences. It may be due to this loose relationship and lack of mutual understanding that the student teachers are directly without having support from placement teachers or schools.

Being a counselor, Interviewee, by sharing the feeling of his student teachers and observing what is going on about this programme by tutors and mentors, added impressively:

The student teachers, besides practice teaching took up to 18 credit hour courses. The cumulative effect of these burdens made the student teachers highly boring. Even if led some student teachers up to the extent of heating the profession. He added, "before making a reform of one thing or before trying to implement it, the necessary awareness should be created to those concerned bodies about the programme. other wise, the issue is becoming the cart becomes before the horse. The college and the school should have a mutual understanding and work jointly for this common goal. Unless, it should be a big crime and a great punishment for the student teachers to send them to the schools under such condition.

His claims clearly indicated that before implementing one programme and before they focus on changing the structure, reformers should focus first on creating the necessary awareness and developing teachers' and administrators' knowledge and skills. A change has to be clear in its goals and procedures and have a role with in an organization that will lead to long terms support (stregel bauer, 1994). Besides, Kakhar (1995) stated that the changing role of teachers and the dynamics in education necessitate that the teacher should grow in profession and practice of teaching through in service education programmes.

To this end, the system must not be rigid but should be flexible enough to appreciate the communication inputs of all concerned. Teachers, who are the major power brokers of the education system, need to fill that their views are welcomed and that they have responsibility to participate in the initial process of designing the new programme.

Another college tutor named Yemaneh, supporting the idea of all concerned, further explained :

We are not properly supporting, advising and guiding our student teacher as theoretically expected from us for many reasons. Firstly, we are overloaded in the college's regular and extension classes. secondly, there are untimely and unplanned works sent from the education Bureau. It is under this condition that we are assigned as a tutor.

He furtherly stated "we have about ten up to fifteen diploma student teachers assigned and we evaluate them only once for only forty five minutes classroom observation to make their final assessment. When I gave letter grads for them by only forty minutes observation and portfolio which written by taking photocopy from copy house for the five credit hours course of the first and second semester practicum respectively, it is highly subjective and ethically unacceptable.

In the middle of our discussion with Fasil the college practicum coordinator named Deresse, elaborated:

Theoretically the mentors are expected to give very close guidance: he/she acts as a counselor, as a senior colleague, as a provider of feedback. He/she is supposed to provide all round support for the student teachers while they are there we expect them to give us formal assessment of the student lessons. But what has been practically done was the opposite, all placement teachers didn't assess and observe their classroom teaching practice.

To make practicum effective, the beginning student teachers require both in school and out of school continuous support by tutors and mentor. But as I observed in the placement schools, there is no any report by the placement schools. Most of the placement didn't utilize continuous assessment. Much of the supervision is made by the tutor is directed to summative assessment rather than formative one. But as suggested by

the MOE(2003) assessment of practicum experience should be seen as an on – going development process, where student teachers receive feed back on their strengths and the areas that they need to development. Similarly, AED/BESOI(2005) also pointed out that assessment is used for on –going improvement of students learning and it can address both the process of achieving learning and the products one trying to achieve.

Similarly for when I made an interview with another placement teacher, in his pseudonym Denkew, about the support given by tutors and mentors, he described the situation differently as follows.

Personally speaking, I like the coming of student teachers and college tutors to our school for the practicum programme. Because they come with new ideas and new methodologies they gained from the college or through reading books. I have got many new things like preparation of activity oriented lesson plans and different active learning methods from them, which I was not familiar to it. If this programme will continue, I hope that I will benefit more. Since it develops exchange of experiences. Personally I tried to help them in giving awareness on how to adopt the school environment and the school community, Generally, I found the programme beneficial for us and for the student teachers.

The respondent View shows that he has gained many new ideas from tutors and mentors as a result of the practicum programme. Of course, as Deneke stated and other scholars expounded it, if the practicum programme is implemented in a better way it has an advantage for both the student teachers and the placement teachers (mentors). In this regard, Rhodes et al (2004) have identified benefits of the practicum derived by the mentor as well as by the student teacher because of Mentoring process. For the student teachers a broader understanding of their organization, credibility in the eyes of their colleagues, patience, risk taking, appreciation of differences revealing the best in others. It has also benefit for mentors in terms of developing their own reflectivity. Rolodes et al (2000) have also recognized that for mentors it helps them

to think about teaching and learning issues, thus making them more aware of their own learning styles. As a result they are better able to formulate effective learning strategies.

As far as Deneke's opinion is concerned, the practicum could be organized to fit more easily into the schools' arrangements to the advantage of all parties involved. If roles, relationships and channels for two – way communications are established and open, then the potential for constructive professional learning is considerable. Focusing specifically on this, the MOE(2003) also identified that, in such a programme, the placement teachers will also gain knowledge, skills and understanding from working with the teacher educators (tutors) and student teachers. Similarly, Livingstone(2001) pointed out that the cooperation has some element of benefit for the schools as well. It has a two way process. Beutty (2000) in Rhodes et al (2004:5) in his part also shown that “self directed professional learning, personal and shared reflection, and authentic collaboration in a supportive study group environment can create changes in teachers' perceptions of themselves and their work and catalyze professional growth.”

Unlike the opinion of interviewee (a placement teachers), the three third year focused group student teachers explained different things about the support received from their tutors and mentors in our discussion. They interchangeably explained that:

The placement teachers do not know clearly what practicum is? They did not understand what we were doing. Last year first semester when we were assigned to observe school situation. We didn't get any support from them, rather than supporting us they were discouraging the profession for us

This all imply that the placement teachers (mentors) do not have a clear understanding and the necessary awareness about the programme, or as

indicated by the words of Habte (the college principal) they may deliberately ignore the cooperation. To achieve high quality work, there should be a linkage between student teachers and the staff based up on mutual respect, collaboration and consultation which involve a 'feel-good' factor, and the high levels of intrinsic motivation leading to the use of initiative and a desire on the part of the staff (Fletcher, 2000; Rhods et al, 2004). But the statements of Rhods et al (2004) which says "Mentoring is guarding and supporting trainees to ease them through difficult transitions; it is about smoothing the way, enabling, resuring as well as directing, managing and instructing the student teachers", remain theoretical as implied in the words of the student teachers. Therefore, assigning the student teachers to schools without creating significant awareness and strong links with the concerned bodies at different levels is very problematic.

If teachers, administrators and other concerned principals share in shaping the goals to be attained in selecting, defining and solving the problem to be on countered, and in judging and evaluating the results, their involvement is most rapidly assured. As a result of this, in the most important innovation, like the practicum, the teachers, administrators, students and parents of a particular community has to work face to face on their common problem. In such cases, the role of the central administration is to provide stimulating leadership, materials and what ever else the various schools may need (Allanc and Francis, 1988).

Research has also shown that empowerment has a significant impact on instructional practices and measured student achievement (Elmore, 1995). Empowerment means giving people with an organization responsibility and support to actualize that responsibility. When teachers share in decision making, they have a vested interest in instructional change. Teachers should be motivated to participate with one another to

the degree that they require each others contribution to succeed in their own work. Furthermore, the MOE(2003) argued that strong and mutual beneficial links between teacher education institutions (TEIs) and schools should be developed both for the development of teacher educators' knowledge and understanding of the type of school for which the student teachers are being prepared.

Besides interview, discussion and participant observation, the researcher make a discussion with the two third year student teachers who are currently engage in practicum programme called Erimias and Dereje, concerning the current teaching learning process and they reported that:

Even though the practicum programme has some advantage for us, we are in a great dilemma. On one hand, a mentor assigned for us is one having long experience in service of teaching who do not know the current learner centered approach. On the other hand for the sake of evaluation the college tutor come with the belief of current active learning (learner centered) approach. It was not a problem if both mentors and tutors agree each other about the teaching methodologies we are using before evaluation.

The view of discussant clearly indicates that there is a lack of mutual understanding and the necessary coordination among tutors and mentors to run the practicum programme jointly. Concerning such issue in explaining the trend of England. Batters by the Ebbutt(2000) argued that in England, the university/ college curriculum tutors and the school mentors agree a focus for the training programme which includes a wide range of experiences, opportunities, tasks and activities to be carried out in both the university /colleges, and in schools. Most teacher training courses in England have established close links between center – based and school based training, often through classroom based tasks involving observation and teaching which are designed to build on teaching ideas and materials presented in the training sessions. This is

rarely the case for student teachers in practice teaching schools of Ethiopia. At times there are different expectations placed upon student teachers by tutors and mentors in the practice teaching schools which does not suggest that trainees become independent reflective practitioners. The discussion I made with some placement teachers assured this.

Following my observation of the actual practice teaching made by the student teachers under help of mentors, I further discussed with two placement teachers who were assigned as mentors on how practice teaching should be carried out and they explained that “we want these new student teachers to follow the work habits of our school system and one of them was a lesson plan according to the written guide (document) that we have.” But I had a different view. I like them to follow the way they are thought here using activity oriented lesson plan... I want the school to practice what they (the student teachers) have learnt in the college and not to stick to the statusquo. As the advocators of the reflective approach favor it , learning is not the matter of rule- bound prescription; instead it has to be practiced as situated learning. the reflective approach recognizes the full and active participation of the student teacher (Schon, 1983; Barnes, 1992; Ramsdon, 1992; Ghaye and Ghaye, 1998).

But in contrast to the reflective approach, most teachers in placement schools adopt a traditional and unidirectional approach to teaching and pupil learning. Teaching in most placement schools is perceived as a knowledge transmission process. As far as my classroom observation was concerned, the ability to process information and abstract knowledge looks to be non – existent; student teachers are dependent on activities specified in the textbooks; they are not observed using classroom activities of their own. Most of them lack the skill to develop and try their

own. Classroom activities. I farther observed that the practicing student teachers lack the utilization of different approaches (methodologies) of teaching and subject knowledge. This may be attributed to the shortage of training time given for profession courses and the major area courses in their first year training.

However educators have noted that there is still a problem in teacher training programmes because they failed to relate theory with practice. In this regard, Amare (2000) has explained that one could speculate a possible student exposure to the new perspectives in a teacher training programmes. The discrepancy could, however be explained partly by the conflict between what prospective student teachers are told to do, and by what their instructors actually do. This is a short anomaly between theory and practice.

In line with the above idea, Elmore ((1995) also stated that most student teachers learn to teach in a traditional manner. They predominantly use the conventional types of teaching methods that are very familiar to them, perhaps even the ones that they themselves experience when they were student at schools. Reformers need to focus first on developing teacher knowledge and skill before they focus on changing structure. Nowadays, the teacher is increasingly becoming the focus of interest because of the keyrole he/she plays in the delivery of quality education to the learner. As a results teachers need the opportunity for staff development so they might learn to teach differently. In addition, teachers need the opportunity to develop shared goals, expectations and beliefs about what good teaching is, how to carry out instruction and create an organizational structure that coincides with those goals, expectations and beliefs. Above all, before assigning the student teacher into practicum programme (practice teaching), they have to acquire sufficient subject matter knowledge and methodology.

4.4. The successes and challenges of the practicum

In my previous interview and discussion with the student teachers, teacher educators and placement teachers, many issues were raised by these participants regarding the successes and challenges the 'out' practicum has. In addition to the interviews and discussions I made with these participants,

I also referred and analyzed various documents written by the MOE, Addis Ababa REB and the college itself with regard to practicum. During their 'out' practicum programme, all student teachers are ordered to write a portfolio about the advantages they got, the challenges they faced, the school environment, the behavior of the students and in general the overall experience of their practicum. Besides, college practicum coordinators and teacher educators (the assigned tutors) are also ordered to write the assessment reports about the overall activity of the programme when they were assigned to placement schools to evaluate their student teacher's practicum. By referring the portfolios student teachers wrote and the reports made by college practicum coordinators and teacher educators, I squeezed out the major successes (advantages) and challenges (problems) the practicum programme has.

4.4.1. Successes of the practicum

As the reports made in their portfolios by last year's and this year's student teachers who were and are engaged in the practicum programme, most of them stated that, though the practicum programme had many challenges, however it had helped them to:

- Relate the theory they learnt in the college with practice in the actual setting;
- Understand the overall practice and experience of placement schools;
- Develop the social life with the placement teachers, administrative workers and the community at large;
- Analyze their weakness and strong sides during their teaching;
- Learn how to teach effectively in their respective areas in the future;
- Develop their confidence in expressing their ideas in front of the students, placement teachers and any other personnel;
- Identify the duties and responsibilities they will have in the school and the community live;
- Acquire important skills and knowledge from experienced teachers in the placement school (experience sharing).

Practicum/school experience, when properly implemented, is the most important component of a professional preparation programme. It helps the student teachers to develop the knowledge and skills needed to be a good teacher; to get the real experience of school life, the classroom and the students: to relate theory with practice (MOE, 2003). As it is explained in the portfolios of most student teachers, the pre-service programmes of school experience and practice teaching would provide the student teachers with rich and diverse teaching experiences, skills and the content needed to evaluate and create the 'what' of teaching. It will also provide the opportunity to make sense of all of this by challenging their pre-existing views concerning the role of teachers (Mcphersons, 2000).

When practicum was intended to be implemented, of course, it was not in a sense of 'master the theory then master the practice' approach or the applicatory view of Fish (1989), but to that of the reflective practitioner view of Schon (1983, 1987). That is, learning is thought of as the outcome of 'theorizing'- active processing of the outcomes of situated learning holds that learners construct their own principles or 'theories' based on learning from direct experience and its outcomes are reflected upon and examined for match with what is already known.

The reports gathered from practicum coordinators and teacher educators also strengthen the reports made by the student teachers. In addition to the interviews and discussions, while I was referring the compiled documents made by practicum coordinators and teacher educators, I have got many major successes (advantages) and challenges explained in their document. Some of the major advantages they listed include the following. The practicum has helped the student teachers in:

- Developing the values, attitude and ethics essential to the teaching profession within practical/realistic professional environment;
- Developing their own theories and understandings of the complexities of the teaching process;
- Developing confidence and awareness on how to tackle the problems they would face in the future;
- Sharing various experiences, skills, knowledge and good personality from well experienced and well – mannered placement teachers.

In their reports, the college practicum coordinators and teacher educators also explained that, practicum has an advantage not only for the student teachers but also for the placement teachers and teacher educators. They listed that placement teachers have got many new experiences from student teachers such as active learning methods, activity oriented lesson planning and other experiences. As it is indicated in the reported documents of the practicum coordinators and teacher educators (assigned tutors), practicum would help for both the student teachers, placement teachers and teacher educators since it is practiced in a triad science (by student teachers, placement teachers and teacher educators). Through practicum, as Kennedy (1993) posited, student teachers will not only acquire effective teaching skills but also develop professional autonomy and good code of ethics through an emphasis on an analysis of their teaching experience. As a result, the practicum helps the student teachers to experience all the aspects of being a teacher; all the curriculum of placement schools have (Livingstone, 2001).

Similar to the reports of practicum coordinators and teacher educators (assigned tutors), block experience of the practicum should give the student teacher massed and concentrated practice of knowledge and skills. I should create a strong college- school link and sharing of experiences and resources for the two parties involved (cunnah, etal, 1997; Livingstone, 2001; MOE, 2003). Practicum also helped; the student teachers to understand the community as a social structure by learning the culture of the school. To achieve high quality work in the practicum, there should be a linkage and teacher educators based on mutual respect, collaboration and consultation and the high level of intrinsic motivation and interest (Rhodes et al, 2004).

4.4.2. Challenges of the practicum

The complex nature of practicum has become nowadays a focus of study of a number of scholars. Student teacher's experience of practicum can be affected by a number of aspects of the school environment. In addition to making an interview and discussion with the research participants, I also referred the portfolios of many student teachers and the documents gathered and compiled by practicum coordinators. In the portfolios of many student teachers, with regard to the implementation of the 'out' practicum, a number of challenges of problems were listed. The major problems identified by most student teachers were:

- The absence of timely support, follow up monitoring and continuous assessment by tutors and mentors(only concentrating on final evaluation);
- unfair and very subjective evaluation and grading system by tutors and mentors;
- Placement teachers(mentors) lack the skills and confidence to give appropriate treatment, advise, and support and are under qualified (most are at the certificate level);
- The lack of common and mutual understanding of the practicum by the college, and placement schools on the one hand, and by tutors and mentors on the other hand;
- Unfavorable physical and psychosocial climate of the school and the school environment together with the smallest stipend money.

Whether or not practicum is a constructive, supportive and enlightening experience depends on how it is organized and supported. Yet, when it is conducted in an unorganized and unsupported manner, as implied in the portfolios of the student teachers as one problem, student teachers would face with many

confusing situations, which they do not know how to deal with, and they would have access to very limited support to help them solve problems. Learning to teach effectively requires that student teachers (trainees) integrate the insights and concepts derived from the public propositional knowledge available in colleges, with the contextual and situated knowledge of specific classrooms and pupils(Lewin, 2004).

To run the practicum properly many factors or problems, as explained above by the student teachers, may have negative impacts. As Kennedy and Dorman (2002) expound factors including the unhone relationship with supervising tutors and mentors, the psychosocial climate of the school, and each participant's perception and understanding of the learning environment appears to affect the outcomes of the experience. Similarly, the lack of commitment on the side of student teachers, tutors and mentors would be the big challenges of the practicum (Kennedy, 1993). The same author further stated that dishonest relationship of student teachers with supervising tutors and mentors may lead to subjective evaluation and grading that may cause stress and frustration on the side of student teachers. the source of stress or frustration was mainly generated by inconsistencies in the way student teachers were evaluated by tutors and mentors (McDonlad, 1993).

On the other side, in the assessment reports made by practicum coordinators and the assigned tutors, the implementation of practicum has many challenges. most of the problems they listed were similar to that of the student teachers. But here I tried to mention some of the problems that were not given emphasis by the student teachers. These were:

- the presence of real economic and logistic problems;

- the lack of accountability and devotion of the concerned personnel about the programme;
- greater workloads for teacher educators and placement teachers;
- shortage of time to give continuous support, assistance and to make continuous assessment;
- absence of reflection sessions for the student teachers at the end of practicum;
- very subjective evaluation system and restricted grading made by the college;
- lack of clear understand of the mission of the practicum by school community;
- lack of integrated work among the college, and placement schools to run the programme effectively;
- the lack of clarity and full repetition of the practicum guide, and
- the improper arrangement of courses given for the student teachers before, during and after the practicum.

As the reports of the practicum coordination and assigned tutors indicated that, the implementation of the 'out' practicum is problematic. All these problems would have impact up on its effectiveness. Being student teachers would require both in-school and out-of-school support by mentors. And tutors. But when there is real economic and logistic problems. And when mentors and tutors are overloaded and not committed and accountable to it, providing practical support for large number of student teachers with poor infrastructure is very problematic. As a result, tutors visits tend to be rushed, irregular and mostly oriented to fail assessment. Sustained formative feedback geared to the student teacher's own development does not generally occur (Lewin, 2004).

The same author further explained that long periods of practicum conducted in an uninterested manner might raise difficult problems of support and mentorship. Beginning student teachers need such support actions as pre-job orientation, on the job consultation, encouragement and feedback; and promotion of collegial atmosphere at the school where they are assigned (Wideen and Tisher, 1990). In Addition, there is a need to have the link between preparation in the college and practice exercised in placement schools being supported by tutors and mentors.

On the other hand, from its inception when practicum was intended to be implemented; reflection was an integral part of it. But in the practicum programme of KCTE, there is no totally reflection session for the student teachers. For the reflective model, reflection is not idle daydreaming, but is purposeful, goal-directed thinking what Schon (1983) has called knowledge-in-action. Ghaye and Ghaye (1998) expound that, "confident and competent teaching requires student teachers and teachers to reflect systematically and rigorously on evidence derived from practice". Because it is evidence based, reflective practice support student teachers and experienced professionals in satisfying performance standards and competences (Pollard et al, 2002). This reflection when properly used ensures that the student teacher learns from his/her experience and from the experience of others.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary and Conclusion

Practicum the actual school experience now days is an essential element of the teacher education programme (MOE, 2003). As a result, it is implemented in almost all Teacher Education Institutions (TEIs) of the country. The Addis Ababa City Government Education Bureau has also utilized its own practicum programme on its teacher education college; Kotebe College of Teacher Education. In this college the researcher has conducted a research that is entitled as “Student and Teachers”, perception on the Relevance and practice of practicum”. From this research work, the researcher has got virus issues from its participants and reached to a certain conclusion. Based on the findings, the researcher has concluded the following main points as follows:

- Practicum practices and beliefs varied widely. The ways in which student teachers, placement teachers, and teacher educators define practicum, practicum practices used in schools, the connections people make between learning and practicum, opinions about the beliefs, perceived problems (challenges) with regard to practicum and placement teachers’ and teacher educators’ recommendations for reform differed in significant ways. The absence of discourse about practicum, and the quickly uncovered assumption that “practicum is done after theories are mastered” indicated that much remains to be done to integrate a broader understanding and changes in practice of practicum.
- Most of the participants (student teachers, placement teachers, and teacher educators) are accepting the efforts of the Addis Ababa

City Government Education Bureau in this regard and appreciating the practicum as one “paradigm shift’ but its implementation has many problems due to various factors.

- There is a lack of strong link between the college and placement schools and a shortage of the necessary awareness and mutual understanding about the programme among, college principals, teacher educators, placement teachers and other concerned bodies.
- There is a mismatch between the nature and requirement of the practicum and the absence of an enabling environment in the context of the college and the placement schools. This was explained in terms of the availability of resources, facilities and financial support in the one hand and the fact that the programme did not largely emanate as a felt need from either the school community or the society, on the other hand.
- As Stiegelbauer (1994) stated it, successful systemic reform like practicum, depends on more than improved teacher knowledge and skills. It requires changes in values and beliefs of acceptable professional practices. But in this case there is no strong influence of the established value systems on the teacher educators’, placement teachers’ and student teachers’ ways of acting and behaving for this programme. Since value systems are believed to be very powerful in guiding actions and decisions, and since they tend to be very deeply, only to alter at a very low rate, the effectiveness of practicum, depending complete shift in paradigm, was questioned.

- Practicum, as intended by MOE (2003) has a three-part structure: preparation in the college, activity in school and reflection and analysis in the college. But in Kotebe Collage of Teacher Education there is no adequate preparation or orientation for the student teachers before the programme and there is no totally reflection session in the college at the end of the programme.
- There is low level of commitment and willingness among the participants, to the goals of practicum. The practicum is a neglected aspect of the teacher education component by its participants. It does not receive the attention or the weighting that it merits. It is treated as a component (an-add on) and not as the core of the whole process. It is not mostly an integral part of the programme.
- Practicum needs a continuous support, guidance, follow up and continuous assessment and feedback. But because of various reasons mentors and tutors do not continuously assess student teachers. They only focus on final (summative) assessment and for letter grading. As a result, there is a greater problem on the assessment and its letter grading.
- Those people who are involved in the programme lack a clear understanding and awareness of the programme both in the college and in the placement schools to properly run the practicum. The courses that feed directly before, during and after the practicum are not rearranged for the student teachers. As it lacks clarity, most student teachers, teacher educators, and placement teachers do not clearly understand what is clearly stated in the practicum guide.

- If practicum is well facilitated and better implemented, on the one hand, it will have many advantages for the student teachers, teacher educators and placement teachers. It is also a means to create a strong college-school link and exchanging of professionals and resources among each other. On the other hand, our practicum programme has many unsolved problem(challenges)

5.2. Recommendations

Based on the above conclusions the researcher has recommended the following points.

- Though the practicum programme has some advantage its challenges outweigh its advantages. Therefore, the Addis Ababa Education Bureau together with its colleges should revisit its programme for better implementation even if the credit hour is minimized starting from this year.
- There should be continuous follow up, support and awareness creation by the concerned bodies (MOE, Addis Ababa Education Bureau and the college) for those who are involved in the programme directly or indirectly until strong value systems and conviction will be created about the programme.
- A strong, mutual college- schools link and a positive continuous tutor- mentor relationship should be created for the success of the student teachers practicum and for the betterment of the programme.
- In the college, courses that feed directly the practicum programme should be rearranged accordingly. Besides, there should be reflection session in the college at the end of the practicum program.

- Since the very essence of school-based mentoring in pre-service teacher education is sharing professional expertise and experience to student teachers, teachers which serve as mentors should have the necessary expertise and experiences. So partner schools and / or colleges should establish criteria for the selection of school mentors. It is advisable to use more experienced and more efficient teachers.
- School- based mentors should be given a refresher or an awareness raising course in the form of seminars, Workshops, discussion forms, etc, which would make them see problems and seek solutions for school- based mentoring. Doing this many acquaint school-based mentors with up to date skills of mentoring.
- Teacher education college and partner schools should establish strong links. They should arrange frequent visits and discussions on their joint responsibilities. The colleges are expected to give some material and intellectual support to their partner schools t strengthen their relationship, which turn (facilitates the student teachers school based training.
- School-based mentoring should be started at the very beginning of the student teachers' training as school-based teacher education this will give enough time to the student teachers to get much help and professional experience.
- Further research should be conducted on how to make pre-service teacher education more school-based.

REFERENCE

- AED/BESO II (2005). A concise Manual for Developing and Implementing Continuous Assessment in Teacher Education Institutions and Primary schools of Ethiopia. Addis Ababa.
- Allanc, C. and Francis, P.(1988). curriculum Foundations, Principles and issues. New Jersey: Prentice Hall, Englewood Cliffs.
- Amare Asgedom (1998). culture and Development. IER Flambeau. 5:1-6
Addis Ababa University: Addis Ababa.
- _____ (1998). Communication Theories and Instructional practice: A Limited Effect Perspective, IER Flambeau 5:39-49. Addis Ababa University: Addis Ababa.
- _____ (2003). Higher Education in Ethiopia. (un published)
- _____ (2004). Debate in Research Paradigms: Reflections in Qualitative Research in High Education. The Ethiopian Journal of Higher Education:AAU1(1): 41 – 61.
- Ambissa Kenea (2001). Primary School Teachers' view of the Adequacy of Their Pre-service Professional Training and the support They Received During First year of Teaching. In Amare Asgedom et al (EDS.) Quality Primary Education IER, AAU.
- Arends, R.I (1991). Learning to Teac (2nd ed.) New York: McGraw-Hill, Inc.
- _____ (1994). Learning to Teach (3rd ed) New Yourk: McGraw- Hill, Inc.
- Barnes, D.(1992). The significance of Teachers' Frame for Teaching. In T. Russell and H. munby (Eds.) Teachers and Teaching: from classroom to Reflection. London. The Falmer press.
- Battersby, J. and Ebbutt, D.(2000). From University Training to School Practice: Aspects of Quality in Initial Teacher Training in Ethiopia and the UK. In D.Bridges and marew Zewdie (Eds.) Secondary Teacher Education in Ethiopia A.A: British council.

- Beard, C. and Wilson, J.P (2002). The power of Experiential Learning A Hand book of Trainers and Educators. London: Kogan page Ltd.
- Bell, C. (2002). Manage as Mentors. San Francisco, CA: Berrett- Koehler,
- Best, J. and Kahn, J.(1999). Research in Education (7th ed.). New Delhi: Prentice Hall of India Private Ltd.
- Bogdan, R.C. and Biklen, S.K (1992). Qualitative Research for Education An Introduction to Theory and Methods Boston. Allyn and Bacon.
- _____ (2003). Qualitative Research for Education. An Introduction to Theory and methods (4thed.). Boston: Pearson Education Group, Inc.
- Bowers, H. Eichner, B. and Sacks, A. (1983). Reducing Stress in Student teaches. The teacher Educator. 19.pp19-24
- Brooks, j. and Brooks, M.(1997). The case for constructivist Classrooms. London: Falmer press.
- Burn, K. (1997). "Collaborative teaching", in wilkin, M. (ed)Mentoring in schools. London: Kongan page.
- Burgges, G. R. (1985) Issues in Educaitional Research: Qualitative Methods London: The Falmer press.
- Calderhead, J. (1988). TEACHERS' PROFESSIONAL LEARNING. London: the Falmer pressl.
- Capper, J.(1996). Testing to Learn; Learn to Test Academy for Educational Development: Washington, DC.
- Cohen, D.K. (1995). What is the System in Systmeatic Reform? Educaitional Researcher 24 (91) PP. 11-31.
- Cohen, L., Manion, l. and morriso, k. (2002). A guide to teaching practice (4thed). London and New York; Routledge Falmer.
- Cunnah, W., Phillips, R. and Richards, S. (1997). "Counting the Cost of Realizing the Profits? Partner ships, politics and professional

- Development. *British Journal of In-service Education*, 23(2) pp.145-161.
- Daloz, L.A. (1986). *Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences* San Francisco: Joss – Bass.
- Denzin, N.K. and Lincoln, Y.S.(1994). Introduction: Entering the Field of Qualitative Research. In N.K. Denzin and Y.S. Lincoln (Eds.). *Handbook of Qualitative Research* London: SAGE Publications.
- Denzin, N.K. and Lincoln, Y.S.(2000). *Handbook of Qualitative Research* (2nd ed.) London: SAGE publications.
- Dunn, D.S. (2001). *Statistics and Data Analysis for the Behavioral Sciences*. New York: McGraw-Hill.
- Dunne, E. and Bennett, N. (1997) Mentoring processes in School-base Training. *British Educational Research Journal* 23(2) pp. 225-237.
- Elmore, R.F.(1995). Student Reform and Educational practice. *Educational Researcher*. 24(9) pp.23-26.
- Ewans, D. (2001). *Observation of Teaching and learning in Adult Education* London: LSDA.
- Fletcher, S. (2000). *Mentoring in Schools: A Handbook of Good Practice*. London: Kogan Page.
- Fish , D. (1989). *Learning Through practice in initial teacher training*. London: Kogan page.
- Fullan, M. (1999). *Change forces*. Philadelphia: Falmer press.
- Furlong, j. et al 9 1996). Re-defining partnership: Revolution or Reform in initial Teacher Education? *Journal of Education for Teaching*, 22(1) pp.39-55.
- Galbraith, M.W. and Cohen, H.H. (Eds.)1995). *Mentoring: New Strategies and Challenges*. San Francisco, CA: Jossey-Bass.

- Gall, M., Borg, W. and Gall, J. (1996). Educational Research (Ed.) An Introduction. London: Longman Publishers.
- Ghaye, A. and Ghaye, k. (1998) Teaching and learning Through Critical reflective practice. London: David Fulth publishers.
- Glaserfied, E.V. (1995). Radical Constructivism: A way of knowing and Learning. London: Falmer Press.
- Goble, N.M and porter, J.F (1977). The changing Role of the Teacher: international perspectives. A study prepared for the international Bureau of Education Paris, UNESCO: IFER Publishing Co. Ltd.
- Henson, K.T. (1996). Methods and Strategies for Teaching in Secondary and Middle Schools (3rd ed). USA: Longman Publishers.
- Hitchcock, G. and Hughes, D.(1995). Research and the Teacher: A qualitative Introduction to School based Research (3^{re} ed.). London: Open University Press.
- ICDR (1999). Teacher Education Handbook. MOE: Ourael Printing Press.
- Joint Review Mission (2004). Education sector Development programme II 2003/03-2004/ 05. Final Report. Addis Ababa.
- Kakkar, S.B.(1995). changing perspectives in Education. New Delhi: Vikas Pvt.Ltd.
- Kennedy, J. (1993). Meeting the Needs of Teacher Trainees on teaching practice. ELT Journal. Vol. 47 pp. 1-57: oxford University press.
- Kennedy, J. and Dorman, J. (2002). Assessing the learning Environment of an extended practicum. The Development and initial application of research instrument. A paper presented at annual meeting of the Australian Association for Research I Education Brisbane, Australian Catholic university.
- Kilbourn, B.(1990). constructive Feedback: Learning the Art Toronto: OISE Press.

- Lecompte, M.D. and Preissle, J. (1993). *Ethnography and Qualitative Design in Educational Research* (2nd ed.) London: Academic Press .
- Lee, S. and Wilkes, J. (1996). The changing Role of the School experience Tutor. *British Journal of in-service Education* 22(1) pp.99-112.
- Leu, E. (2000). *Implementing the New Curriculum: Issues of Theory and Practice of Curriculum Developers and Teacher Educators Research Package for Seminar, BESO Project. A.A.*
- Lewin, K.M (2004). *The pre-service Training of Teachers-Does it meet its objectives and how can it be improved background paper for the EFA Global Monitoring Report. Draft 1.*
- Lissitz, R.W. and Schafer, W.D. (2002). *Assessment in Educational Reform. Both Means and Ends. Boston: Allyn and Bacon.*
- Livingstone, G.(2001). *Taking Teacher Education Forward; Ten Steps towards Quality a Report. TEMSD; MOE.*
- MacDonald, C. (1993). *coping with Stress during the Teaching Practicum: The student Teacher's Perspective. The Alberta Journal of Educational Research. Vol.39 pp. 407 – 418.*
- Macharia, S.N. and Wario, L.H. (1989). *Teaching Practice in Primary Schools. London: Machmillan Education Ltd.*
- Mackinnon, A. and Erickson, G.(1992) *The Roles of Reflective Practice and Foundational disciplines. In T.Russell and H. Munby (Eds.) Teachers and Teaching. From Classroom to Reflection. London: The Falmer Press.*
- Martinez, K. (1998). *Supervision in Pre-service Teacher Education: Speaking the unspoken. International Journal of Educational Leadership, 1(3) pp. 279 -296.*
- McIntosh, D. (2004). *Practicum Manual School Psychology Programme. Department of Educational Psychology: Ball State University.*

- McNamee, M. and Bridges, D. (Eds.) (2002). *The Ethics of Educational Research*. UK: Black Well publishing.
- Mcpherson, S. (2000). *From practicum to practice; Two beginning Teachers' perceptions of the quality of pre-service preparation*. Thesis submitted to the Faculty of Education in Conformity with the Requirements for the Degree of masters of Education. Ontario; Queen's University.
- Merriam, S. B. (1988). *Case Study Research in Education, A Qualitative Approach*. San Francisco: Jossey Bass Publisher.
- Milies, M. B. and Haberman A.M. (1994). *An Extended Source Book: Qualitative Data Analysis (2nd ed.)* London: Sage Publications.
- Mcintyre, D., Hazel H. and Kathanne, B. (1995). *The school Mentor Handbook: Essential skills and strategies for working with student Teachers*. London: kogah page.
- Mcintyre, D. and Hagger, H. (1994) in McIntyre, D., Hagger, H. and Wilkin, M. (eds.) *mentoring; perspective on school-based teacher Education*. London. kogan page.
- MOE (2003). *Teacher education system overhaul*. Addis Ababa: MOE.
- _____ (2003). *Practicum Guide Line for Developing Courses*. (unpublished Final Document). Addis Ababa: MOE
- Moon, J. (1999) *Reflecting in Learning and professional development theory and practice*. London: Kogan page.
- Moore, K.D. (1992) *Classroom Teaching Skills (2nd ed.)* New Yourk: McGraw Hill, Inc.
- Murray – Harvey, R., Silins, H., Saebel, J. (1999). *A Cross-Cultural Comparision of Student Concerns in the Teaching practicum*. *International Education journal*, School of Education, Flinders University of South Australia.
- Nicholas, G.(1997). *Collaborative change in Education* London: Kogan page.

- Nigel, G.(1996). *Researching social Life*. New Delhi: SAGE publications.
- Oliva, F.(1997). *Developing the Curriculum* (4th ed.) New York: Longman Inc.
- Pajak, E. (2001). *Clinical Supervision in a Standards based Environment: Opportunities and Challenges: Journal of Teacher Education*.1 53(3) pp. 233-234.
- Pollard, A. et al (2002). *Reflective Teaching; effective and Evidence informed professional practice*. London and New York: Continuum.
- Pratt, D. (1988). *Curriculum Design and Development*. New York: Harcourt Barce Jovanovich, Inc.
- Pugh, K. and Bergin, D.(2002). *Review of the Literature on the Effect of Education on Students' Out – of School Experience*. A paper Presented at the American Educational Research Association Annual conference.
- Ramsdon,P. (1992). *Learning to Teach in Higher Education*. London: Routledge.
- Reed and Bergemann (1995). *In the Classroom. An Introduction to Education USA: Dushkin Publishing Group, Inc.*
- Reinhartz, J. and Beach, D. (1997). *Teaching and Learning in the Elementary School Focus on Curriculum*. New Jerassy: Prentice- Hall, Inc.
- Rhodes, Stokes, M. and Hampton, G.(2004). *A practical Guide to Mentoring, coaching and Peer Net-working: Teacher Professional Development in Schools and Colleges*. London and New York: Routledge Falmer.
- Sarentakos, S.(1998). *Social Research* (2nd ed.) London: MACMILLAN PRESS LTD.
- Savicevice, D.M.(1998). *Adult Education from practice to Theory Building*. Peterlang Frank Furt.

- Savenye, W.C. and Robinson, R.S. (1996). Qualitative Research Issues and Methods: An Introduction to Educational Technologies. In D.H. Jonasse(Ed.) Handbook of Research for Educational communication and Technology. New York: Simon and Schuster Macmillan.
- Schon,D.A.(1983). The Reflective practitioner; How professionals Think I Action. New York; Basic Books.
- (1997) Educating the Reflective Practitioners Towards a New Design for Teaching and learning in The professions. San Francisco; Jossey-Bass
- Stiegelbauer S.M.(1994). Change has Changed; implications for implementations of Assessments for the organization change Literature. In R.J. Anson (Eds). Systematic Reform perspectives on Personalizing education Washington, DC Government printing press.
- Stake, R.E (2000). The Case Study Method in social Inquiry. In R.Gloom et al (Eds). Case Study Methods. London: SAGE Publications.
- Stofflett, R.T. (1999). Putting constructivist Teaching into Practice in undergraduate Introductory Science. Electronic Journal of Science Education 3(2) PP. 1-41.
- Stones, E. and Morris, S.(1972) Teaching practice. Problems and Perspectives A Reappraisal of the practical professional Element I Teacher prearati London; Methuen and CoLTD.
- Temechegn Engida (2001). Issues, Methods and materials in Teaching primary School Subjects. Un published M.ED Course material. Department of Curriculum and Instruction. AAU; Addis Ababa.
- TESO,(2003). "A Guideline for Practicum". Addis Ababa.
- TGE (1994). Education and Training Policy. Addis Ababa: ST. George Printing.

- Tomlinson, P. (1995). *Understanding Mentoring: Reflective Strategies for School based Teacher Preparation*. Buckingham: Open University Press.
- Walberg, H.J. (1976). *Educational Environments and Effects: Evaluation, Policy and Productivity*, Breakeley, CA: McCutchan.
- Wamahiu, S.P. and Karugu, A.M.(1995). *Qualitative Research in Education*. In K.M. Wiria and P.S. Wamahiu (Eds). *Issues in Educational Research in Africa* Nairobi: East African Education Publishers, pp. 114 -130.
- Wellington, J.J. (1996). *Methods and Issues in Educational Research* London: Impact Graphics.
- Whitley, B.E.(1996). *Principles of Research in Behavioral Science*. California: Mayfield publishing company.
- Wideen, M.F and Tisher, P.R. (1990). *Research in Teacher Educaiton: International Perspectives* London: The Falmer Press.
- Wiersma, W. (1995). *Research Methods in Education: An Introduction* Boston: Allyn and Bacon.
- Wilkinson, J.S. and Bhandarkar, P.(1999). *Methodology and Techniques of Social Research* Delhi: Himalya published House.
- Willson, J. (1975). *Educational Theory and the preparation of Teachers*.
- Yin, R.K. (2003). *Case Study Research: Design and Methods* (3rd ed.) London: Sage Publications.
- Zeichner, K. (1992). *Rethinking the practicum in the professional School Partnership*. *Journal of Teacher Education* 43(4) pp. 693 - 694.
- Zeichner, K. and Liston, D. (1996). *Reflective Teaching; An introduction* new Jerssy: Lawerence Erlbaum Associates.

APPENDCIES

Appendix-1

Researcher's Ethical Principles (To Be Discussed Orally With Research Participants)

Thank you for accepting to participate in this research, Perceptions and understanding of the student teachers, teacher educators and placement teachers on the practice and relevance of the In-out-In practicum goes on. At present the idea of practicum is becoming a hot debate in the universities and collages. Through this research also, I want to understand how practicum programme is going on. I will also try to understand the problems areas. Data will be collected through interviews and discussions with you, in addition to observation and documented analysis's.

The information you share with me will be secured with the most confidentially and your personal identity kept anonymous. Fictious names will be used in case names are needed in the report. There are no known risks and discomforted associated with this associated with this study. The expected benefits associated with this study are the discussion result that may be helpful to improve over educational system. I would be happy to share the finding with u after the research is completed or even while in process. I assure u once again, your name will not be associated with the research findings in any way, and your identity as a participant will be known to me only.

Principles and Procedures for the research

The following framework consists of many ethical principles of many ethical principles with you in pursuit of an agreed up on and amended

framework. Do not hesitate to ask any question about the study either before participating or during the time you are participating.

1. participation in the research is voluntary. You have the right to withdraw from the research at any time;
2. Information given to me (by you) will be treated as belong to you; and it can be used only with your permission;
3. Observations and interpretation made by me will be treated as belonging to me; What ever implicated in such observations and interpretation, you will be invited to comment up on their fairness, accuracy and relevance;
4. I will seek your permission to create or use audio records. you have the right to refuse, change your mind after being recorded, or withdraw your recordings. you can edit or change them, as you are invited to listen to the taped information;
5. I will securely store data;
6. incase views may be revealing, the presentation of these views will be negotiated with you;
7. Full anonymity of your identity and confidentiality of the information you share with me will be maintained;
8. Except for the purposes of professional collaboration in the project, no data arising from interviews will be disclosed in any form to third parties with out your explicit and prior consent. Where the data is hared for the purposes of professional collaboration theses protocols and procedures apply to all those involved in that collaboration;
9. I am willing to discuss these principles and procedures with you in pursuit of an agreed framework for the research and to amend them as necessary, and
10. you have the right to get any benefits during you participation.

Interview Questions for Teacher Educators (Tutors)

1. What is practicum programme ? How do you perceive it?
2. Why do you think is the practicum programme needed?
3. Do you think that student teachers get all the necessary preconditions /preparations/ before they assigned in the actual teaching practice?
4. Is there a mutual and similar understanding among you (the tutor), the mentors and the student teachers about the programme?
5. Do you think that mentors, school principals and the school community have the necessary awareness about the programme?
6. What support do you gave for the student teachers and mentors?
7. How do you evaluate the student teachers' actual practice? For how long? What about the support given by mentors?
8. What the relationship between the college and the placement schools look like?
9. How do you see the school environment of the student teachers?
10. Is there the enabling environment to run the practicum programme in the college and placement schools?
11. Does the practicum fit with the TESO programme?
12. What are do you think the major successes of the practicum programme?
13. As a college tutor what major problems (challenges) do you face in the practicum? What about for the mentors and the student teachers?
14. What improvements do you think will be made about the programme in the future?

Thank you in Advance!

The Researcher

Interview Questions for the Student teachers

1. What is practicum programme? How do you perceive it? Why do you think is the programme needed?
2. How the placement teachers, administrators and the school community perceive the programme?
3. Do placement teachers and principals have the necessary awareness about the programme? How?
4. To what extent was your first year preparation in the college helped you in your actual practice? Were the necessary preparations done in the college?
5. What major differences have you seen in the training programme in the college and in the placement schools?
6. How do you perceive the school environment of the placement schools? Is there the enabling environment to run the practicum properly?
7. How cooperative are the placement teachers to your practice? What about other concerned bodies?
8. What major support do you get from you mentors and tutors?
9. What do you feel about the assessment made by mentors and tutors?
10. What major advantages do you get in the practicum programme?
11. What major challenges do you face ?
12. What improvement do you think will be made in the future about the programme?

Thank you in Advance!

The Researcher

Interview Questions For placement Teachers (Mentors)

1. How do you understand (perceive) practicum programme? What in practicum programme?
2. Do you have the necessary awareness about the programme?
3. How do you see the relationship between the college and your placement schools?
4. What support do you and your school get from the college?
5. What support do you and your school get from the college?
6. To what extent are you interested and committed to help the student teachers as a mentor? What about the principals?
7. Do student teachers have the necessary knowledge of the subject matter, teachings methodology, planning skill, classroom management, and the like?
8. Is there any significant difference in planning, teaching methodology, classroom management and the like done by student teachers? Why?
9. What important contributions were made by the student teachers to you and your school in the practice periods?
10. How the student teachers felt about the school environment? Is there the enabling environment to run the practicum properly?
11. Do you think that the practicum programme is important? Why?
12. What major problem do you face while working as a mentor? why? What are the major problems of the programme?
13. What major improvement do you think will be made in the future about the programme?

Thank you in Advance!

The Researcher

Duties and Responsibilities of Different Bodies
TEI's Duties and Responsibilities

- Set up links with as many partner schools as possible;
- Organize a time table with partner schools that ensures every student has the correct amount of actual school experience and has experience of all grade levels and subjects;
- Organize transport (where necessary) to and from partner schools
- Create assessment criteria for observation and assessment of student teachers;
- Monitor and evaluate the commitment of partner schools;
- support partner schools through out the course;
- Ensure that every student is assigned to a teacher educator who will give support and guidance through out the course;
- Monitor and evaluate the commitment of teacher educators;
- Ensure enough resource materials, textbooks, and teacher guides are available for the practicum and that student teachers have access to them;
- The practicum is allocated sufficient funds from the budget to cover all the necessary expenses;
- Where ever possible establish partner ships with schools in rural areas

Teacher Educators' Duties and Responsibilities

- Prepare student teachers fro actual school experience;
- Monitor, evaluate and practically support student teachers through out the course;
- Assess student's performance according to the agreements for each cycle;
- Give oral feed back and written feed back with in a day of observation.

Partner schools' Duties and Responsibilities

- Organize a timetable with the TEI that ensures every student has the correct amount of actual school experience and has experience of all appropriate grade levels and subjects;
- Ensure that every student is assigned to a teacher who will give support and guidance through out the year;
- Ensure that students experience all aspects of the school environment.

School Teachers Assigned to the practicum duties and Responsibilities

- Monitor, evaluate and practically support student teachers through out the year;
- Assess student's performance according to the agreements for each cycle;
- Give oral feedback and written feed back with in a day of observation;
- Encourage student teachers to become actively involved in their lessons(helping to plan lessons, working with small groups, taking sections of the lesson etc.)

Student Teachers' Duties and Responsibilities

- Become actively involved in the lessons where appropriate, (helping to plan lessons, working with small groups, taking sections of the lesson etc.);
- Internalize constructive criticism and feedback and use this to develop their teaching;
- Attend all actual school experience lessons;
- Participate fully in the school activities;
- Reflect on his/her experience.

Declaration

I, the undersigned, declare that this is my original work, has not been presented for degree in any other universities, and all source of material used for the thesis have been dully acknowledged.

Name Mignot Getachew


Signature 

Date 20/06/09

Date of submission 20/06/09

The thesis has been submitted for examination with my approval as a university advisor

Name Messenger Assafa (PhD)

Signature 

Date 26/06/09