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ABSTRACT

A comprehensive practicum curriculum was designed with close collaboration between University of Newcastle (New South Wales, Australia) music education staff and experienced cooperating music teachers from area schools. Cooperating teachers and music education staff participated in a weekend seminar to identify practicum problems and determine ways to reduce problems by developing sets of tasks that student teachers should experience during each practicum. In interviews following implementation of the newly designed practicum, six cooperating teachers who had supervised music student teachers under the old and new practicum programs commented that checklists of activities were precise and helpful and that the new practicum gave students a clearer idea of the complexity of teaching and the breadth of teacher responsibilities, but that there was little focus on making connections between practicum experience and university work. A survey of 18 student teachers revealed the perception that university supervisors and cooperating teachers did not always seem to share common expectations for the student teacher. Appendixes list issues associated with practicums, skills students should develop during practicums, tasks for second year practicum in music education, and practicum evaluation criteria. (Contains 19 references.) (JDD)

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COLLABORATIVE SOLUTIONS TO KEY PROBLEMS IN THE PRACTICUM

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INTRODUCTION

Since 1989, several substantial reports dealing with the reform of teacher education have been released from both the Commonwealth and State governments (*Teacher Quality: An Issues Paper; Teacher Education in Australia; Australia's Teachers: An Agenda for the Next Decade; Teacher Education: Action Plan).* These reports agree that the broad agenda for education in the 90's and beyond should focus on the need to improve the quality of teachers and teaching. There is no firm agreement, however, on exactly what improvements are necessary or how they should be achieved.

Some specific recommendations which have important implications for universities and teacher educators have emerged from these reports. In particular, the practicum has been singled out as an area of teacher education which could benefit from a greater level of collaboration. The broad notion that "Wherever feasible, the three collaborating partners, the higher education institutions, the employers and the teachers should participate in the education and training process" (National Board of Employment, Education and Training, 1990, p. viii.) is widely advocated, either as a general principle or as a means of achieving specific goals. For example, the importance of having a coherent training program, based on research and input from all parties concerned is highlighted in the Schools Council Issues Paper, *Teacher Quality* (1989) which states:

> Certainly there is an urgent need to continue to investigate ways of better relating theory and practice via the practicum. The Schools Council suggests that to avoid potential conflict which will arise if schools reward practices emphasising teacher survival strategies while training institutions aim at more critical approaches, there should be a closer linking of higher education staff and school staff. . . The Council considers that closer cooperation between systems and teacher education institutions is necessary to improve these links between theory and practice (p.22-23).

Given that such calls for closer collaboration are not new, it seems reasonable to ask why they have not been heeded, and what barriers there are to achieving the level of cooperation that might be of greatest benefit to teacher education students. It is the belief of the authors that one barrier to collaboration between schools and teacher education institutions is that the

parties are not perceived as having equal status in the discussions on teacher education. Further, there seems to be a widely held notion that the theory of teaching can be provided solely by the teacher educators, with schools and teachers simply facilitating the practical applications of that theory. This situation can easily arise when attempts at reform are seen to be driven by teacher educators, rather than simply being facilitated by teacher educators. This paper describes a collaborative approach to the reform of the practicum in a teacher education program in which teachers were given a leading role.

Problems with the Practicum

Even though the practicum is often seen by students as being the most valuable part of their preservice education (Batten, Griffin, & Ainley, 1991), a review of the literature reveals that not only are the results of this experience questionable in terms of effectiveness in preparing teachers, but some of the experiences are less than positive and can be miseducative. Zeichner and Tabachnick (1981), for example, argue that the effects of university teacher education are "washed out" by the reality of experiences in school. Hoy and Rees (1977) also expressed this view and presented a body of evidence that suggested that even though universities may offer a substantive view of teaching, the impact of field experience counteracts the university effort. A similar view was expressed by Howey (1983) when indicating that the practicum experiences, as commonly organised, seem to have effects opposite to those intended by teacher educators. These studies imply that the impact of campus-based university knowledge is often substantially diluted or abandoned during the practicum by students who see what they do at the university as not being relevant or important in the 'real' world of teaching. The apparent dichotomy between what students learn during teacher training and how they behave during the practicum is a cause for concern to educators.

A body of literature advances some hypotheses on this phenomenon. Studies by Britzman (1986), O'Louglin & Campbell (1988), Schmidt & Kennedy (1990), Holt-Reynolds (1992) and others suggest that students enter teacher training with well developed beliefs and

preconceptions about teaching, based principally on their experiences as school students. Information presented in their university courses that appears to be incompatible with their belief systems is filtered out. Consequently, they often have very unrealistic views about the complexity of teaching, of their teaching ability, and of their need for teacher education (Richards & Killen, 1993). These views seem certain to influence their perceptions of the practicum and their responses to the potentially valuable learning experiences that the practicum offers.

Another reason students may reject information offered by university staff during the practicum, is the perception of student teachers that class teachers and university education staff hold substantially different views about teaching and teaching tasks. Calderhead (1987) suggests that in many situations, student teachers reject feedback from university staff if it is perceived to differ from the feedback given by their classroom teacher. In his study, student teachers felt that it was the classroom teacher who held the more expert opinion "rather than their college tutor who was thought to be unfamiliar with the particular children . . . and the school."(p.274). Calderhead also reports that if students perceived that their cooperating teacher and their university supervisor differed in their conceptions of teaching, this influenced the ways in which a student teacher planned and taught lessons. In these cases, "class teachers were regarded as the most reliable source of knowledge about real teaching" (p.274). Quite clearly, if this is a general view held by student teachers, it severely limits the possibility that university supervisors will have any substantial influences on student teachers during the practicum. This situation is exacerbated by the fact that university supervisors generally have just a few hours of contact with each student during the practicum, and on these short visits are often perceived by students to be in a judgmental role rather than a helping role.

Zeichner (1990) lists several obstacles to teacher learning that seem to undermine the educative value of the practicum as it is traditionally implemented. The first problem is the view of a practicum as an unstructured apprenticeship where as long as students are placed

with good teachers, they will learn to be good teachers. This approach raises several questions, the first being, "What constitutes a good teacher?". Is a good teacher one who works within the prevailing philosophy of the day? What happens when the philosophy changes? Are all good teachers necessarily good teacher educators? Are all good teachers giving all of the practice teachers relevant experiences, chosen with thoughtfulness and care, or chosen for expedience?

Another problem identified is the lack of an explicit curriculum for the practicum experience (Turney, Eltis, Towler & Wright, 1985). This lack contributes to the familiar gap between what students are taught in the university and what they see and do in practice in schools. Teachers are often unfamiliar, not only with the content and structure of the university courses, but the aims of the practice teaching experience. This lack of familiarity with the aims and content of university work and the practicum frequently results in student teachers being asked to perform a narrow scope of tasks, or tasks that are unrelated to their teacher education curriculum. This is an issue that has long plagued university educators; the lack of a clearly specified program of activities in which students should engage during a practicum.

When the types of lessons practice teachers attempt during their practicum are left to the cooperating teachers, some students may not get the opportunity to perform vital teaching tasks. For example, if the music staff member in a school does not specifically require the practice teacher to teach a lesson involving singing, then the student may avoid this type of lesson. Some students have been known to complete four years of music teacher training, and complete four practicum experiences without ever teaching a lesson involving singing. It is desirable for student teachers to experience a wide range of teaching strategies and types of lessons during each practicum. However, unless the teaching tasks students are required to fulfil while on practicum are specified, some students may avoid some aspects of teaching that are important to their development.

The problems identified above (the dilution and/or rejection by students of campus-based knowledge during the practicum; the perception of students that teachers and educators hold different views of teaching and the impact this has on student planning and teaching during practicum; the selection of experiences which left to teachers can often result in a narrow scope of experiences; the lack of an explicit curriculum) are but a few of the problems that can impede student learning during the practicum. Overcoming some of these problems should not be a difficult matter, but often it is.

To make the practicum a more worthwhile and valuable experience for students, there is a clear need to identify the type of practicum that would be of most value to students, and then to create the circumstances that will allow this ideal to be achieved. There is little doubt that both of these processes must involve close collaboration between teachers and teacher educators. The following section of this paper describes one attempt to achieve such collaboration in the Bachelor of Education (Music) course at the University of Newcastle.

STUDY DESIGN AND METHODOLOGY

This study sought to improve the practicum experience though the design of a purposeful, comprehensive practicum curriculum for students, and involved close collaboration between University of Newcastle music education staff and experienced cooperating music teachers from Hunter Region Schools. The specific aims of the program were:

1. To improve the communication between university staff and teachers in the school;
2. To familiarise teachers with the university program including aims of subjects and subject content;
3. To identify problems with the practicum as it existed and to suggest solutions;
4. To enable university staff and school teachers to develop common expectations about the purpose and nature of the tasks that teacher education students would undertake during their practicum;

5. To generate a list of critical experiences music students should undertake during the practicum.

The Participants

In February, 1993, eight teachers from the Hunter Region were invited to a weekend seminar with the four members of the music education staff and several members of the Pedagogical Studies and Educational Studies departments at the University of Newcastle. All the teachers were experienced at teaching music and at supervising practicum students.

Prior to the meeting, participants were sent information which explained the aims of the project, outlined the structure of the Bachelor of Education (Music) course, and included a review of research dealing with problems of the gap between the content of university teacher education programs and school practice.

During the two days of meetings, teachers were familiarised with the aims and content of subjects within the Bachelor of Education (Music) course. Teachers were also familiarised with the aims and preparation students had undertaken prior to their practicum at each year level. Teachers and music staff then identified the problems that commonly occur during the practicum (Appendix 1).

Once the common problems had been identified, they provided a focus for discussions on how to improve the practicum. It was agreed that by developing sets of tasks that student teachers should experience during each practicum and by linking these tasks to the university-based component of the teacher education program, many of the identified problems could be reduced.

Initial Outcomes

As a result of these discussions, the group agreed on a list of critical tasks music education students should undertake each year of their practicum (Appendix 2). The practicum curriculum proposed for each year varied in order to reflect the knowledge and skills that

students should have developed prior to engaging in each practicum experience. In broad terms, for example, it was expected that the first year students who do their practicum in a primary school should be concentrating on developing the confidence to work with children and competence in using basic presentation skills. In addition, second year students were expected to begin to develop competence in a range of teacher-centred classroom strategies, and to develop a repertoire of classroom management and discipline strategies. Third year students were expected to have these skills, plus the ability to use a range of student-centred teaching strategies. Final year students were additionally expected to have skills in assessment procedures and in planning long units of work.

The practicum curriculum for each year reflected the emphasis in the Pedagogical Studies strand of the course structure at the university (Table 1).

Table One: Basic components of the Pedagogical Studies strand of the Bachelor of Education (Music) at the University of Newcastle

Year of the Course	Special Methods Component	General Pedagogy Component	Practicum Site
Year One	Primary content Primary methods	Lesson planning Teacher-centred instruction	Primary School
Year Two	Junior Secondary content and methods	Management and discipline Student-centred teaching strategies	Junior Secondary School 7-10
Year Three	Senior Secondary content and methods	Assessment procedures Curriculum planning	Junior and Senior Secondary School 7-12
Tear Four	Senior Secondary content and methods		Junior and Senior Secondary School Internship

In this course, only second year students are supervised by university music education staff. Fourth year music students are supervised, but participate in an internship program. First year and third year music education students are not supervised by university staff, therefore it was

agreed to pilot this practicum curriculum with the second year Bachelor of Education (Music) students.

The teachers in whose classes the student teachers were to be placed (referred to as cooperating teachers) were familiarised with the aims and content of the practicum curriculum prior to the beginning of the practicum. Student meetings were held at the university at which time the music education staff explained the aims, structure and content of the program. The cornerstone of the program was a checklist of critical tasks (the practicum curriculum) that students were to undertake during the practicum. These checklists (Appendix 3) were to be used by the cooperating teachers and the university supervisors to monitor student progress in completing important tasks during the practicum.

EVALUATION OF THE STRUCTURED PRACTICUM

At the end of the practicum, a sample of teachers, second year music student teachers and university supervisors were interviewed to determine their views on the structure, content and outcomes of the practicum program. Interviews were held with six cooperating teachers all of whom had previously supervised second year music students under the old unstructured practicum program. Only one of these teachers had been involved in the formulation of the program. The comments made by the teachers centre around the documentation that they had received, the content of the program, the benefits to the student teacher and the connection between the University part of the course and the practicum.

Teachers' Responses

Documents

Students were provided with a checklist of specific tasks which they were required to engage in during the practicum. It was the student teacher's responsibility to see that they attempted each task and to ask their cooperating teacher to monitor their progress and date and initial when tasks had been completed.

Five of the teachers commented that the program, presented in the form of a checklist of activities was precise, clear and helpful. One teacher explained that:

> there were clearer guidelines of what was required of the student and it made it easier for the other teacher that the student was involved with and myself, to work out exactly what was required for the student teacher.

The other teacher had preferred to use the old practicum documents but described the new checklist as "handy".

Program Content and Benefits for Student Teachers

All of the teachers indicated that they understood the content of the program and commented on ways in which the program was used to give students a clearer idea of the complexity of teaching and the breadth of responsibilities a teacher has to undertake. Specific issues mentioned were: shadowing the teacher, becoming involved in student welfare activities, being involved in all extra curricular music, sport and yard supervision. One teacher commented:

> That's the good thing about the practicum [program], that [the student teachers] are encouraged to shadow the teacher. They tend to become aware of what's going on, whereas when we did prac, we just went in and taught our lessons and bang, that was it. This is much more beneficial and I can see just in the time they've been here, there's been a development with them and with these specific things [the checklist] to refer back to.

Another teacher listed benefits for both the student and herself of the time spent in dealing with welfare issues: "We've sat down and worked out things together, so I think it's been good for both of us. . . . learning from each other".

All six teachers felt that their student teachers had used their time during the practicum profitably. The teachers commented that their students showed initiative, engaged in all activities with their cooperating teacher, took opportunities to become involved in student welfare/community issues, and involved themselves in all aspects of teaching.

Connections between practicum experience and university work

Two of the teachers did not comment on this aspect of the program. One of the teachers reported that their student had not made any connections between what was happening during the practicum, and the university part of the course. One teacher discussed the university course and tried to use the discussion as a avenue for the student teacher to reflect on his teaching, "We discussed in a general manner how he was going and what he found good about the course as well." Another teacher reported talking "a little bit" about it, but specifically music education. The sixth teacher didn't discuss any connections at all with her student teacher. There is a body of literature that suggests that it is important for students to make connections between university coursework and practical teaching experience (Valli, 1992; Cruickshank and Metcalf, 1990), and that such connections are not necessarily made automatically. The fact that half of the teachers didn't mention or address this issue seems to be important. This is an area that should be addressed by university staff and teachers collaboratively if students are going to be helped to make cognitive connections between university work and practice teaching in future practicums.

The Students' Responses

Eighteen of the twenty students involved in the second year practicum responded to a survey (Appendix 4) about the practicum program. All of these students reported that the checklist of teaching tasks helped them to understand what specific tasks they had to undertake and had helped them to perform tasks they might otherwise have neglected.

Students were asked to comment on how the checklist was used by them, their cooperating teacher and their university supervisor during the practicum. Two students used the program as a checklist of requirements to be attempted and marked off by their cooperating teacher. Three students reported that they used the list as a guide to generate ideas about different ways of teaching. Twelve of the students tried to incorporate the teaching task into their

lessons, ensure they were doing the things they were supposed to do, and to ensure they were doing the types of lessons they were reluctant to do. One student reported not using the list.

According to the students' perception, cooperating teachers and university supervisors used the checklist in a number of ways including: checking each week to verify which tasks had been completed, incorporating tasks into their program, using the list as a basis for comments on the student's progress (12 students). Six students reported that their cooperating teacher either showed no interest in verifying that students had completed the tasks (3) or would only briefly check it when asked to sign that tasks were complete.

Nine of the students commented that their university supervisor used the list to monitor their progress on every visit. Two of the students admitted being unaware if the supervisor had seen their program, and three other students commented that the supervisor had not mentioned the program of tasks at all during the practicum. Four students did not comment. It is difficult to explain these responses given that the university staff were involved in the design and implementation of the program. One explanation may be that often university supervisors sit and look through student's documentation while the student teachers are getting themselves organised to teach a class. If the documentation is seen to be satisfactory, then perhaps the supervisor does not specifically mention the program. The perception of a few students that neither their cooperating teacher or university supervisor was using the program to monitor their progress is an issue that should be addressed in future practicums. Perhaps it is important that both supervisors and cooperating teachers explain to their student teachers that they have seen the checklist and comment on it, so that the students do not perceive that university supervisors and cooperating teachers are not interested in the student's progress in fulfilling the requirements.

Student perceptions of the expectations of university supervisors and cooperating teachers

One of the major aims of the program was to enable university staff and teachers in schools to develop common expectations about the purpose and nature of tasks that teacher education

students would undertake during their practicum. The responses to the question "Did your university supervisor and your cooperating teacher seem to have common expectations regarding the tasks" raises some important issues for educators.

Five students responded that their university supervisor and cooperating teacher did not seem to share common expectations. As one student commented, "My cooperating teacher rarely saw my supervisor and my cooperating teacher thought my supervisor expected too much and she didn't agree with her".

Five students reported that the expectations of the two were similar sometimes. One student observed, "In the most part [they shared common expectations] however my cooperating teacher felt that some of the tasks the supervisor wanted done in a certain way would not be entirely successful in the classes that I was working with".

Only two students perceived that their cooperating teacher and university supervisor shared common expectations. Five students reported that they did not know if their supervisor and their cooperating teacher shared common expectations.

Responses of University Supervisors

The four university supervisors agreed that the program contained appropriate tasks in a clear unambiguous format. They also indicated that they felt all members of the triad understood what students were required to do during their practicum. The major problem identified by the university staff was in the area of common expectations about the nature and implementation of some of the teaching tasks. All of the university staff reported that they felt they did have common expectations with teachers on some of the tasks for example: observing a variety of classes, engaging in playground supervision, shadowing the cooperating teacher, and practising conducting skills. However, supervisors and some teachers differed in their opinion of how some basic teaching tasks (teach an unaccompanied

song, an accompanied song, a movement activity, a listening activity, a tuned and untuned percussion lesson) should be implemented.

CONCLUSION

This attempt to structure the practicum experiences of preservice teachers had several interesting outcomes. First, and probably most important, it established that some teachers are very capable of analysing the difficulties associated with practice teaching, and of working collaboratively with teacher educators to develop strategies for limiting these problems. Second, it established that a simple checklist of tasks can be an effective way of structuring the practicum experiences of teacher education students. Third, it established that for most students, some teachers, and some teacher educators, such a structured set of experiences can be a useful adjunct to the practicum.

Despite these successes, there were some disappointing outcomes of the project. The greatest disappointment was that some teachers and some teacher educators either did not use the checklist or used it in such a way that the student teachers perceived that they were not using it at all. Quite clearly, the value of any attempt to structure the practicum experiences of students will be greatly diminished if the guiding principles are not followed explicitly.

Even in those cases where the checklist was being used, the student teachers frequently reported differences in the expectations of their cooperating teacher and their university supervisor. This is a complex issue and depends on many factors which are outside the control of the university educator. For example, although the New South Wales Music Syllabus documents mandate that music is to be taught through a variety of performing, composition, listening and analysis there are no guidelines about the number and type of activities from these categories that should be used. Flexibility exists for teachers to develop classroom programs which may emphasise some activities and subordinate or avoid others. Performance for example includes singing, playing, moving, speaking, and body percussion. Teachers may use any of these performance activities, but they are not required to use them

all. However, it is desirable for education students to develop competencies in using all of these strategies in the classroom. Therefore teachers need to be prepared to allow students to practise these basic procedures in the their programs even though they themselves may not use some of the procedures.

Even when cooperating teachers and university supervisors agree on what student teachers should be teaching, there is no guarantee that they will agree on how the lesson should be taught. This is particularly the case in music lessons where university educators and teachers may have definite and differing ideas about how performance and other lessons should be structured and taught. Students are caught between teaching the way their cooperating teacher suggests and the way their university supervisor suggests. Given that there is ample research evidence that in such cases the student teachers follow the guidelines of their cooperating teacher (Calderhead, 1987), this is a concern. Such an important issue cannot be resolved without considerable dialogue between the university supervisors and cooperating teachers. This small project established that such dialogue is not necessarily easy to achieve on a large scale. It also suggested that when teachers are directly involved in developing new procedures for the practicum, they are more likely to implement them than when they are simply passed on, even when these procedures have been developed in collaboration with other teachers. It may be possible to overcome this problem by having the cooperating teachers all comment on the proposed practicum curriculum before it is implemented.

The limited experience with this pilot program has convinced the authors that the basic approach used to structure the practicum has the potential to reduce some of the uncertainty and difficulty that student teachers often experience during practice teaching. The key to future success with the scheme would seem to lie in increased collaboration between the cooperating teachers and the university supervisors so that each participant not only understands what is to happen but also feels a sense of ownership over the practicum curriculum. Such collaboration might also produce the rewarding and regenerating professional relationships between teachers and teacher educators that Ilott and Ilott (1992) reported from their study of collaboration, but as they suggested, collaboration is not necessarily an easy way to solve problems

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APPENDIX I

ISSUES ASSOCIATED WITH ThE CURRENT PRACTICUM

I. Communication between University and Cooperating Teachers

1. Need for better communication between university and cooperating teachers, generally.

2. Need for a very clear outline of the university's expectations of the supervising teacher (perhaps a checklist).

3. Need for specific checklists of university expectations for the student teacher to help teachers better understand the focus of each practicum.

4. Need for the university to recognise that not all teachers should be supervising practice teaching students, many are not suited.

5. University should spell out the extra responsibilities it expects students to undertake (eg. choir, helping HSC student's).

6. University should specify how much students should observe other teachers, and how often cooperating teachers should observe the students.

II. Issues associated with organisation of the practicum experience.

1. Students should go the their school at least a week before practicum for a whole day and "shadow' supervising teacher.

2. Both university students and school students should be prepared for prac., so two early visits would be the first stage in getting students to understand the amount of time and energy that will be required during the experience.

III. Issues associated with student teachers assuming the role of a teacher.

1. One of the big difficulties identified is for student teachers to assume a teacher persona.

2. Students do not know the scope of responsibilities associated with being a teacher.

3. Students need to show initiative in all areas of teaching responsibilities, from extra-curricular work, cataloguing, requisitions, excursions, repairing equipment. These responsibilities should be built into the practicum experience.

4. Need more commitment to teaching, and this commitment should be evident from day 1 of the practicum.

5. Students need to become sensitive to classes and develop the ability to " read" classroom behaviour.

6. Students need to develop the ability to reorganise content in a different context, be able to work out a unit, eg. 3 lessons which. One of the problems is they arrive at the practicum with isolated lessons which they want to slot in.

SKILLS STUDENTS SHOULD DEVELOP DURING THE PRACTICUM

I. Planning/Preparation Tasks and Skills

Student teachers should be able to:

a. Sequence lessons and integrate them into a school program.
b. Prepare thoroughly.
c. Take advantage of opportunities created by the class, ie recognising and utilising student input by thorough preparation.
d. Plan work in units, eg. each lesson for 4 weeks, getting the overall view and assessment for the whole unit: marking and recording.
e. Recognise that different learning styles exists in a classroom and provision must be made for these pupils in the planning of lessons.
f. Employ different strategies to teach some content depending on the nature of classes (7 green, 7 blue).
g. Identify and extract potential of any music anywhere. (Many do not lead musical lives and need to develop lessons (resources) from any musical content - not dependent on texts or other teachers.
h. Expand their personal repertoire into other genres.
i. Justify their choice of content and procedures.
j. choose content that is relevant and interesting to classes.
k. Analyse content and recognise its teaching potential.
l. Fully integrate lessons.
m. Sequence information in a logical order.
n. Research a topic

II. Teaching Strategies

Students should be able to us a variety of teaching strategies including:

a. Inquiry-based
b. Student-centred
c. Teacher directed.
d. Lecture
e. Group learning
f. Research and analysis
g. Focus on talented/gifted
h. Focus on learning disabilities
i. Computer aided learning

III. Equipment Management

Students should develop skills in the organisation and management of equipment and the teaching environment such as:

a. Organising the teaching space.
b. Knowing when and how to distribute instruments in a lesson.

c. Being familiar with the type of equipment.
d. Knowing how to operate the equipment.
e. Developing and implementing rules for pupil management of instruments.
f.. Developing cues for pupils to help use equipment effectively in a lesson.
g. Understanding the relationship between the available equipment and the class program.

IV. Pupil Management and Welfare

Students should develop skills and understanding so that they can:

a. Make a link between management and welfare.
b. Establish a safe atmosphere in the classroom so learning can occur.
c. Utilise efficient and appropriate assembly and dismissal procedures
d. Set clear expectations for behaviour and provide reasons for the expectations.
e. Implement a management policy with realistic consequences and follow though appropriate to the school's discipline and welfare policy.
f. Utilise "strategic stopping" to implement necessary behaviour adjustment
g. Implement the school's discipline and welfare policy.

V. Co-Teaching and Non-Teaching Duties

Students should engage in the following tasks which are normal duties of teachers.

a. Show commitment to at least one co-curricular activity.
b. Initiate co-curricular groups
c. Participate in sport
d. Organise excursions (bookings, notes, money).
e. Participate in playground duty
f. Learn how the administration functions in the school.
g. Become familiar with school procedures.
h. Attend staff meetings and committee meetings.
i. Become aware of the school policies (discipline/welfare/management/excursion)
j. Become aware of the counselling and other school services provided for students.

APPENDIX III

YEAR TWO BACHELOR OF EDUCATION (MUSIC) PRACTICUM 7-10

In February, 1993, a group of experienced practising music teachers from the Hunter Region met with university music education staff and compiled a list of tasks they felt were important for students to perform on their second year practicum. This is a summary sheet of those tasks. It is your responsibility to ensure you have engaged in a s many of these tasks as possible. This checklist format has been designed so that your cooperating teacher can tick off the various tasks you have attempted. Cooperating teacher will initir and date each completed task.

		Initial	Date/s
1.	Observation and Journal entry of the cooperating teacher teaching each class	☐	_____
		☐	_____
		☐	_____
		☐	_____
2.	Teaching each class for the first time with the cooperating teacher in the room. Cooperating teacher will use the Student Teacher Lesson Review	☐	_____
		☐	_____
		☐	_____
		☐	_____
3.	Teaching each class with the cooperating teacher not in attendance	☐	_____
		☐	_____
		☐	_____
		☐	_____
4.	Observe a variety of teachers/classes and document these in your journal/diary	☐	_____
		☐	_____
		☐	_____

5. Engage in playground supervision

6. Shadow the cooperating teacher and observe all the tasks and responsibilities. Document this information in your diary

7. Observe, document, and practise teacher welfare activities

8. Practise developing a "Teacher Persona" (Focus on voice, dress, body language)

9. If possible, teach different year levels:
   - yr 7
   - yr 8
   - yr 9
   - yr 10

10. Teach the same lesson to 2 different classes

11. Teach both active and passive lessons (Performance, listening, musicology, analysis)

12. Direct/conduct performing ensembles

13. Be an active participant in band/choir/ensembles help, tutor, observe

14. Practise conducting skills

15. Practise basic teaching procedures:
    - A. Teach an unaccompanied song:
    - B. Teach an accompanied song:
    - C. Teach a lesson with a movement activity
    - D. Teach a lesson with a listening activity

E. Teach a lesson using untuned/tuned percussion ☐ _____

F. Teach a lesson using recorders/keyboards ☐ _____

(if they are in use in the school) ☐ _____

16. Practise accompanying on keyboard ☐ _____

17. Invite the cooperating teacher into your class to observe specific aspects of your teaching/management and give you support and suggestions. Document these observations in your diary: "I invited Ms Smith observe me teach a song. She made the following suggestions which I implemented with these results". ☐ _____

18. Collect Resources and Repertoire ☐ _____

19. Practise clarity of instruction ☐ _____

20. Plan lessons using the university format ☐ _____

21. Develop programs for each class you teach ☐ _____

22. Keep a Journal/Diary in which you reflect on all aspects of the practicum experience ☐ _____

A. Formal observations ☐ _____

B. Daily Diary Entries ☐ _____

C. Weekly "perspective" Entries ☐ _____

APPENDIX IV

SECOND YEAR PRACTICUM EVALUATION

1. Prior to the beginning of the practicum, you were given a checklist of key teaching tasks to perform during the practicum.

   Did this list help you to:

   A. Understand which tasks you were required to undertake?
   B. Perform tasks you might have otherwise neglected to perform?

2. How was the checklist used during the practicum by:

   A. You
   B. Your cooperating teacher
   C. Your university supervisor

3. Did your university supervisor and your cooperating teacher seem to have common expectations regarding these tasks?

4. What difficulties do you see with the organisation of the content of the practicum (what tasks you should perform?).

5. What solutions can you offer to overcome difficulties with the practicum program?

6. Any other comment.