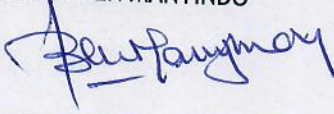


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MOUNTAINS OF THE MOON UNIVERSITY



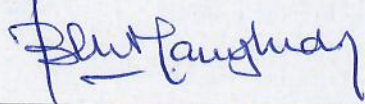
GUIDELINES FOR FIELD PLACEMENT AND SCHOOL PRACTICE

Checked by: GREGORY TWEHEYO(PhD)	Approved by: ENG. DR. BEN MANYINDO 	Date: 27.03.2025
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APPROVAL

Approved by the Mountains of the Moon University Governing Council

Signature



Name

ENG. DR. BEN MANYINDO

Date

27.03.2025

PREAMBLE

To uphold the quality of teacher graduates from Mountains of the Moon University, school practice is a mandatory component for all aspiring teachers. This action-oriented instructional process is designed to equip teacher trainees with practical skills and foster knowledge that enhances their reflective and innovative competencies.

School practice is primarily undertaken by second and third year students in the Bachelor of Arts with Education (BAED), Bachelor of Science with Education (BSCED), Postgraduate Diploma in Education (PGDE), and Diploma in Primary Education programs. These trainees are supervised and assessed in accordance with the University standards.

The school practice exercise is held annually at the end of each academic year, from June to August

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DEFINATIONS

- 1) **School practice** is a placement that exposes teacher trainees to real-life school environment, their future workplace for them to gain experiences and competences required for a qualified professional teacher.
- 2) **A School Practice Supervisor** is a professional sent from the university or related ministry or agency for support supervision and assessment of teacher trainees.
- 3) **A teacher trainee** is a university student from the Faculty of Education attached to a school for a limited period to undertake school practice.

1.0 BACKGROUND

1.1 Mountains of the Moon University Philosophy

Transforming minds to enhance community engagement.

1.2 Mountains of the Moon University Vision

To be a center of excellence in teaching, research and community engagement for sustainable development.

1.3 Mountains of the Moon University Mission

To provide innovative and transformative education, research and community engagement for socioeconomic transformation.

1.4 Mountains of the Moon University core values

- i. Professionalism
- ii. Innovativeness.
- iii. Integrity
- iv. Team work
- v. Social responsibility

1.5 Mountains of the Moon University Mandate

Provide quality teaching and learning that is relevant and competitive.

1. Offer courses that address the needs of the local, National and International community
2. Promote research for the social economic and political development of the country
3. Engage in activities for self-sustainability

1.6 RESPONSIBILITY FOR ORGNIZING SCHOOL PRACTICE

The Faculty of Education in consultation with the Academic Registrar shall be responsible for ensuring that school practice is done effectively, efficiently and in the designated time.

1.7 PURPOSE SCHOOL PRACTICE GUIDELINES

The purpose of these guidelines is to ensure effective planning and implementation of school practice by stipulating the roles and responsibilities of all stakeholders involved.

1.8 OBJECTIVES OF SCHOOL PRACTICE

The objective of School practice is to monitor the teacher trainees' performance and support them to emerge as qualified professional teachers.

The specific objectives of the school practice are to:

- a) Expose teacher trainees to real-life school experiences
- b) Provide an opportunity for trainees to apply the principles and techniques of teaching theoretically learnt into real-life problem-solving situations.
- c) Promote the teacher trainees' growth and confidence in their profession.
- d) Develop trainees' understanding of work ethics, employment demands, responsibilities and opportunities.
- e) Enhance and strengthen linkages between the University and participating institutions.

1.9 SCOPE

The guidelines shall apply to all parties involved in the conduct of school practice. These include the university academic supervisors, teacher trainees, and the schools where the trainees are placed for practice.

2.0 EXPECTED BENEFITS FROM SCHOOL PRACTICE

School practice is undertaken through partnership between the University, trainees, and the schools. It shall thus accrue benefits for all these involved parties.

The expected benefits of the program for the different parties include:

2.1 Benefits to schools;

- Exposure to a pool of potential employees from which to select. In this case, it would also reduce costs of induction/orientation of new employees.
- Additional human resources for effective and efficient service delivery of education.

2.2 Benefits to the University.

- Opportunity to appreciate school human resource needs and the quality of graduates required to fulfill these needs.
- Opportunity to access training facilities and resources that may not be available at the University.

2.3 Benefits to trainees;

- Provide an opportunity for teacher trainees to be exposed to the realities of the school environment and teaching.
- Acquisition of new knowledge and practical experiences.
- Improved confidence in problem solving.
- Opportunity to relate to different categories of people likely to be met in the real-life school environment.
- Exposure to the demands and challenges of the school workplace.
- Opportunity to meet and work with potential employers.
- Improved appreciation of the profession and therefore better work ethics.

2.4 Benefits to the Country

- Exposure to the practical skills of the trainees which adds to a pool of quality workforce in the country.
- Awareness and identification of the country's education problems and solutions.
- Influencing change in attitude.
- Country's access to University services.

3.0 DURATION

School practice shall be undertaken during the long recess period (June to August) and it shall last for at least 8 weeks.

4.0 SCHOOL PRACTICE PLACEMENT

Each trainee shall be expected to participate in all the day today activities of the school. This enables the trainee to learn from the existing staff about the technical elements of the job and professional competences. Throughout the time of practice, the trainees shall be under the supervision of the head of the department, or any other person assigned by the head teacher in the placement schools.

5.0 SELECTION OF PLACEMENT SCHOOLS

Trainees shall be given an opportunity to select schools of their choice so long as they can be easily accessed. Such schools shall be registered with the ministry of Education or licensed, have appropriate facilities for teaching and learning, and also with well qualified and experienced staff who can supervise and mentor the trainees.

6.0 PRE- SCHOOL PRACTICE

Before the actual school practice begins, each trainee is expected to make prior visits to the school to declare his or her intention of practice to such a school and

also deliver the letter of introduction from the university. This should be followed by a pre-visit by the academic supervisor from the university to ascertain the legality, facilities, and accessibility of school. The trainees shall be oriented about the procedures and expectations of school practice before they go to their placement schools.

7.0 SUPERVISION

School practice supervision is undertaken by both the academic supervisors from the university together with the headteacher and head of department of the placement school.

7.1 Academic supervision

Academic supervision shall be conducted by staff members from the involved faculties as assigned by the university. The dean of the Faculty of Education takes lead in identifying and allocating appropriate academic supervisors to different schools in which trainees are placed. Each trainee shall be visited by the academic supervisor not less than two times. During the supervision visit, the academic supervisor shall interact with the trainee who will present the work done. Feedback shall be given to the trainee after the supervision.

A supervision schedule shall be made in advance and communicated to the trainee and the in-school supervisor (head of department or school headteacher) before the supervision visits are made.

External supervisors, identified and allocated by the Faculty of Education, in consultation with the academic registrar, shall visit schools in which trainees are placed to ensure that all trainees have been supervised and to continue supporting them.

8.0 ROLES AND RESPONSIBILITIES OF TRAINEES

Trainees shall;

- Take school practice as part and parcel of their training at the university & have positive attitude towards it.
- Respect all in-school supervisors and any other persons they interact with throughout their school practice regardless of their background training and social differences.
- Be willing to work whenever they are allocated responsibilities and to engage in all school activities including but not limited to; teaching, invigilation of exams, marking, co-curricular activities, school assemblies, and meetings.
- Develop schemes of work, lesson plans, and records of work together with their in-school supervisors.
- Adhere to the professional code of conduct, practice professionalism and integrity while at the placement school.
- Provide reports and other forms of feedback to the university and placement school, which may include but not limiting to: self-evaluation, program evaluation, supervisors' evaluation.

9.0 ROLE OF SCHOOL PRACTICE COORDINATOR

The school practice coordinator shall be the Dean of the Faculty of Education or a university staff identified and assigned this responsibility by the dean.

The coordinator is responsible for;

- Approving placement schools in advance,
- Assigning academic supervisors,
- Receiving final school practice reports from academic supervisors,
- Securing school practice materials and other logistics,

- Ascertaining that the trainees attend school practice fully as per schedule,
- Briefing and orienting trainees before they go for school practice
- Compiling records on each trainee's performance for evaluation purposes,
- Ensuring that trainees are allowed to practice in schools where they already have jobs for convenience and job security.
- Providing standardized assessment tools to the academic supervisors,
- Ensuring that there is no conflict of interest between the supervisors, the trainees, the coordinator, and the schools in which school placement is undertaken.
- Informing trainees of the necessity to comply with policies and procedures of the placement schools.
- Notifying the trainees that they are responsible for all financial obligations associated with their placement. This includes, but is not limited to, travel, meals, and housing.

10.0 TRAINEES' RECORDS

Trainees are required to keep scheme books, lesson plans, and files where they enter their daily record of the activities they engage in as well as new knowledge and innovations learnt. These records shall be assessed and signed by the academic supervisors each time they visit the trainee.

11.0 EVALUATION

11.1 Evaluation by academic supervisors

School practice, being part and parcel of the academic program, must be assessed and graded. The assessment is done by at least two academic supervisors. School practice grades shall also appear on the trainees' transcript as an independent course. Given the duration and intensity of school practice, 5 Credit Units shall be allocated.

11 .2 Evaluation by the trainees

Trainees shall also participate in the evaluation of school practice based on; perceived benefits and value, suitability of the school for placements, supervision, achievements, challenges and any other interesting thing about the exercise.