

ROLE AND RESPONSIBILITIES OF STAKE HOLDERS DURING SIP (SCHOOL EXPERIENCE PROGRAMME)—AN INDICATOR OF ADJUSTMENTS AND ADAPTATIONS

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ABSTRACT

An internship includes many key participants. They all take on challenging relationships. This becomes learning experiences for those who are involved. This paper suggest information and suggestions for internship participants-trainees, head supervisor, rotation supervisor , school supervisor and mentor teacher to help them get the most out of this School Internship programme

The ideas of this study developed collaboratively by several groups of people: Head supervisor, school supervisor, rotation supervisor, and mentor teacher. This paper provide a framework intended to guide supervisors and trainees who work together and a set of steps to follow, so it is important that the plans and guidelines be used flexibly. Supervisors will need to make adjustments and adaptations in relation to the learning needs of each intern, school curriculum/syllabus, resources available, and the learning needs of the children in the classroom.

The field supervisor evaluation of the intern's performance is formally written up as an Internship Performance Description. These descriptions will reflect:

- The professional judgment of the mentor teacher and supervisors based on observation and assessment of the trainees work in the classroom, the school and in meetings with the trainees.
- The trainees' questions, comments and contributions to discussions with the supervisor teacher, field supervisors and colleagues in the school and in the professional seminar
- Written materials such as reflective diary, assignments, daily plans, etc.
- The intern's attendance and promptness at teaching assignments and meetings.
- The quality of materials and examples that the trainees presents at assessment meetings
- Classroom Discussions
- Interview
- E-portfolio

KEYWORDS: SIP, Stake Holders, Performance Description, Adjustments and Adaptations

INTRODUCTION

An internship includes many key participants. They all take on challenging relationships. This paper reflects or studies the roles and responsibilities of all these participants/ stake holders' viz. Program Head, Supervisors (regular and rotational), mentor teacher and trainee. It will become learning experiences for those who are involved. This article suggests for internship participants—trainees, head supervisor, rotation supervisor, school supervisor and mentor teacher—to help them get the most out of this School Internship programme.

REVIEW LITERATURE

An internship programme had its past present and future perspective; it must always reflect the collaborative needs of the school and society about prospective teachers as discussed by (Wendy, R (2006). Teacher training in England and Wales: Past, Present and future perspectives. *Education Research and perspectives*, 33 (2), 19.) Also by Wyckoff, J., Grossman, P.L., Boyd, D.J., Lankford, H., & Loeb, S. (2009) and Caldwell, B. J. and Sutton. (2010). in their research document indicated that the need of well defined and structured internship programme is a necessity for development of a effective teacher preparation program.

NCTE, India (2014), ncte_india.org/ncte_new/?page_id=910/regulations2014 norms and Standards, document also advocates and prescribed norms and standards about the school internship program. Reviewing the literature it reflects that there is a need to have a collaborative understanding among the stakeholders of the program.

NEED

For effective implementation of SIP, there is a need to understand the role and responsibilities of all the stake holders and active partners in the SIP. There is a need to understand the comprehensive plan and communication process between these stake holders as without understanding the role and responsibility it will be mere a speculation of effective implementation of SIP (School Internship Program).

OBJECTIVES

- To study the level of awareness about the role and responsibilities of Program Head for SIP.
- To study the level of awareness about the role and responsibilities of Supervisors(regular and rotational) for SIP.
- To study the level of awareness about the role and responsibilities of mentor teacher for SIP.
- To study the level of awareness about the role and responsibilities of trainees for SIP.

HYPOTHESIS

It is assumed that all the stake holders understand their role and responsibilities regarding effective implementation of SIP.

METHODOLOGY

Sample

KIIT college of Education, 1 Program Head, 2 Supervisors, 2 mentor teachers, 2 SIP schools and 10 trainees from 2 SIP schools.

TOOLS USED

- Classroom Observation.
- Focus group discussion with all the stake holders/participants of SIP.

DATA COLLECTION

As plan of the study and tool developed, the data was collected by carrying focus group discussion in both individual and collective mode. Classroom observations were taken as per the schedule developed/planned for data collection.

ANALYSIS

The data was analysed qualitatively as per the responses recorded during data collection.

MAJOR FINDINGS:

Program Head: Program Head was very clear about objectives of the program but a comprehensive calendar of activity must be developed in discussion with all the stake holders. About role and responsibilities of Program head, the things can be more materialised if presented in a draft form. His/her communication and coordination with Supervisor, School Head and district Education Administrators must be clearly defined and rehearsed.

Supervisors: The two type of roles and responsibilities was reflected in data collection:

Regular Supervisory Practices

Rotational Supervisory Practices

Regarding Regular Supervisory practices, The supervisors were aware about their roles and responsibilities towards trainees but a need of comprehensive coordination programs must be visualised between Program Head, Supervisor, Mentor teacher and trainees. The calendar of activities, formats of various supervisory practices must be in hand with the supervisors (both regular and rotational). It was found that there was a gap of communication between Rotational Supervisors and Regular Supervisors. Their mutual and specific roles and responsibilities must be clearly defined.

Mentor Teacher: As per the outcome from data collection and analysis, Mentor Teacher are aware of their duties i.e. roles and responsibilities at some areas but need to know more hence a comprehensive training is required for clearly defining the expectations from them and their roles and responsibilities. It is observed from focussed group discussion that there is a gap between mentor teachers, Supervisors and trainees, which directly affects the performance of trainees. But in some other way it was also observed that mentor teacher must understand his/her critical role in understanding classroom requirement of trainees, co-planning the teaching and preparing trainees for assessment procedures of classroom teaching learning.

Trainees: The most important and foremost stake holder of SIP is trainee. After analysing the collected data it was observed that: Firstly, they must understand that every possible effort is taken for them and their training. They must be very well aware of their expectations of Program Head, Supervisors, Mentor teacher, School, Society and off course their own professional development requirement.

As per the hypothesis of the study taken, it is clearly observed through analysis of data that there is a gap between assumptions and practicality of role and responsibilities. These must be clearly sketched out and spell out.

FURTHER SUGGESTIONS

- Well defined calendar of activities of School Internship Program (SIP) must be detailed out.
- Role and responsibility of each and every stake holder of SIP must be clearly discussed and rehearsal in practical situation.
- A detailed assessment report may be asked to submit by the stake holders about SIP.
- Collaborative efforts of Society, School and Institute may help in designing and implementation of SIP as per the expectations from prospective teachers.

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