

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