

DRAFT

**Associate Degree in Early Childhood Education**

**Handbook of Regulations**



**Teachers' Colleges of Jamaica  
in association with the  
Joint Board of Teacher Education**

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## **SECTION A INTRODUCTION**

The Associate Degree in Early Childhood Education provides an intermediate level academic qualification that bridges the gap between vocational qualifications and the Bachelor of Education.

Early childhood caregivers may already have a range of skills and experiences in the early childhood field which can be assessed through the prior learning vocational route, but may find that the lack of a formal academic qualification prevents progress in their careers.

Studying for an Associate Degree (ASc) places students in tertiary education and will prepare them for increased responsibilities, therefore expanding employment opportunities in early years education.

### **The Associate Degree in Early Childhood Education**

- is suitable for persons who wish to become qualified early childhood teachers at the Asc. Degree level working in settings such as public and private sector nurseries, playgroups, pre-schools, basic schools, kindergartens, children's centres, including home-based facilities.
- develops professional and practical skills such as planning, facilitating learning with emphasis on child/child and teacher/child interactions, teaching, assessment and teamwork,
- enhances employability in the early childhood sector,
- builds a solid foundation to support further studies,

### **Special Features**

The Associate Degree in Early Childhood Education provides opportunities to interact with other students, share experiences and enhance skills and knowledge relating to development of young children. The programme seeks to provide its graduates with sound foundational knowledge and general education in the humanities, mathematics, science, language and other areas, as well as opportunities to learn about contemporary approaches in child development, early childhood curriculum and pedagogy. The associate degree is flexible in that it provides a foundation that supports more advanced level preparation for multiple roles and pathways in the early childhood field (NAEYC Associate Degree Standards; Hyson, M; 2003).

### **The Associate Degree prepares the student to:**

- enter the early childhood workforce as a trained teacher Specialist 1 qualification level.
- further his/her position on the career ladder if currently in the early childhood workforce,
- matriculate into a Bachelors Degree in Early Childhood Education under certain conditions.

## **Philosophical Statement**

The Associate Degree in Early Childhood Education is embedded in the philosophy that children's experiences during the early years are formative and influence the direction and quality of their adult outcomes. Young children must therefore be provided with experiences that are developmentally appropriate and which foster holistic development and promote positive attitudes and dispositions to life and learning.

The programme is intended to ensure that potential early childhood teachers acquire the knowledge and skills to be sensitive and competent practitioners, capable of creating appropriate and effective learning environments that are culturally grounded, healthy, respectful, supportive, and appropriately challenging for all young children.

The programme provides knowledge and understanding of holistic child development in the early years; the theoretical foundations of early childhood education; contemporary trends in early childhood curriculum practice that appropriately integrates the use of technology; the critical importance of home-school partnership; key theories and perspectives of child development and socialization, teaching, learning and assessment, with particular emphasis on constructivist and developmentally appropriate approaches and strategies for the early childhood level.

Participants are given the opportunity to reflect on the theories and on their own beliefs about teaching and learning, with a view to developing a personal philosophy of teaching that is consistent with best practices in early childhood education. Candidates are helped to deepen their understanding of the integrated curriculum and learning through play and the implications of these approaches for their own practice.

Participants are exposed to general education and foundational knowledge in various academic disciplines that provide professional and personal enrichment to increase the practitioners' ability to implement a conceptually rich curriculum.

## **Programme Aims**

The Associate Degree in Early Childhood aims to:

1. provide candidates with sound foundational knowledge in general education and in specialized early childhood development studies that support their further advancement into diverse pathways of practice in the early childhood profession,
2. enable access to persons with non-traditional qualifications to pursue studies that lead to an internationally and regionally recognized terminal qualification of Associate Degree,
3. place a strong emphasis on skills, competencies and practice in the course of studies.

## **Learning Outcomes**

*On completion of this programme, participants will develop knowledge, understanding and the appropriate response to:*

1. The process of children's development, their characteristics, behavior patterns and needs in the period from birth to eight years, with special emphasis on relevant theories of development and learning and brain development research
2. Diversity and exceptionalities in children's development in the early to middle childhood years
3. Foundational knowledge in general and social science education examining the multiple social and cultural influences that impact on children's development and learning
4. The dimensions of quality in effective early learning environments, with particular relevance to the Caribbean region
5. Strategies and practices for working supportively with children's families
6. Interpersonal relationships, communicating effectively with others and working as a part of a team
7. The integrated curriculum and principles and practices for its effective implementation; the role and value of play as the primary and most effective approach for development and learning in the early years
8. Adapting the curriculum to meet the needs and interests of children from diverse circumstances and with exceptionalities
9. Assessment in the early years: using authentic and appropriate practices in assessing children's developmental progress
10. The Self as a professional and the roles and responsibilities to be assumed as members of the teaching profession

## **Skills and Competencies**

On completion of this programme, graduates will demonstrate the following skills and competencies:

### **Ability to:**

- i) explain/discuss relevant theoretical perspectives and principles of child growth and development in the early years to middle childhood,
- ii) effectively relate with and guide young children's development and behavior based on sound knowledge of their characteristics and needs, including children with exceptionalities,
- iii) appropriately integrate conceptual knowledge and skills, build children's self-confidence and self-esteem and promote their overall positive attitude and disposition to life and learning,
- iv) establish learning environments that are stimulating, developmentally appropriate, respectful, supportive and that promote best practices,
- v) apply skills for communicating and relating effectively with others,
- vi) apply basic but essential skills for integrating technology in the teaching /learning environment
- vii) work independently or as part of a team to effectively implement early childhood curricula for the different levels,

## **SECTION B CANDIDATE ELIGIBILITY**

The Associate Degree programme will be suitable for:

- i) Individuals who are already working in the early childhood field and require formal qualifications.
- ii) School leavers with CSEC/CXC qualification who would like to work with young children.

### **Matriculation Requirements**

#### Entry to Year 1

For entry into Year 1 of this Associate Degree Programme, candidates must satisfy the following minimum requirements:

- a) Normal Matriculation
  - i) Four (4) CXC/CSEC subjects at the General Proficiency Grades I, II and III (effective June 1998) or their equivalent. This should normally include English A and Mathematics. A candidate with three CXC/CSEC subjects at General Proficiency Grades I, II, and III as above and two subjects at Grade III obtained prior to June 1998 will be deemed to have satisfied the minimum entry requirements. English A must be obtained at General Proficiency Grade I, II, or III (effective 1998).
  - ii) Candidates seeking entry to the Early Childhood Associate Degree Programme may use the NCTVET level II qualifications in Early Childhood as one of the four subjects required for matriculation.
  - iii) For the purpose of equivalence, CXC Basic I, GCE 'O' Level at Grade A–C; SSC National Assessment Levels 4 and 5; City and Guilds and ULCI General 2; Passes in first-year level Technical courses and RSA Stage 2.
- b) Mature Entry

Candidates over the age of 30 years seeking admission into the programme and who do not have the academic qualifications set out in (a) above but who have completed at least five years of teaching in one or more recognized early childhood institutions may be able to seek entry under the mature entry clause but must establish clear evidence of their competence in the field. Colleges desiring to admit students under this clause should have applicants undergo the following processes:

  - i) Submission of a portfolio which documents competence/accomplishments in the following ways:
    - A portfolio with representative sampling of work (where applicable) over a period of three years immediately preceding application.
    - Written 500 word account of life history and a vision of his/her role in education.

- Documentation to substantiate certificates/awards obtained in the informal setting, e.g. on-the-job courses.
  - Recommendations from professional educator(s) and person(s) who have supervised him/her on his/her area of competence.
- ii) Certification to demonstrate that the candidate has obtained at least 2 subjects through a formal examination system.
  - iii) Undergo an entrance examination to assess candidates learning potential which should include basic proficiency in Numeracy and English Language.

### ***Advancing to the Bachelor of Education Degree in Early Childhood***

Successful completion of the Associate Degree, with a minimum **GPA of 3.0**, provides the opportunity to progress to the Bachelor of Education in Early Childhood. In such cases the individual's transcript will be assessed and exemptions granted, based on performance in the Associate Degree Programme. Notwithstanding a GPA of 3.0, an applicant may be asked to repeat individual courses covered by the A.Sc. programme as a condition of acceptance.

## **SECTION C ASSOCIATE DEGREE STRUCTURE & CONTENT**

### **Associate Degree Programme Structure**

The Associate Degree in Early Childhood Education is offered as a full-time or a part-time programme. In both cases the student-teacher will complete **70 credits**, consisting of:

- Early Childhood Specialisation courses (30 credits),
- Professional courses (11 credits),
- Academic courses (10 credits),
- General Education courses (9 credits) and
- Practicum courses (8 credits).

In addition students will complete two compulsory non-credit courses:

- i) Personal and Character Development
- ii) Paediatric First Aid (offered by Jamaica Red Cross)

### **Programme Content**

Table 1 shows the programme content, including course names, course codes and number of credits.



**Table 1: Associate Degree Programme Content**

<b>Components/ Content Strands</b>	<b>Course Names</b>	<b>Course Codes</b>	<b>Credits</b>
<b>SPECIALIZATION COURSES</b> (30 credits)	<i>Children With Special Needs In Early Childhood</i>	ED221ECA	3
	<i>Curriculum For Three To Five Year Olds</i>	ED210ECA	3
	<i>ECE Policies, Regulations and Programme Management</i>	ED222ECA	4
	<i>Guiding Behaviour In Early Childhood</i>	ED211ECA	3
	<i>Historical &amp; Philosophical Foundations of ECE</i>	ED110ECA	2
	<i>Integrated Arts In Early Childhood Education</i>	AE210ECA	4
	<i>Language and Literacy In The Early Years</i>	LA211ECA	3
	<i>Observation &amp; Assessment In Early Childhood</i>	ED121ECA	3
	<i>Pedagogical Strategies In Early Childhood Education</i>	ED122ECA	3
<i>The Birth To Three Curriculum</i>	ED220ECA	2	
<b>PROFESSIONAL COURSES</b> (11 credits)	<i>Child Growth and Development</i>	ED110PCA	4
	<i>Introduction to ICT / Educational Technology</i>	ED112PCA	2
	<i>School, Family and Community Relations</i>	ED220PCA	3
	<i>The Emerging Teacher</i>	ED111PCA	2
<b>ACADEMIC COURSES</b> (10 credits)	<i>Foundations of Social Studies</i>	SS121ACA	3
	<i>Science for Early Childhood</i>	SC211ACA	3
	<i>Mathematics in the Early Years 1</i>	MT110ACA	3
	<i>Mathematics in the Early Years 2</i>	MT120ACA	3
<b>GENERAL EDUCATION COURSES</b> (9 credits)	<i>Introduction to Communication Skills 1</i>	LA110GEA	1
	<i>Introduction to Communication Skills 11</i>	LA120GEA	4
	<i>Health and Family Life</i>	SC110GEA	2
<b>PRACTICUM COURSES</b> (8 credits)	<i>Practicum 1</i>	ED100PCA	1
	<i>Practicum2</i>	ED200PCA	2
	<i>Practicum 3</i>	ED300PCA	5

**COMPULSORY NON-CREDIT COURSES**

*Personal and Character Development PD210GEA*

*Paediatric First Aid (Jamaica Red Cross or equivalent))*

**Programme Spread: Full Time**

The full time Associate Degree in Early Childhood is spread over five semesters (excluding summer semesters). The spread of courses for the full-time programme is shown in Table 2a.

**Table 2a: Full Time Programme Spread (70 credits)**

Year	Semester	Course	Course Code	Credits
	1	<i>Historical and Philosophical Foundations of Early Childhood Education</i>	ED110ECA	2
1	1	<i>Child Growth &amp; Development</i>	ED110PCA	4
1	1	<i>The Emerging Teacher</i>	ED111PCA	2
1	1	<i>Introduction to Communication Skills 1</i>	LA110GEA	3
1	1	<i>Introduction to ICT/ Educational Technology</i>	ED112PCA	2
1	1	<i>Mathematics for the Early Years 1</i>	MT110ACA	3
1	1	<i>Health &amp; Family Life Education</i>	SC110GEA	2
1	2	<i>Observation &amp; Assessment in EC</i>	ED121ECA	3
1	2	<i>Pedagogical Strategies in Early Childhood Education</i>	ED122ECA	3
1	2	<i>Mathematics for the Early Years 2</i>	MT120ACA	3
1	2	<i>Foundations of Social Studies</i>	SS121ACA	3
1	2	<i>Introduction to Communication Skills 2</i>	LA120GEA	4
1	2	<i>Field Experience - Practicum 1</i>	ED100PCA	1
2	1	<i>Curriculum for Three to Five Year Olds</i>	ED210ECA	3
2	1	<i>Guiding Behaviour in Early Childhood</i>	ED211ECA	3
2	1	<i>Language and Literacy in the Early Years</i>	ED211ECA	3
2	1	<i>Integrated Arts in EC Education</i>	AE210ECA	4
2	1	<i>Science for Early Childhood</i>	SC211ACA	3
2	1	<i>Personal &amp; Character Development</i>	PD210GEA	0
2	1	<i>Field Experience - Practicum 2</i>	ED200PCA	2
2	2	<i>The Birth to Three Curriculum</i>	ED220ECA	2
2	2	<i>Children with Special Needs in Early Childhood</i>	ED221ECA	3
2	2	<i>Early Childhood Policies, Regulations and Programme Management</i>	ED222ECA	4
2	2	<i>School, Family and Community Relations</i>	ED220PCA	3
		<i>Paediatric First Aid (Jamaica Red Cross)</i>		0
3	1	<i>Field Experience - Practicum 3</i>	ED300PCA	5

## Programme Spread: Part-time

The part time Associate Degree in Early Childhood is spread over six semesters (including two summer semesters). The spread of courses for the part-time programme is shown in Table 2b.

**Table 2b: Part-Time Programme Spread (70 credits)**

<b>Year</b>	<b>Semester</b>	<b>Course</b>	<b>Course Code</b>	<b>Credits</b>
1	1	<i>Historical and Philosophical Foundations of ECE</i>	ED110ECA	2
1	1	<i>The Emerging Teacher</i>	ED111PCA	2
1	1	<i>Intro to Communication Skills 1</i>	LA110GEA	3
1	1	<i>Health &amp; Family Life Education</i>	SC110GEA	2
1	2	<i>Child Growth &amp; Development</i>	ED110PCA	4
1	2	<i>Intro to Communication Skills 2</i>	LA120GEA	4
1	2	<i>Mathematics for the Early Years1</i>	MT110ACA	3
1	Summer	<i>Social Studies Foundations</i>	SS121ACA	3
1	Summer	<i>Integrated Arts in EC Education</i>	AE210ECA	4
1	Summer	<i>Introduction to ICT</i>	ED112PCA	2
1	Summer	<i>Field Experience - Practicum 1</i>	ED100PCA	1
2	1	<i>Observation &amp; Assessment in EC</i>	ED121ECA	3
2	1	<i>Pedagogical Strategies in ECE</i>	ED122ECA	3
2	1	<i>Mathematics for the Early Years 2</i>	MT120ACA	3
2	2	<i>Curriculum for Pre-schoolers 3-5 yrs</i>	ED210ECA	3
2	2	<i>Science for Early Childhood</i>	SC211ACA	3
2	2	<i>Guiding Behaviour in Early Childhood</i>	ED211ECA	3
2	2	<i>Field Experience - Practicum 2</i>	ED200PCA	2
2	Summer	<i>The Birth to Three Curriculum</i>	ED220ECA	2
2	Summer	<i>EC Policies , Regulations and Programme Management</i>	ED222ECA	4
2	Summer	<i>Personal &amp; Character Development</i>	PD210GEA	0
3	1	<i>Children with Special needs in EC</i>	ED221ECA	3
3	1	<i>Language and Literacy in the Early Years</i>	LA211ECA	3
3	1	<i>School, Family and Community Relations</i>	ED220PCA	3
		<i>Paediatric First Aid (Jamaica Red Cross)</i>		0
3	2	<i>Field Experience - Practicum 3</i>	ED300PCA	5

## SECTION D THE PRACTICUM / FIELD EXPERIENCE

### Introduction

The Practicum or Field Experience is undoubtedly the most important and significant experience in the process of becoming a teacher. It provides student teachers with the opportunity to synthesize and put into practice what they have been learning about the best and most effective principles and practices of good teaching and successful classroom engagement with learners. It is a taste of the real world classrooms in which certified teachers will work at the end of their programme of studies. The practicum experience helps students to learn critical lessons from trial and error, reflect on their own strengths and weaknesses as teachers and identify the skills, values and attitudes that contribute to becoming a good teacher. The practicum provides student teachers with opportunities to self-assess, reflect on practice and begin to develop a personal philosophy of teaching that emerges from the gradual synthesis of prior and new knowledge, daily classroom experiences and relationships with students, colleagues and parents.

### A Sc Practicum Design and Structure

There are three practicums/field experiences in the Associate Degree programme. These are designed as special practicum courses comprised of in house preparation seminars and practical field engagement. The structure and schedule of the field experiences is outlined in the table below.

*Table 3: Practicum Spread for the Associate Degree*

<b>Practicum</b>	<b>Year</b>	<b>Semester</b>	<b>Hours</b>	<b>Credits</b>
1	1	Summer	45 hours	1 credit
2	2	Semester 2	90 hours	2 credits
3	3	Semester 2	225 hours	5 credits

**Practicum Structure & Schedule - Full-time Associate Degree in Early Childhood**

**FULL TIME PROGRAMME - OVER FIVE SEMESTERS**

**(8 Practicum credits)**

<p><b>PRACTICUM 1</b> <b>YEAR 1 Semester 2</b></p>	<ul style="list-style-type: none"><li>• <b>15 hours = Practicum Seminars</b> :to be offered in house during December - Semester 1</li><li>• <b>30 hours = Equivalent of 1 week of structured practicum experiences in the field</b>; to be completed within the first two weeks of January - Semester 2</li><li>• <b>TOTAL = 45 hours (1 Practicum Credit)</b></li></ul>
<p><b>PRACTICUM 2</b> <b>YEAR 2 Semester 2</b></p>	<ul style="list-style-type: none"><li>• <b>15 hours = Practicum Seminars</b>:to be offered in house toward end of Semester 1</li><li>• <b>75 hours = 3 weeks of structured practicum experiences in the field</b>; to be divided as:</li><li>• 15 hours = 1 week practicum preparation activities by students</li><li>• 60 hours = 2 weeks of structured practicum experiences in the field</li><li>• <b>TOTAL = 90 hours (2 Practicum Credits)</b></li></ul>
<p><b>PRACTICUM 3</b> <b>YEAR 3 Semester 1</b></p>	<ul style="list-style-type: none"><li>• <b>225 hours = 7 weeks in the field</b> :organized as follows</li><li>• <b>30 hours = in house &amp; student preparation activities for final Practicum</b></li><li>• <b>150 hours = five (5) weeks structured practicum (teaching) experience in the field</b></li><li>• <b>45 hours = over a two week period</b>: Final year assessment activities</li><li>• <b>TOTAL = 225 hours (5 Practicum Credits)</b></li></ul>

**Practicum Structure & Schedule - Part-time Associate Degree in Early Childhood**

**PART-TIME PROGRAMME - SIX SEMESTERS + 2 SUMMERS**

**(8 Practicum credits)**

<b>PRACTICUM 1</b> Summer Semester Year 1	<ul style="list-style-type: none"><li>•15 hours = practicum seminars</li><li>•30 hours = 1 week of structured practicum experiences in the field or via virtual classroom settings</li><li>•TOTAL = 45 hours (1 Practicum Credit)</li></ul>
<b>PRACTICUM 2</b> YEAR 2 Semester 2	<ul style="list-style-type: none"><li>•15 hours = practicum seminars: to be offered in house toward end of Semester 1</li><li>•75 hours = 3 weeks of structured practicum experiences in the field; to be divided as:<ul style="list-style-type: none"><li>•15 hours = 1 week practicum preparation activities by students</li><li>•60 hours = 2 weeks of structured practicum experiences in the field</li></ul></li><li>•TOTAL = 90 hours (2 Practicum Credits)</li></ul>
<b>PRACTICUM 3</b> YEAR 3 Semester 2	<ul style="list-style-type: none"><li>•225 hours = 7 weeks in the field: organized as follows-</li><li>•30 hours = in house and student preparation activities for final Practicum</li><li>•150 hours = five weeks structured practicum experiences in the field</li><li>•45 hours = distributed over a two week period for final year assessment activities</li><li>•TOTAL = 225 hours (5 Practicum Credits)</li></ul>

Associate Degree student-teachers will complete three practicum placements. Eight of the total seventy credits of the Associate Degree Programme are allocated to practicum experiences. Each practicum credit is equivalent to 45 hours, hence the teacher in training benefits from a total of 360 hours of practicum for the duration of the programme.

The three sequenced field experiences, spread across the programme, are designed as special practicum courses comprised of in-house preparation seminars followed by in the field practical engagement. The structure and schedule of each practicum is outlined in Table 4.

**Table 4 Teaching Practice Structure and Schedule**

<b>YEAR</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>NUMBER OF CREDITS</b>	1 credit	2 credits	5 credits
<b>IMPLEMENTATION</b>	Preparation - Summer semester.  Field Experience - Summer Semester	Preparation - end of Semester 1  Field Experience - Semester 2 January 3 weeks	Preparation - Semester 3 Week 1 (15 hours)  Field Experience - Semester 3 September week 2 to October week 4 (inclusive of final assessment activities)
<b>TASK</b>	Structured practicum experiences in the field or via virtual classroom settings.	Team Planning Team Teaching Individual Teaching	Individual Planning Individual Teaching
<b>AREA OF FOCUS</b>	1. Two daily observations 2. Five daily reflections 3. Overall reflection	1. Lesson planning 2. Classroom management 3. Reflection	1. Lesson planning 2. Classroom management 3. Professionalism 4. Instructional competence 5. Communication skills 6. Reflection 7. Practical skills competence
<b>WORK-LOAD</b>	5 days observation, recorded in a Reflective Journal/ Portfolio	Plan and teach the morning session each day.  Portfolio	Individual teaching / full responsibility for the class.  Portfolio
<b>DURATION</b>	<b>45 hrs:</b>  -15 hours preparation (practicum seminars) plus -30 hrs. (5 days) field experience / observation	<b>90 hrs</b>  - 15 hrs in-house timetabled preparation sessions - One week - 15 hrs preparation activities by students - Two weeks - 60 hrs structured practicum experiences in the field	<b>225 hrs</b>  - 30 hrs in-house timetabled sessions and student preparation activities - Five week - 150 hrs structured practicum experiences in the field. - Two weeks -45 hrs final assessment activities

## Details of each Practicum

### *Practicum 1 (45 hours =1 credit)*

#### *Course Description*

This course requires student-teachers to be involved in observation activities in Early Childhood Institutions (ECI's). It is aimed at increasing their awareness and knowledge of the protocols and operations inside teaching learning environments. Student-teachers will also participate in seminars/workshops to inform and prepare them for their classroom tasks as well as for interfacing with the ECIs and wider community, e.g. personnel/agencies that directly impact on schools and students, e.g. parents, health worker, policeman, probation officer etc. This practicum will make student-teachers more aware of how (ECIs) operate and how society influences education.

#### **Method of Assessment**

Practicum 1 will be assessed in two ways:

1. **Reflective journal** – to be prepared by student-teachers during a five day period of structured observation within an early childhood institution. Assessment is based on a rubric for completing this assignment task.
2. **Portfolio**: see Rubric below for required portfolio elements.

<b>Portfolio Elements</b>	<b>Marks</b>
Reflect on TWO activities <u>each day</u> (e.g. Free play, Circle time, Guided learning, Creative activity, Outdoor Play).	20
Five Daily reflections	20
Attend all seminars (15 hours)	30
General presentation of the portfolio	10
Language Use	10
Overall Reflection on Observation Experience	10
Host teacher's checklist completed and submitted	requirement
<b>TOTAL</b>	<b>100</b>



## ***Practicum 2 (90 hours = 2 Credits)***

### ***Course Description:***

This course comprises two units. Unit 1 provides thirty hours of seminars and fifteen hours of student-teacher preparation time, while Unit 2 focuses on sixty hours (two weeks) of structured practicum experiences. At this time, student-teachers become involved to a moderate extent in lesson planning and delivery, teaching and assessing student learning, assisting in the execution of other classroom activities to increase their knowledge of and competence in the protocols, operations and management of children in the teaching/learning environment. Student-teachers will also participate in seminars and workshops offered by community personnel/agencies that will increase their knowledge and skills in early childhood pedagogical practices. This practicum provides opportunities for student teachers to develop and test relationship-building strategies with children; interact with the relevant school curricula; select, plan and teach lesson units; critique, give and receive feedback in peer groups of no more than three, on individual group member's videotaped teaching episodes; engage in constant self-analysis and peer feedback as a way of evaluating individual progress in becoming competent teachers; reflect on own practice and maintain a reflective journal.

The focus of the Year 2 practicum (three weeks) under the supervision of the college lecturer will be on

- developing an understanding of planning for teaching using the school curriculum,
- writing effective activity plans,
- team teaching (where applicable),
- using different strategies, for the delivery of content,
- relationship building and classroom management,
- following the guidance of the college supervisor, and
- applying the use of technology in the self-analysis and peer feedback processes.

### **Activities:**

**The first 15 hours of this unit will be allocated to in-house preparation seminars offered during the previous semester and involving activities such as:**

- Demonstration of model lessons by master teachers, lecturers, cooperating teachers
- Preparation for videotaping/audiotaping of peer teaching episodes. Students will practice use of available technologies (smart phones, tablets, camcorders etc.) to create teaching/learning videos.

**The second 15 hours of this unit will be allocated to student preparation activities during the first week of the three week practicum period and will involve activities such as:**

- Whole group and small group planning for teaching
- In house micro-teaching
- Developing activity plans, with supervision
- Making instructional aids

**Activities:**

Students will take responsibility for classroom teaching and learning activities on the following basis:

- **Week 2** of the practicum: students attend for the first half of the school day, each day of the week
- **Week 3** of the practicum: students attend for two half days and three full days of the school week.
- Students should be visited by college supervisors at least once per week during weeks 2 and 3 of the practicum
- Students will be placed in pre-primary settings, as the focus of the Associate Degree programme is on the preschool stage and the *National Curriculum from Birth to Five*.

***Classroom management***

Student-teachers should focus not only on pupils' behaviour, but on lesson delivery, time management, the ability to reflect on lessons and self. Student-teachers should demonstrate flexibility and effective use of resources.

**Method of Assessment**

Practicum 2 will be assessed in two ways:

1. The student teacher will be supervised and assessed by a college supervisor who will use an Assessment Instrument to focus on the following:
  - Activity planning techniques [using required format]
  - Behaviour management
  - Self-Management – flexibility, confidence in delivery, appropriate content, ability to reflect on students, lesson & self
  - Resource management – space, use of display board, technology tools, time management and motivation of students.
2. Student teacher will submit a folder [ring binder] to include:
  - Observation Instrument [form provided by the college]
  - Daily Activity plans [corrected & signed by supervisor]
  - Reflections
  - Sample teaching aids

**Practicum 3 (225 hours = 5 credits)*****Course Description:***

The final practicum comprises 30 hours of in-house activities and 195 hours (7 weeks) of in the field classroom experience. The in-house activities include 15 hours of preparation time prior to the field/classroom practice and 15 hours of post practicum activities focused on analysis of and reflection on the overall practicum journey. This culminating field experience is designed to support the student teacher in further developing and strengthening the wide range of competencies associated with effective teaching. These competencies include, but are not limited to, demonstrated knowledge and practice of:

- planning and executing of teaching episodes;
- appropriate approaches and strategies for effective classroom and behaviour management;
- sourcing/providing appropriate teaching aids to enrich teaching/learning experiences;
- use of effective and developmentally appropriate assessment strategies to evaluate children's learning and development;
- assessing and reflecting on one's own teaching skills.

Student-teachers will have the opportunity to assume increased responsibility as lead teacher for a group/class of children throughout the full practice period. Student-teachers will work with cooperating teachers and college supervisors to continuously improve their practice.

### **Practicum 3: Schedule of Activities – Full time Programme**

*Semester 1 of Year 3*

<i>Total Period</i>	-	<i>September, week 1 to November, week 1</i>
<i>Preparation period</i>	-	<i>September, week 1 (15 hours)</i>
<i>Field Experience -</i>	-	<i>Sept, week 2 – Oct., week 4 (195 hrs/7weeks)</i> <i>Inclusive of final assessment activities</i>
<i>Post-Assessment activities -</i>	-	<i>October, last week to November, first week (15 hrs)</i>

### **Practicum 3 Schedule of Activities – Part-time Programme**

*Semester 2 of Year 3*

<i>Total Period</i>	-	<i>January, week 2 to March, week 2</i>
<i>Preparation period</i>	-	<i>January, week 2 (15 hours)</i>
<i>Field experience</i>	-	<i>January, week 3 –March, week 1 (195 hrs/7weeks)</i> <i>Inclusive of final assessment activities</i>
<i>Post-Assessment activities -</i>	-	<i>March, week 2 (15 hours)</i>

## **IN THE FIELD – PRACTICUM 3**

***Weeks 1-7 (classroom practice)***

**College supervisors will**

- Guide student-teachers, visiting them no less than four (4) times for the practice, and,
- Provide student teachers with feedback to improve their teaching.
- Continue to give guidance to student teachers on the writing of activity plans, and delivery of lessons.
- Guide student teachers in writing of objectives and assessment strategies, making sure they are properly aligned to the curriculum being covered.
- Help student-teachers in their reflection/evaluation of teaching/learning activities

### *Assessment activities*

#### **Week 4**

- College supervisors will assess and assign a grade for ONE teaching episode, worth 30% of student teachers' marks.
- College supervisors will also make a preliminary assessment of the student teacher's portfolio.

#### **Week 5**

- Supervisors must submit the grade for ONE teaching episode (worth 30% of student teachers' marks) to the college's Teaching Practice Coordinator.
- Early Childhood student teachers are to be evaluated on a combination of at least two of the following: Circle Time, Guided Learning, Guided Creative and Story Telling for the Pre-Primary, Mathematics lesson, Language Arts lesson. It is strongly recommended that at least one of the two activities presented for assessment should be a Mathematics or Language Arts activity.

#### **Weeks 6 & 7**

- Final Assessment teams will conduct the final teaching assessment of a **20% sample** of students from each college. External Assessors will assess and assign a grade for ONE teaching episode, worth 40% of student teachers' marks.

### **Assessment of Practicum 3**

**Table 5: Assessment Structure for Practicum 3**

<b>Component</b>	<b>Weighting</b>	<b>Carried out by</b>
Portfolio	30%	College
Internal Assessment (ONE teaching episode)	30%	College
Final Assessment (ONE teaching episode)	40%	Final Assessment teams

*(Teaching assessment comprises 70% in total).*

### **Assessment Instrument**

Using the Assessment Instrument:

1. Supervisor submits a grade for ONE teaching episode (30%).
2. Final assessment team submits a grade for ONE teaching episode (40%).
3. Using the Assessment Instrument the Supervisor submits a grade for the student-teacher's portfolio. The portfolio grade contributes 30% of the student-teacher's teaching practice final grade.

## **Portfolio**

The portfolio will be assessed by the supervisor using the Portfolio Assessment Instrument.

The student-teacher's Portfolio will include:

- Observation Instrument
- Contract
- Background of school
- Students' profile (general characteristics of whole class)
- Weekly Activity plans [corrected & signed by supervisor]
- Daily Activity plans [corrected & signed by supervisor]
- Sample teaching/learning aids
- Daily reflections

## **Weekly and Daily Activity Plans**

Weekly and Daily Activity Plans, either typed or hand-written, should be prepared for the duration of the Practicum period using the formats prescribed in the *Appendix*. All student teachers are required to have a Portfolio of up-to-date weekly and daily activity plans. All plans should be evaluated.

Every student-teacher must have an activity plan for the Final Assessment (Teaching Episode) to be observed by the Examiners. Examiners are expected to check the student-teachers' portfolios to ensure that they are complete and to determine the quality. If the student-teacher has no activity plan for the Teaching Episode to be observed by the Examiners, the activity should not be observed.

Where there are gaps in the activity plans, for example evaluations not completed, students should be required to bring them up-to-date before the end of the assessment period. Where there are major gaps in a student's activity plans, that is several missing weekly and/or daily plans, the student's name should be submitted to the JBTE.

## **Final Assessment of Practicum**

A team of External Assessors appointed by JBTE will conduct the Final Assessment of a sample of 20% of the students presented from any one college. However, where the cohort is small a larger percentage may be seen. College Assessment Teams will conduct Final Assessment of all other student-teachers who are not in the sample.

- Each Final Assessment Team will consist of two Assessors plus the College Supervisor/representative, who is an active participant in the assessment process.
- Parity must be established within teams. Teams must come to a common understanding and interpretation of the items on the teaching practice teaching assessment instrument and rubrics.

- All student-teachers receiving grades within the A range or below C for their teaching episode should be assessed by the External Assessors.
- The sample seen by the External Assessors should reflect the range of grades awarded by the internal examiners. Further, in order to determine the level of internal consistency within the colleges, the student sample should reflect different college supervisors.
- Students may be informed about the date of the assessment only, not the composition of the Assessor team or the subject/lesson they will be assessed on.
- The External Assessors may observe/review a sample of the student-teachers' portfolios. The results from this review will be discussed at the moderation exercise. Colleges should therefore have available at the moderation exercise the portfolio grades for all students.
- Student-teachers must achieve a passing grade in each component (teaching episodes and portfolio) to successfully complete the practicum. If student-teachers fail either component, the entire practicum exercise must be done over.

### **Conditions of Passing**

A student-teacher may FAIL the Practicum if any of the following apply:

- There is reliable evidence of the use of corporal punishment on children.
- There is reliable evidence of consistent use of verbal or sexual abuse on children;
- There is reasonable evidence of consistent, deliberate discrimination against a student on the grounds of age, gender, physical characteristics or ethnicity;
- There is reliable evidence of consistent, gross disrespect to colleagues, peers, college personnel or other person involved in the Practicum experience.
- S/he submits/presents any documentation, or part thereof (Unit Plans, Lesson Plans, Teaching Portfolio) which was produced by another party (i.e. student-teacher, teacher, school management etc.); appropriate penalties will be levied for such plagiarized documents.

### **Absence**

Where a student-teacher misses more than **10 percent** of the hours specified for a specific Practicum, he/she will **NOT BE PERMITTED** to be given the Final Assessment without first requesting in writing and receiving the written permission of the Principal. The student-teacher will be expected to provide the Principal with proof of the grave reasons which made his/her attendance impossible. If the Principal fails to be convinced that the student-teacher's absence was due to grave circumstances he/she will be obliged to refuse such permission, in which case the student-teacher will be withdrawn from the Practicum for that particular year.

## **SECTION E - PROGRAMME PROGRESSION, ASSESSMENT AND GRADE POINT SCHEME**

### **1. PROGRAMME PROGRESSION**

- (a) Programmes are structured on a credit basis and promotion from one level to the next in a subject will be determined by whether or not the student has satisfied the stated prerequisite(s).
- (b) Students may be allowed to pursue a combination of credits which cuts across year levels.
- (c) The programme has two parts. Part 1 includes delivery of the foundation courses in Year 1, while Part 2 focuses especially on professional attitudes and competences. In order to progress from part 1 to part 2 students must meet the following criteria:
  - Maintain a GPA of at least 2.0 in their academic programme.
  - Demonstration of values and attitudes esteemed by the teaching profession and deemed to be necessary components of the profile of the teacher.
- (d) Colleges may conduct student interviews as part of the process to determine promotion to this level of the programme.
- (e) If a student has failed more than two courses in an examination sitting he/she is placed on academic probation i.e. academic counseling with monitoring of academic progress. This may include limiting the number of credits for which the student may register.
- (f) A student who has failed at least 12 credits concentrated in the professional and/or specialization components shall be deemed to have failed outright. Such a student will require academic review to determine whether he should take leave of absence or be required to withdraw from the programme.
- (g) Where the candidate continues the programme he may be allowed to retain courses passed at a grade of B or above.
- (h) In order to complete the programme successfully and graduate, a student must pass all courses and complete all outstanding requirements.
- (i) To be eligible for the award of an Associate Degree the student must maintain a minimum GPA of 2.00.
- (j) A student who fails to maintain this average must have academic advice to help him/her progress
- (k) Once a student has left the formal college system, the student will have five years to repeat any course(s) in which he/she has been referred or is incomplete.

### **2. ASSESSMENT**

- (a) ***Assessment Tasks***
  - (i) Normally courses will be evaluated by both course work and terminal examinations. In some instances, however, a course may be evaluated wholly through course work assignments. Course work, which is a requirement of all courses, should facilitate, the assessment of competences and skills not assessable in the terminal examinations.
  - (ii) Assessment may be conducted through tasks such as essays and

objective type questions, oral and practical examinations. It may include strategies such as authentic/performance tasks, portfolios, case studies, action research, etc. Within each course, a range of assessment strategies should be encouraged as appropriate to particular courses.

- (iii) Each course outline ought to indicate the weightings and distribution of marks according to the assessment tasks making up both coursework and final examination where appropriate.
- (iv) Each assessment task must be accompanied by an assessment instrument – rubric; checklist etc.

(b) **Course Work**

- (i) Course work shall be the product of individual effort. Each subject department in an institution is expected to ensure that the work done is produced by the individual concerned.
- (ii) Major course work assignments shall be decided by Boards of Studies at the start of the year.
- (iii) Where group work is used for purposes of assigning grades to individuals, each subject department in an institution is expected to ensure:
  - that individual work done is produced by the individual concerned.
  - that where group work is done, each individual's contribution be evaluated.
- (iv) Course work shall be graded in accordance with the official TCJ grading system.
- (v) A number of course work assignments should be given across the duration of the course from which the following will contribute to the final grade:
  - for a 2 credit course, one or two assignments
  - for a 3 credit course, two or three assignments
  - for a 4 credit course, three or four assignments

It must be noted that careful consideration ought to be given to the ratio of coursework to examination when deciding on the actual number of coursework assignments
- (vi) In arriving at the final grade in any course or subject, except the practical courses, course work shall normally be weighted 50 percent and the written examination 50 percent. In certain courses, this weighting may be changed if approved by the JBTE.
- (vii) Course work grades shall be submitted to the JBTE along with the examination grades on the designated mark sheet.
- (viii) Course work shall be kept by departments for at least one semester to be available for possible perusal by External Examiners or the Accreditation Panel.



(c) ***TCJ Language Policy and the Assessment Scheme***

The TCJ Language Policy acknowledges the importance of good communication skills to the teacher. The development of language skills therefore cannot be deemed the responsibility of the Language Arts Department only, but that of the entire college. Other subject areas **must** give appropriate attention to good language usage and help in lessening the disconnect that often occurs between skills taught in language arts courses and their application in other subject areas.

It is therefore mandatory that the mark scheme for all course work assignments and examinations should allocate 10% of the marks to the use of English for all essays, extended writing and oral assignments.

3. **GRADE POINT SCHEME**

Grading System: For all types of examinations, assessment and/or course work, the grading system shall be:

<b>Grade</b>	<b>%</b>	<b>GPA</b>
A+	90-100	4.30
A	80-89	4.00
A-	75-79	3.70
B+	70-74	3.30
B	65-69	3.00
B-	60-64	2.70
C+	55-59	2.30
C	50-54	2.00
F1	45-49	1.70
F2	40-44	1.30
F3	0-39	0.00

- a) In order to be eligible for the award of an Associate Degree, students shall have a minimum GPA of 2.00.
- b) Normally, in arriving at the final grade for any course, a grade for course work will be combined with the examination grade.
- c) Where students have failed a course, having failed both course work and examination, they will be required to repeat both the course work and the examination.
- d) Where students have failed a course, having failed the examination, they shall be required to repeat only the component that has been failed and will be credited with the component that has been passed.
- e) Students must successfully complete course work requirements before the commencement of the examination in each semester or year, in order to be eligible to sit the examination.

4.. **LEVELS OF PASSES**

The type of Degree awarded will be determined by the Grade Point Average (GPA) of the student. The GPA is calculated on grades of all courses done across the programme, including grades for courses sat and failed. Where an individual has been granted advanced placement, the type of award shall be based on the overall average of all courses that he/she was required to complete. Credits transferred from programmes other than the Associate Degree are not used in the calculation of the GPA.

5. **AEGROTAT AWARD**

- a) Where a student is absent from **not more** than 50 percent of the written examinations through illness, the principal may submit course work in the relevant subjects to the Examination and Assessment Committee which may recommend Pass or Failure.
- b) Normally, any such application must be made at the time when scripts are submitted and must be accompanied by:
- c) medical certificate covering the period of the examination;
- d) a statement from the college principal that the student has satisfactorily covered the course(s).
- e) In making the recommendation for the awarding or withholding of an Aegrotat, the Examination and Assessment Committee shall take into consideration the assessment of coursework, college tests and any other evidence of the student's academic and professional ability submitted by the principal. An Aegrotat candidate receiving award shall be granted the minimum passing grade of C.
- f) An Aegrotat may be awarded for the Teaching Practice provided the student has completed at least 70% of the practicum.
- g) An Aegrotat will only be awarded to a student with good achievement records and will in no case be awarded for a course in which a student is referred.

6. **ABSENCE FROM EXAMINATIONS**

Candidates who have not officially withdrawn from a course and who do not sit an examination for which they have been entered shall be deemed to have failed. This rule will not apply to candidates who are granted an Aegrotat pass.

7. **INCOMPLETION**

Where a student withdraws from an examination in course(s) prior to the date set, that student shall be classified as incomplete. A student withdrawing from an examination must do so in writing to the principal of the college no less than forty-eight hours before the examination is held and provide justifiable reasons for the request. A student classified as incomplete should be treated in the same way as a candidate sitting for the first time, i.e., the student is not referred.

8. **RESITTING EXAMINATIONS**

- (i) Students who have failed a course, may resit that course at the time of its next sitting. The time of the resits will depend upon the discretion of the college, the desire of the individual and whether the course is being offered and examined in that semester.
- (ii) A student who has failed a course is required to register for the course and attend classes. He/she may also be required to undergo academic counseling and/or intervention before re-sitting the examination.

9. **PROCESS FOR THE AWARD OF DEGREE**

- (i) All course results will be submitted from the colleges to the JBTE using the prescribed reporting format.
- (ii) JBTE will receive these results and sign-off on the award of Associate Degree.
- (iv) The results will be made public in the normal JBTE way, delivered to each college via the Academic Vice Principal and/or the College Registrar.
- (vi) Both the colleges and the JBTE will keep complete records of courses and programme/degree results.
- (vii) All transcripts shall be provided directly by the colleges which will use a template provided by the JBTE.

10. **GENERAL APPEAL**

A student, teacher educator or college may appeal in writing against any decision which uses the regulations of the Teachers Colleges of Jamaica as the basis and foundation of that decision. The Academic Board on receiving that appeal shall establish an Appeal Committee consisting of no more than five members of the Board not connected with the matter which shall hear the appeal whether by written or oral submissions. The committee shall report its findings and recommendations through the Academic Board, to the TCJ Council whose decision shall be final.

# **APPENDIX**

## Templates for Weekly and Daily Plans

**Weekly Activity Plan: Infant /Toddler**

ECI: \_\_\_\_\_

Name of ECPs \_\_\_\_\_

Week of: \_\_\_\_\_

Age Group: \_\_\_\_\_

<b>Learning Outcomes</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Wellness</b>					
<b>Effective Communication</b>					
<b>Valuing Culture</b>					
<b>Intellectual Empowerment</b>					
<b>Respect for self, others and the environment</b>					
<b>Resilience</b>					

**Daily Activity Plan - Infant /Toddler**

**Date:**

**Title of Activity:**

**Learning Outcomes**

**Age Group:**

**Duration:**

**Developmental Objectives:** *Provided with the appropriate environment infants will:*

**Materials needed:**

**Procedure:**

**Introductory Activity:**

**Developmental Steps**

**Step 1:**

**Step 2:**

**Step 3:**

**Reflection (Look, Listen, Note!):** Were infants able to:

*For the Practitioner: In this section, record all responses observed while you look, listen and make note of each infant's responses to the steps taken in achieving the suggested learning objective. If the infant does not master the skill, continue to implement the activity and record the anecdotal observations.*

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**Parent Involvement:**

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**WEEKLY PLAN (2 year olds)**

**Term:** \_\_\_\_\_ **Theme:** \_\_\_\_\_

**Age Group:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Concepts:</b>			<b>Developmental Objectives:</b>		
<b>ACTIVITY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>Arrival/Free-Play</b>					
<b>Devotion</b>					
<b>Circle time (whole group)</b>					
<b>Whole Group</b>					
<b>Creative Activity</b>					
<b>Outdoor play (whole group)</b>					
<b>Story time (whole group)</b>					

**Daily Activity Plan (2 year-olds)**

**Date:**  
**Age:**  
**Theme:**  
**Sub-theme:**

**Circle Time**

**Topic/Activity Title:**  
**Duration:**  
**Objectives:** By the end of the activity, children should be able to:  
**Skills:**  
**Materials & Resources:**  
**Procedure**  
    **Introductory Activity:**  
    **Developmental Steps:**  
**Assessment:**

**Reflection:**

**Whole Group**

**Duration:**  
**Topic/ Activity Title:**  
**Objectives:** By the end of the activity, children should be able to:  
**Skills:**  
**Materials & Resources:**  
**Procedure**  
    **Introductory Activity:**  
    **Developmental Steps:**  
**Assessment:**

**Reflection:**

**Creative Activity**

**Duration:**  
**Topic/ Activity Title:**  
**Objectives:** By the end of the lesson, children should be able to:  
**Skills:**  
**Materials & Resources:**  
**Procedure**  
    **Introductory Activity:**  
    **Developmental Steps:**  
**Assessment:**



**Reflection:**

**Story Time**

**Duration:**

**Story Title:**

**Objectives:** By the end of the lesson, children should be able to:

**Skills:**

**Materials & Resources:**

**Procedure**

**Introductory Activity:**

**Developmental Steps:**

**Assessment:**

**Reflection:**

**Parent Involvement:**

## **CONTENT**

**(Summary of content, words of song, poem, etc)**

**Weekly Activity Plan (3-5 year olds)**

**Term:** \_\_\_\_\_

**Theme:** \_\_\_\_\_

**Age Group:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Learning Outcomes**

**Wellness**

**Communication**

**Valuing Culture**

**Intellectual Empowerment**

**Respect for Self, Others and the Environment**

**Resilience**

<b>ACTIVITY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>Arrival, Free Play</b>					
<b>Devotion</b>					
<b>Circle/Group Time</b> (Whole Group)					
<b>Guided Learning Activity</b> (Small Groups)					
<b>Outdoor Play</b>					
<b>LUNCH/REST</b>					
<b>Creative Activity</b>					
<b>Story Time</b>					

**Daily Activity Plan (3-5 year-olds)**

**Date:**  
**Age:**  
**Theme:**  
**Sub-theme:**

**Circle Time (Whole Group)**

**Topic/Activity Title:**

**Duration:**

**Objectives:** By the end of the activity, students will be able to:

**Materials & Resources:**

**Procedure**

**Introductory Activity:**

**Developmental Steps:**

**Assessment:**

**Reflection:**

**Guided Learning**

**Teacher-Directed Activity**

**Duration:**

**Topic/ Activity Title:**

**Objectives:** By the end of the activity, students will be able to:

**Materials & Resources:**

**Procedure**

**Introductory Activity:**

**Developmental Steps:**

**Assessment:**

**Independent Activity 1:**

**Independent Activity 2:**

**Reflection:**

**Creative Activity**

**Duration:**

**Topic/ Activity Title:**

**Objectives:** By the end of the lesson, students will be able to:

**Skills:**

**Materials & Resources:**

**Procedure**

**Introductory Activity:**

**Developmental Steps:**

**Assessment:**

**Reflection:**

**Story Time**

**Duration:**

**Story Title:**

**Objectives:** By the end of the lesson, students will be able to:

**Skills:**

**Materials & Resources:**

**Procedure**

**Introductory Activity:**

**Developmental Steps:**

**Assessment:**

**Reflection:**

**Parent Involvement:**

**CONTENT**

(Summary of content, words of song, poem, etc.)