

TEACHING PRACTICE REPORT

(CHEMOIBEN SECONDARY - 2011)

INTRODUCTION

Teaching practice is the realistic preparation for student teacher's future profession. This process is necessitated by team teaching which includes the principal of the school, subject advisor, college supervisor, and the student teacher. Since the individuals are involved rather than the institutions, it influences the student teacher in one way or the other.

The team teaching must work together towards one goal; to see to that the working conditions for the student teacher are the best, which is not only essential for his future career but also his attitudes towards teaching and his efficiency as a teacher. Teaching practice has been a practical session in my preparation for teaching, it has been primarily a programme of experience, have learned mainly by doing the real work that all teachers do. If one is firmly determined to do constructive, effective and intelligent work, one will undoubtedly enjoy teaching and succeed in it.

HISTORY OF THE SCHOOL

Chemoiben secondary school is a district school situated within Bureti district, Bureti division, Litein zone, Kericho County and is served by the tarmacked Litein-Bomet road, 3 km from Litein trading centre. Chemoiben secondary school was started in 2004 with only four classrooms in which one of them was used as a staffroom, store and the principal's office. It had only five teachers and twenty eight students. At present it has over 200 students, 10 teachers and 6 support staff; the support staff encompasses the bursar, secretary, librarian, lab assistant, the school cook, and the school cleaner. The school uniform is purplin in colour for sweaters and skirts, grey trousers, a white shirt and stripped neck-tie. The school since its time of establishment has been managed by 2 head teachers but currently is headed by Mr. Richard Tonui who is assisted by Mr. William Langat as his deputy. The growth of the school was as a result of fee payment, fund raising and especially from Constituency Development Fund (CDF). As a result of limited infrastructure, the students took their meals under the trees within the school compound since the school had no dining hall, library or a vacant room to serve for that purpose.

Teaching Information Report Writing

Karen Kellahe



Teaching Information Report Writing:

Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching Hodges, Tracey S., 2022-05-27 Writing is a critical component for teaching children about advocacy and empowering student voice as well as an essential tool for learning in many disciplines Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions While these are two components of writing instruction and preparation in education they only provide a small glimpse into the depth and breadth of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racio linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials researchers and academicians *Go Facts: Teaching guide* Leone Stumbaum, 2006 Handbook of Writing Research Charles A. MacArthur, Steve Graham, Jill Fitzgerald, 2008-01-14 Presents a collection of essays discussing the theories and models of writing research *Teaching New Literacies in Grades K-3* Barbara Moss, Diane Lapp, 2009-11-30 Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included **Assessing and Reporting the Classroom Curriculum in the Knowledge Age** David Lynch, Richard Smith, 2013 How does the effective teacher assess and report their classroom curriculum program Building on the success of their previous book *Designing the Classroom Curriculum in the Knowledge Age* David Lynch and Richard Smith seek to answer this question by focusing their teaching design idea on classroom assessment and reporting At the heart of their teaching design idea is the formulation of teaching strategies that enable all students to make the required learning gains At its core the book encourages the teacher to work towards becoming a different kind of teacher a teacher who has a mindset attuned to the Knowledge Age and who embraces new knowledge sets that reflect research into effective teaching More specifically the book explores the theory and practice of teaching design from the perspective of assessment and reporting

The book examines these premises as context when assessing and reporting the classroom curriculum A real how to assess and report book *Go Facts* Leone Stumbaum,Katrin Cornell,2006 *Report Writing, Grades 1-2 (Meeting Writing Standards Series)* Sarah Krutchner Clark,2000-08 *Teaching Informational Text in K-3 Classrooms* Mariam Jean Dreher,Sharon Bengé Kletzien,2015-09-09 Specifically designed for K 3 teachers this accessible guide describes ways to use informational text creatively and effectively in both reading and writing instruction The book presents lessons read alouds and activities that motivate students to engage with a wide variety of exemplary texts Links to the Common Core State Standards CCSS are explained throughout Key topics include how to build academic vocabulary balance fiction and nonfiction and address the needs of English language learners Examples from diverse classrooms and end of chapter discussion questions and engagement activities enhance the book s utility as a professional development resource Reproducible handouts and other tools can be downloaded and printed in a convenient 8 1 2 x 11 size **The Primary Teacher's Guide To The New National Curriculum** Kate Ashcroft,Professor Kate Ashcroft,David Palacio,2002-09-11 This guide gives an overview of the curriculum arrangements which took effect in August 1995 The book outlines the main changes to the original National Curriculum and gives examples of ways to teach the new curriculum together with enquiry tasks to take the teacher forward It also covers each of the subjects of the revised National Curriculum locating them within a context of whole curriculum planning Looking at issues of differentiation the book explores those additional elements of the curriculum such as cross curricular themes and drama that primary schools will wish to cover **Student and Teacher Writing Motivational Beliefs** Steve Graham,Gary A. Troia,Gustaf Bernhard Uno Skar,2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of

motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

Designing the Classroom Curriculum David Lynch, Richard Smith, 2010-12-09 How do I plan my classroom curriculum so that all my students benefit Where should I start What are the important considerations What should I be aiming for How do I ensure that my teaching is effective These are some of the questions teachers invariably ask In the complex and challenging environment that is the classroom in the Knowledge Age having the personal capacity to design the classroom curriculum so that all students make the required learning gains is the today s benchmark for teaching success The authors provide an insight into how to design the classroom curriculum so that all students make the required learning gains The book provides a detailed understanding of the theory and practice of curriculum and programming and step by step instructions and design resources to enable an easy understanding of the classroom curriculum design process The book is supported by the publisher s Book Resources Section

Resources in Education ,1998

Talk for Writing Across the Curriculum, How to Teach Non-Fiction Writing to 5-12 Year Olds (Revised Edition) Pie Corbett, Julia Strong, 2020-08-26 This bestselling resource has been fully updated putting formative assessment at the heart of the Talk for Writing process and showing how to help children love writing across the curriculum By helping children speak the language of non fiction in a fun engaging way before they attempt to write the Talk for Writing approach builds children s confidence and linguistic ability enabling them to craft their own writing In the new edition this practical resource offers Fully worked tried and tested examples of how to apply Talk for Writing to each non fiction text type A wide range of fun activities helping children internalise how to express and link text effectively A process that co constructs learning so that children learn how to structure text and create toolkits of key ingredients Guidance for teachers in England on how to apply the approach across the primary curriculum An OLC including new footage of Pie Corbett demonstrating Talk for Writing and new footage of classes engaged in the approach Advice on how to use the DVD and handouts to train all staff in the approach Evidence of impact from cold to hot tasks Designed for busy teachers Talk for Writing across the Curriculum second edition will help transform children s writing and attainment across the curriculum This book celebrates the importance of talk in becoming and growing as a writer talk to share ideas talk to analyse text talk

to co construct writing and to talk to evaluate writing Throughout the book constantly underlines the importance of talk for learning and the many creative and rich ways talk can be used to help young writers internalise the rhythms and patterns of text Full of practical ideas and activities the teaching combines being creative and being critical in a wholly integrated way An invaluable resource for primary school teachers Debra Myhill Professor of Education at the University of Exeter UK The teaching of reading has always taken priority in policy and practice in literacy Pie Corbett and Julia Strong have produced a very welcome counterweight to that dominance in their Talk for Writing Across the Curriculum It is so refreshing to see suggestions for teaching to bring elements of language together especially when done in such an entertaining and engaging way as this This new edition makes a classic even better David Wray Emeritus Professor University of Warwick UK This latest update of Pie and Julia s best selling book reflects changes in the curriculum strengthening the T4W approach using cold and hot tasks showing new worked examples of how to apply T4W to each non fiction type and placing formative assessment at the heart of the process It is exciting to see how all the best ideas and findings in education are converging evidenced in this latest up to the minute excellent publication Shirley Clarke Formative Assessment Expert

Report Writing Karen Kellaher, 2002-08 Your 2nd and 3rd graders will love learning the essentials of great report writing with fun filled activities such as Bright Beginnings Report Planner Topic Shrinking Machine and Big Deal Note Taking Wheel Includes lessons and strategies for teaching students how to take effective notes identify and develop a topic of appropriate scope and exclude extraneous information Students will also learn about writing to inform using various report formats using checklists to evaluate their work and more Plus a BIG colorful poster with tips for writing Red Hot Reports Book jacket

Nonfiction Craft Lessons JoAnn Portalupi, Ralph J. Fletcher, 2001 Writing nonfiction represents a big step for most students Most young writers are not intimidated by personal narrative fiction or even poetry but when they try to put together a teaching book report or persuasive essay they often feel anxious and frustrated JoAnn Portalupi and Ralph Fletcher believe that young nonfiction writers supply plenty of passion keen interest and wonder Teachers can provide concrete strategies to help students scaffold their ideas as they write in his challenging genre Like the authors best selling Craft Lessons Teaching Writing K 8 this book is divided into sections for K 2 3 4 and middle school grades 5 8 students These divisions reflect various differences between emerging competent and fluent writers In each section you ll find a generous collection of craft lessons directed at the genre that s most appropriate for that particular age In the K 2 section for example a number of craft lessons focus on the all about or concept book In the 3 4 section there are several lessons on biography In the 5 8 section a series of lessons addresses expository writing Throughout the book each of the 80 lessons is presented on a single page in an easy to read format Every lesson features three teaching guidelines Discussion A brief look at the reasons for teaching the particular element of craft specifically in a nonfiction context How to Teach It Concrete language showing exactly how a teacher might bring this craft element to students in writing conferences or a small group setting Resource Material Specific book or text

referred to in the craft lesson including trade books or a piece of student writing in the Appendixes This book will help students breathe voice into lifeless dump truck writing and improve their nonfiction writing by making it clearer more authoritative and more organized Nonfiction Craft Lessons gives teachers a wealth of practical strategies to help students grow into strong writers as they explore and explain the world around them Be sure to look at the When Students Write videotapes too *The Elements of Psychological Case Report Writing in Australia* Nadine J. Pelling, Lorelle J.

Burton, 2017-11-22 *The Elements of Psychological Case Report Writing in Australia* is a comprehensive and applied review of material required for basic case conceptualisation and report writing in Australia This book is the first of its kind to offer a one step resource to success in submitting concise case reports that demonstrate basic applied psychological competence For anyone looking to submit case reports to the Psychology Board of Australia to support their application for general registration this is an absolute must have resource Most notably this book provides Numerous assessment focused and intervention focused case report examples A presentation of case report requirements for 4 2 and 5 1 internship programs A review of important case conceptualisation areas necessary for applied psychological understanding Time management tips and guidance for making focused progress on the production of required case report and avoiding procrastination Both early career and experienced psychologists will find the case reports illustrative of various assessments and interventions in applied psychology in Australia No other resource has collected together in one place multiple case reports illustrating the use of so many assessment instruments nor such a variety of interventions for the treatment of psychological difficulties in Australia **Second Language Writing in Elementary Classrooms** Luciana de Oliveira, Tony Silva, 2016-04-29 *Second Language Writing in Elementary Classrooms* focuses on L2 writing in elementary classrooms It features chapters that highlight research in elementary classrooms focused on the writing development of multilingual children and research in teacher education to prepare elementary teachers to teach L2 writing and address L2 writers needs

Research into Nurse Education Bryn D. Davis, 2025-09-17 Originally published in 1983 this book provides a revealing and comprehensive perspective on nurse education in the 20th Century The opening chapters look at the students themselves the sort of people who come into nursing and it examines why the drop out rate is high and how reality differs from expectations The following section examines teaching on the wards and the final part is concerned with the education and support of those involved in nurse teaching It includes a discussion of the nature of teaching and of ways of studying the teaching process as well as analysis of developments in the provision of library and information services to nurse educators nurse administrators and clinical nursing staff **OE [publication]** ,1970 *Research in Education* ,1969

Embracing the Beat of Phrase: An Mental Symphony within **Teaching Information Report Writing**

In some sort of consumed by displays and the ceaseless chatter of immediate communication, the melodic elegance and emotional symphony produced by the prepared word frequently disappear into the backdrop, eclipsed by the constant sound and distractions that permeate our lives. Nevertheless, located within the pages of **Teaching Information Report Writing** a marvelous literary prize overflowing with organic feelings, lies an immersive symphony waiting to be embraced. Constructed by a wonderful composer of language, this captivating masterpiece conducts readers on an emotional journey, well unraveling the hidden tunes and profound influence resonating within each cautiously crafted phrase. Within the depths with this touching evaluation, we will explore the book is key harmonies, analyze its enthralling writing fashion, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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