

Instructions to be followed during school attachment

Dear Student-teachers,

As you identify the hosting school, do the following:

- Print all the documents related to school attachment (introductory letter, arrival form, guidelines, etc.).
- On the introductory letter, fill in the name of the school you are going to and your details.
- Introduce yourself to the administration of the school and submit the introductory as well as other documents to them.
- After they accept to receive you, complete the following link <https://forms.gle/wBVSGHb1BRFq9Lpt5> with the details about you and the school.
- Respect the rules and regulations of UR and those of the hosting schools, and observe professional ethics for teachers.
- Develop your portfolio in the given format and include all evidences to document your professional growth during school attachment.

N.B. The deadline to submit the details of the hosting school is 10th March 2024.

Thank you.

OFFICE OF THE PRINCIPAL

29th February 2024

Dear student-teacher,

As you know, the school attachment is one of the requirements to complete your education for the award of degree of Bachelor of Education at UR-CE. During this period of school attachment, you are also required to develop a portfolio in order to document your professional growth during the period of school attachment. It is in this regard that the College of Education is informing you (if eligible) that your **school attachment will start on 4th March 024 and be completed on 28th June 2024**. Please identify the school that is not more than 5 kilometers from the tarmac road and provide the details about the identified school through the following link: <https://forms.gle/wBVSGHb1BRFq9Lpt5>.

You are also reminded that the purpose of school attachment is to help you as a student-teacher to put theories acquired at UR-CE into practice, acquire sufficient practical experience, and familiarize yourself with school real life experiences prior to your entry into the teaching profession. To this end, during school attachment you are not only required to observe, plan, deliver and assess lessons but also to engage in other school and classroom activities including extra-curricular activities.

You are also reminded that throughout the period of your school attachment you should adhere to the hosting school's rules and regulations as well as the academic regulations and other national and university policies.

Thank you for your usual collaboration in effort to make your school attachment successful and professional.

Yours Sincerely,



Prof. Florien NSANGAWIMANA
Acting Principal

CC. Electronically

- Dean, School of Education
- Dean, SISNE
- Academic Registrar
- Director, Teaching and Learning Enhancement

OFFICE OF THE PRINCIPAL

29th February 2024

To the Head teacher/ Principal of

Dear Sir / Madam / Reverend,

One of the Degree completion requirements at the University of Rwanda-College of Education (UR-CE) Teacher Training Programme is that student-teachers carry out school attachment in secondary schools and TTCs. It is in this regard that for this academic year, the **school attachment will start on 04/03/2024 and be completed on 28/06/2024.**

The purpose of school attachment is to help student-teachers put theories acquired into practice, acquire sufficient practical experience, and familiarize with school real life experiences prior to entry into the teaching profession. To this end, student-teachers should not only plan, deliver and assess the lessons but also **he/she should be engaged in other school and classroom activities including extra-curricular activities.**

In view of the above, the College of Education would like to thank you for having accepted to receive the student namely:with reg. No.....who is our student-teacher to conduct school attachment at the school you are heading during this period of school attachment.

In the same context, the University of Rwanda-College of Education would also request you to assign a mentor to the student-teacher(s) hosted at your school for mentorship. Please note that a mentor should be an experienced teacher holding a bachelor's degree in education with at least 3 years of teaching experience.

Thank you once again for your usual contribution and collaboration in the effort to professionalize teacher education in Rwanda.

Yours Sincerely,



Prof. Florien NSANGANVIMANA
Acting Principal

CC. Electronically

- Dean, School of Education
- Dean, SISNE
- Academic Registrar
- Director, Teaching and Learning Enhancement



Arrival form

IHeadteacher/Principal (or deputy)
of TTC/G.S/E.S/College.....do hereby
confirm that.....has been
received at my school on .../.../2024 to conduct school attachment and has
presented all the documents related to school attachment (Introductory letter,
arrival form, and school attachment guidelines)

Signature and Stamp

OFFICE OF THE PRINCIPAL**Student-teacher commitment**

I Student in University of Rwanda- college of Education, Department of, Combination of.....with registration number.....I commit myself to do school attachment as part of the degree completion requirements at URCE.

With this commitment, I agree and commit myself to:

- Identify a hosting school that is not more than 5 kilometers from the tarmac road.
- Provide the details of the hosting school within the given period (by 10th March 20240 using the provided link (<https://forms.gle/wBVSGHb1BRFq9Lpt5>)).
- Be aware and abide by the UR academic regulations, school attachment guidelines, discipline and conduct measures,
- To uphold professional ethics and conduct during school attachment,
- Obey the rules and regulations of the hosting school,
- Report to school attachment coordination unit and/or school administration any case which may lead to halting school attachment not later than 5 working days after the incidence,
- Avoid cheating and plagiarism in the development of portfolio and other reports,
- Promote inclusive education by providing to all students equitable learning opportunities without any discrimination,
- Collaborate with the hosting school community, mentor, supervisor, and other student teachers at the same school with the spirit of team work,
- Implement other instructions given by the school leaders so long as they comply with laws.

I committed to produce a portfolio to document my professional development during the period of school attachment.

Student

Date.....

Signature.....

For the College of Education

Signature.....



SCHOOL ATTACHMENT GUIDELINES

NATURE OF SCHOOL ATTACHMENT

The University of Rwanda-College of Education (UR-CE) programmes are designed to produce effective educational practitioners who are well prepared to address the various challenges in educational setting. To this end, teacher education programmes at URCE aim at developing the knowledge, skills and attributes of pre-service teachers to prepare them to teach effectively in the school systems. To achieve this, student teachers should undertake school attachment as a workplace-based learning in all teacher education programmes at the University of Rwanda-College of Education (UR-CE). School attachment is therefore conceived as an extended school-based placement in which student teachers are expected to consolidate their knowledge and experience across all facets of the role of the teacher in the school. It provides an opportunity to further develop skills in teaching and for student teachers to be mentored in preparing themselves as thoroughly as possible for their early school life experiences.

School attachment is a credit-rated module and it is compulsory for all diploma and degree programmes at URCE. Therefore, it will be conducted in accordance with the approved guidelines and no students will be allowed to graduate unless they have passed their school attachment. According to the revised UR academic regulations for undergraduate programmes (2018), students who will not be able to complete their school attachment for any reason during the specified period shall be required to complete their attachment at their own expense within the next academic year.

In terms of the requirements of URCE, to go for school attachment, student teachers should have passed all the modules and during school attachment they will be assessed within the preceding professional experiences as achieving all the professional teaching standards for teacher. As such, the school attachment provides not only an opportunity for consolidation of these Standards but also preparation towards achievement of the standards appropriate for full functioning teacher at professional competence in early teaching years. Thus the school attachment is seen as a valuable opportunity for further professional learning.

To allow a strong focus on quality of preparation, reflection and deep evaluation, the expectation is that each student teacher will teach only a limited number of hours of a full teaching load. A partial teaching load allows the student teacher to become involved in as many aspects of school life as possible.



EXPECTED OUTCOMES OF THE SCHOOL ATTACHMENT

Generally, the school attachment should include the following outcomes:

Student teachers are expected to:

- Develop awareness, understanding and capacity in the specific roles and responsibilities of a teacher in their subject specializations and, as far as possible, to effectively participate in these roles and responsibilities;
- Acquire and familiarize with the real school life experience
- Understand through an intensive experience the nature of schools as workplaces and their associated values, routines and cultures;
- Further develop and refine their skills and professional capacity for classroom teaching in their subject specialization, including those involving student management, pastoral care and relationships with parents/guardians and the wider community;
- Create a network of contacts with school administration, academic staff, learners and school environment.
- Demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies that are well grounded in educational research
- Demonstrate the ability to assess and report on student achievement;
- Demonstrate an understanding of professional and ethical practice;
- Develop a portfolio focused on their own practice and professional development
- Put into practice theories and principles of teaching by implementing the existing curriculum;
- Reflect actively on what they have been practicing in their fields and experiences from classroom, school and community;
- Make meaning of acquired knowledge in day to day teaching;
- Change individual perceptions in the right direction regarding teaching and learning for better outcomes.



RESPONSIBILITIES OF STUDENT TEACHERS DURING SCHOOL ATTACHMENT

The roles and responsibilities of a student teacher during school attachment are as follows:

A. General rules:

During school attachment period student teacher will:

- Abide by standards of professional decorum established by the hosting school for personal comportment in interactions with students, staff, administrators and community members;
- Prepare, deliver a lesson and assess the learning outcomes
- Introduce him/herself to the school administration and mentor at the beginning of school attachment so that he/she can learn specifics of the school and daily schedule
- Report to the school attachment coordination unit any case that may lead to halting or not completing school attachment within five working days

B. Planning & Teaching

During school attachment period, student teacher will:

- Become familiar with approved curricula;
- Understand and adopt the format of all the required pedagogical documents
- Understand the procedures and importance of feedback from the mentor and supervisors
- Prepare lessons well in advance of actual classroom teaching and maintain the records;
- Assist in maintaining a conducive learning environment;
- Collect data on student learning, analyze them, reflect on the work and develop strategies to improve student learning;

C. Observation & Feedback

During school attachment period, student teacher will:

- Observe lessons of subject teachers during the observation period and continue to learn;
- Show initiative and willingness to work;
- Be receptive to suggestions and criticism (Constructive feedback from the mentor and supervisors is essential for growth);
- Keep close collaboration with mentor and supervisors;
- Discuss and agree with the mentor on the process of lesson observation and gathering feedback;
- Participate in regular mentorship session to ensure that regular feedback is provided – not just when problems arise;

D. Assessment

- During school attachment period, student teacher will:
- To be familiar with the assessment protocol by reading through on their own or with the Mentor early in the placement;
- Identify areas of strength and for improvement
- Establish strategies for growth
- Include all supervisor and Mentor evaluations reports in the portfolio/action research report
- Submit the school attachment report to the office in charge of school attachment within 5 working days after completion of the school attachment period .
- E. Professionalism
- During school attachment period, student teacher will :
- Embrace professional and ethical values;
- Demonstrate confidentiality in all aspects of school
- Make observations in other classrooms to expand their experiences in areas that they find to be challenging;
- Participate in staff meetings, parent-teacher meetings and other school activities;
- Ask permission for absences in writing from the Head teacher, Director of Studies and copy to the mentor at least one day before ;
- Respect official communication channels with all relevant stakeholders and never abuse social media
- Submit the portfolio or action research report the supervisor for ongoing review and final assessment;
- Meet and share experience with other student teachers within the school or in neighboring schools.



CODE OF CONDUCT DURING SCHOOL ATTACHMENT

This section highlights conduct, misconduct, and disciplinary measures against misconduct of a student- teacher. These have been developed based on the Ministerial order n° 004/2016 of 08/01/2016 determining rules governing code of conduct of headmasters, teachers and students; University of Rwanda Policy on student conduct and discipline as well as student regulations and disciplinary procedures in higher education authored by HEC.

Conduct of a student- teacher on the school attachment:

During school attachment, a student teacher is supposed to manifest the following conduct and discipline in the host school:

- Advocate professional autonomy and strive to create a favourable working environment
- Preserve the ethics characterizing the teaching profession;
- Regularly improve professional knowledge and development;
- Demonstrate a good image of the teaching profession in relations with the others.
- be responsible for the provision of quality education;
- Promote a favorable environment for teaching and learning;
- Provide to all students with equitable learning opportunities without any discrimination;
- Help students to identify and respect the Rwandan values;
- Encourage students to think independently and form their own judgments based on knowledge;
- Teach students to respect the opinions of others in case of a debate on a given topic;
- Help students to keep clean their bodies, uniforms, tools and wherever they are;
- Instill in students the spirit of excellence in their achievements;
- Not to abuse the position held to engage students in acts for own interests;
- Be a role model;
- Treat colleagues and students with respect without discrimination;
- Co-operate with school authorities and colleagues in the interests of students;
- Be supportive to colleagues in performing their professional responsibilities and encourage them to develop their potentials;
- Observe professional dress code;
- Participate in various forms of continuous professional development such as community practices, lesson study, peer learning, etc; and



- Promote harmonious relations and avoid misunderstandings with colleagues.

Misconduct of a student- teacher on the school attachment:

Student-teachers misconducts are classified into two:

Minor offences and gross misconduct.

'Minor offences', is defined as misconduct which inconveniences, offends or harms staff, other student teachers or learners or puts them at risk, or causes damage to the institution's property and reputation, but does not make it difficult or impossible for the institution to trust the offender or work with staff or other students. For the purposes of this disciplinary procedure, the term "Minor offences" includes, but is not restricted to, cases of:

- Smoking in non-smoking areas
- Unsatisfactory behavior towards staff or in class
- Use of mobile telephones in lectures or other teaching sessions, or in the Library
- Misuse of social media
- Breach of safety regulations in laboratories or others areas of the hosting school
- Misuse of school facilities
- Misuse of disabled students' facilities by an able-bodied student
- Willful refusal to carry out a reasonable request or instruction.

Gross misconduct' is defined in this Policy as misconduct serious enough to make any further working relationship with staff and or other students very difficult, if not impossible.

Gross misconduct includes, but is not limited to, cases of:

- Theft
- Fraud, including deliberate falsification of documents and marks
- Fighting
- Irregular attendance.
- Going to school when drunk;
- Assault on another person (including sexual assault) bullying and harassment)
- Discrimination or harassment on the grounds of gender, sexual orientation, marital status, disability, race, ethnic origin, nationality, age, religious or political beliefs or socio-economic background.
- Abuse of an individual or individuals through social media, and damage to the University's reputation by similar media
- Deliberate damage to the University's property.



- Incapability on campus through alcohol or being under the influence of illegal drugs.
- Negligence which causes or risks unacceptable loss, damage or injury
- Willful refusal to carry out duties assigned by school authorities as stipulated in the law pertaining to civil servants; and
- Willful and/ or confirmed breach of safety rules
- Disregard of or failure to comply with the provisions of a final written warning for repeated less serious misconduct.
- Not complying with the rules of University of Rwanda as well as the school where the student undertakes school attachment;
- Insulting, intimidating or fighting with students, teachers and school authorities;

N.B. For disciplinary measures against misconduct of a student-teacher, please refer to the University of Rwanda Policy on student conduct and discipline as well as student regulations and disciplinary procedures in higher education authored by HEC.

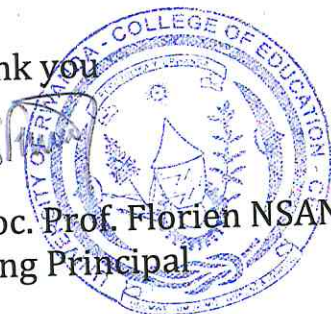
TEACHING LOAD DURING SCHOOL ATTACHMENT

During the school attachment period, student teachers are considered learners at this stage in their program. They should not start out by carrying a heavy teaching load, but should gradually assume more responsibility throughout the experience. To allow a strong focus on quality of preparation, reflection and deep evaluation, the expectation is that each student teacher will be involved in full teaching as follows:

Subject area	Teaching load
Sciences education	6 to 8 hours/week
Humanities and languages education	8 to 12 hours/week
PGDE	8 to 12 hours

Thank you

Assoc. Prof. Florien NSANGANWIMANA
Acting Principal



Guidelines for developing teaching portfolio at URCE

What is a teaching portfolio? A teaching portfolio (or dossier) is a coherent set of material that represents your teaching practice as related to student learning. “Teaching practice” in its broadest sense extends beyond the obvious activities that go into teaching a course to include all activities that enrich student learning. Your portfolio would likely include a summary of your teaching experience and responsibilities, a reflective statement of your teaching philosophy and goals, a brief discussion of your teaching methods and strategies, as well as activities undertaken to improve teaching, and a statement of goals and plans for the future. Hence, a teaching portfolio includes a range of pieces of evidence such as summaries of their work experience on field, various reports, typical lesson plan(s), etc.

Why a teaching portfolio? The teaching portfolios is typically used for two purposes, which sometimes overlap: (1) it is used as a developmental process for reflecting on and improving one’s teaching; and (2) it is used as an evaluative product for personnel decisions such as promotion, or a teaching award. A student teacher who develops her/his portfolio therefore reflects on each step of her/his field stay, highlighting the strengths and weaknesses, as well as the changes she/he would make in her/his teaching related to student success. To this end, the student teacher’s portfolio is used for self-evaluation or external review (i.e. by her/his mentors and supervisors).

Development of Teaching Portfolio for URCE students in school attachment

Portfolio is of paramount importance as it provides individual student-teacher with an opportunity to think about his or her own teaching that enables him/her to change priorities or teaching strategies as needed, and to reflect about future teaching goals. To this end, pursuant to article 218 of the revised General Academic Regulations for Undergraduate Programmes (2018) which stipulates that “all concerned students shall be requested to develop progressively a portfolio that must comprise all the field work conducted and must reflect the learning experience in the chosen field.” As well as article 223 which stipulates that “where it is appropriate to the discipline or field of study and specified in the programme documentation, a final year project [which is integral and compulsory part of the programmes; see article 222] may be a construct, performance, investigation, compilation, experimentation, action research or any other work which must be accompanied by a reflective

written account ...” URCE student-teachers are required to develop a teaching portfolio to document their professional development during their school attachment.

What is the format of teaching portfolio for URCE students? The teaching portfolio for URCE students should contain the following:

1. Cover page
2. Preliminary pages
3. Chapter one: General Introduction
4. Chapter two: School attachment life experience
5. Chapter three: teaching in the act
6. Chapter four: General conclusion and recommendations
7. Appendices

**UNIVERSITY OF RWANDA
COLLEGE OF EDUCATION**

DEPARTMENT OF
COMBINATION:

ACADEMIC YEAR:

SCHOOL ATTACHMENT REPORT

School attachment conducted at: (.....school.....)

by

(Student name)

Registration number:

A school attachment report submitted to the College of Education- University of Rwanda in Partial Fulfilment of the Requirements for award of(e.g. diploma, bachelor's degree) in Education (.....combination[e.g. Bilogy & Chemistry Education])

(Month & Year of submission)

Preliminary pages

1. Certification page [see the attached sample]
2. Dedication
3. Acknowledgements
4. List of acronyms and abbreviations
5. List of tables (If any)
6. List of figures (If any)

CHAPTER ONE: GENERAL INTRODUCTION

1.1. Introduction

1.2. Description of the school attachment area

1.2.1. Geographical situation of the school

1.2.2. Historical overview of the school (establishment, programmes, vision, mission and values)

1.2.3. Organization chart of the school *[include the picture/photo of the school if necessary]*

CHAPTER TWO: SCHOOL ATTACHMENT EXPERIENCE

2.1 Introduction

2.2. Getting in touch with the school community *[describe your experience from the first day to the last day of school attachment]*

2.2.1 Getting in touch with the school administrative staff

2.2.2 Getting in touch with the school teaching staff

2.2.3 Getting in touch with my subject teachers

2.2.4 Getting in touch with my school mentor

2.2.5 Getting in touch with the students

2.2.6 Getting in touch with the wider community (parents, local authorities)

2.4 Lesson learned and strategies adopted *[describe the lesson learned from your interactions with the above school community members and the strategies you adopted to enhance collaboration with them for effective conduct of you school attachment]*

CHAPTER THREE: TEACHING IN THE ACT

3.1. Introduction

3.2. Teaching philosophy *[in this section, you are expected to provide an answer to this question: Why do you do what you do as a student-teacher? Reflections on this question generally include four components: a) your beliefs about how student learning in your field occurs, b) Your beliefs about how you as a teacher can best help students learn, c) How you put into practice your beliefs about effective teaching and learning (methods and strategies), d) Your goals for students]*

3.3 Weekly teaching practice experiences *[Describe your teaching practice experiences by keeping in mind what you have said in your teaching philosophy statement. This should establish a strong link between what you are describing in this section and how it relates to your teaching philosophy statement. This section should be discussed week by week and evidences should be provided]*

Week one:

3.3.1 Strengths *[describe the strengths in relation to class management, teaching methods and strategies used]*

3.3.2 Problem encountered *[describes the areas that were for improvement]*

3.3.3 Causes of the problem *[Describe the causes of the problem you encountered]*

3.3.4 Intervention strategies used to overcome the problem *[Describe the strategies you used to overcome the problems you encountered]*

3.3.5 Professional competences developed *[Describe the professional competences you developed from the problems encountered and the strategies you adopted to overcome them]*

Week two:

3.3.1 Strengths *[describe the strengths in relation to class management, teaching methods and strategies used]*

3.3.2 Problem encountered *[describes the areas that were for improvement]*

3.3.3 Causes of the problem *[Describe the causes of the problem you encountered]*

3.3.4 Intervention strategies used to overcome the problem *[Describe the strategies you used to overcome the problems you encountered]*

3.3.5 Professional competences developed *[Describe the professional competences you developed from the problems encountered and the strategies you adopted to overcome them]*

N.B. Do the same for all the weeks of your school attachment period.

CHAPTER FOUR: GENERAL CONCLUSION & RECOMMENDATIONS

4.1 Introduction

4.2 General Conclusion *[summarize your school attachment outcome]*

4.3 Recommendations *[make recommendations for the concerned school attachment stakeholders]*

REFERENCES *[Provide a list of references using APA referencing style]*

APPENDICES

Appendix 1: Scheme of work for each subject

Appendix 2: Sample lesson plan for each subject

Appendix 3: Sample group/individual work activities for each subject

Appendix 4: Sample assessment test for each subject

Appendix X to Z: any other relevant document/ evidences (meetings attended, best practices or innovations introduced, etc.)

Certification form

I....., Principal/Head Teacher of
.....do hereby testify that the student-teacher
Mr/Ms.....has successfully conducted
his/her school attachment at my school from/03/2024 to 28/06/2024. During this period he/she
has displayed commitment and ethics of a future professional teacher. This report reflects his/her
experiences and practices during her school attachment period.

Done at.....

Date:/...../2024

Principal/Head Teacher's name:

Signature and Stamp: