



**ST. THERESA INTERNATIONAL COLLEGE
FACULTY OF EDUCATION**

**146 201
PRACTICUM
ACADEMIC YEAR 2020**

**GRADUATE DIPLOMA
IN
TEACHING PROFESSION
(INTERNATIONAL PROGRAM)**

PART I. COMMUNITY PROJECT (CP)

Your school and local community in Thailand have many opportunities to do community projects. The idea is to figure out a basic need in your local community that you and some teacher-colleagues can meet by doing a small Community Project (CP). The CP might include meeting needs associated with, for instance, improving access to potable (or safe) drinking water, basic healthcare, nutritious food staples like rice, appropriate clothing, English Language Education / Training, and / or etc. The project itself should involve real community outreach, where you and/or your team tries to get to know and earn the respect of those you are hoping to help, which would require at least 2 or 3 days of contact, or the equivalent spread over weeks or a month.

Just to be clear, giving money to a Temple is NOT enough, and will not earn a high mark.

The deadline of the CP Output will be on or before December 19, 2020. This is in partial fulfillment of the course requirements for the Practicum Course.

For the Community Project (CP) Report, be guided by the template provided below.

COMMUNITY PROJECT (CP) REPORT

- 1. Date of target CP implementation: 22th November 2020**
- 2. Complete student name: Mr Karoly Balazs Erdei**
- 3. Student ID Number: 203512023**
- 4. Number of teachers / educators to be involved in the CP: 12**
- 5. Complete CP site name and location: Bang Saen beach, Chonburi**
- 6. CP title / name: Bang Saen beach clean-up**
- 7. Description of community members to be targeted by CP: Bang Saen beach is a very popular beach among Thais because it is the closest pleasant beach to Bangkok and any provinces to the north of Chonburi. Almost all the visitors to Bang Saen beach are Thai. As a result, the community members to be targeted by the CP are the Thai people who spend their free time there, aged 0-100 years old.**
- 8. Approximate number of community members to be affected by CP: 10.000**
- 9. Community Project Rationale: As teachers and educators we are highly esteemed not only for providing knowledge to future generations, but also for making a positive impact in general to the community we live in. Our Bang Saen beach clean-up activity is a good example of the latter. We did not need to be in a classroom to do a very meaningful activity. We went out to the place where our community members go to spend their free time together with their families, and cleaned up the area for the comfort of the people, while being a role model in the community. At the same time we as educators had the possibility to mingle with the locals and build trust for our project. A good example is the immigration police officer who expressed her reverence for our project by donating necklaces to us that was made by the local people in Bang Saen. With the clean-up we not only provided a more satisfying environment for the Thai people, but also helped the local people who otherwise have to do this. As an additional factor, we all wore our STIC t-shirts specifically designed and procured for this project, and thus created a link between STIC and positive community impacts, while advertising the institution.**

10. List of target outcomes / goals for CP community: 1 - clean up Bang Saen beach area for the comfort of the Thai people; 2 - set an example as educators; 3 - help the locals to sustain a clean tourist destination; 4 – advertise STIC with value creation

11. Specific Objectives: Collect trash at Bang Saen beach, Chonburi in 12 big black trash bags, until they are full.

12. Materials / resources needed: trash bags, gloves, t-shirts

13. Technology needed (if any): For documentation purposes digital cameras and camera phones.

14. Proposed Activities and Time Frame: Pick up and collect trash at Bang Saen beach, Chonburi from 8 am until 11 am, or until we finish, on 22th November 2020.

15. CP Breakdown Table: (please see the table on the next page)

Dates	Stage	Key Resources	Key Actions
21/11/2020	preparation	volunteers, money	trash bags, gloves, t-shirts procured
22/11/2020	CP execution	educators, time	cleaned up Bang Saen beach

16. Photos/Evidences with Descriptions:



Cleaning up Bang Saen beach



Cleaning up Bang Saen beach



Cleaning up Bang Saen beach



Cleaning up Bang Saen beach



Cleaning up Bang Saen beach



Cleaning up Bang Saen beach



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Cleaning up Bang Saen beach



Cleaning up Bang Saen beach



Cleaning up Bang Saen beach



Cleaning up Bang Saen beach – Meeting the immigration officer



Cleaning up Bang Saen beach

17. Reflection on meeting target outcome or outcomes

a. Summary of strengths and challenges of meeting Target Outcomes:

Strengths	Weaknesses
Attitude	-
Teamwork	
Dedication	
Team spirit	
Love for the Thai people	

18. Self-Reflection on overall CP effectiveness (strengths, challenges, recommendations)

I believe our CP – Bang Saen beach clean-up – was a very successful project. It reached the objectives that were set out: We managed to clean the beach area for the comfort of the Thai people, we set an example as educators, we helped the locals to sustain a clean tourist destination, and we could advertise STIC with value creation. As it was a team project, some strengths were indispensable for the success: the attitude of the participants, the teamwork, the dedication for the project, the team spirit and the love for the Thai people all played an important role in the success. Honestly, I believe it was a great project and I saw no challenges that we couldn't manage. I strongly recommend the same – or similar – CP for future students of STIC.

PART II. TEACHING PERFORMANCE SELF-ASSESSMENT REPORT

Assess yourself using the self-assessment tool below in terms of your classroom teaching performance at present. Integrate key points for action (in the past) and further improvement (ways forward).

Teacher Self-Assessment of Teaching and Learning

Guide Questions	
Planning/preparation	<p>Do I plan in advance to ensure lessons run smoothly? Do I have all necessary materials and equipment? How do I plan for differentiated learning? I always plan my lessons one week ahead. Each teacher has a basket that is big enough to hold markers, blutec, the lesson plan and flashcards, plus in the school we have folders for each grade and each subject that contains all the necessary flashcards and the syllabus, so there is no way something is left out from the basket that we take to the classroom with us every time. Naturally, there are faster and slower student. I often ask the faster students to help me, when they finish early.</p>
Key points for action:	
Physical Environment	<p>Have I created a positive place for learning? Is furniture arranged to best effect? Is ventilation sufficient and is the temperature appropriate? Is there ease of movement in the room? Can the board etc. be easily seen? Do I display student work? Is the classroom clean and tidy? I always enter the classroom with a big smile and greet the students to create a positive atmosphere. Plus every class begins with some action songs that my 6-year-old students really like. At the beginning of the school year I had to demonstrate to the Thai homeroom teachers how are the desks and chairs best laid out. Since then this is the classroom layout that waits me every day. Homeroom teachers adjust the fans and air conditioning in the classrooms. If a student is cold or hot, they ask for adjustment. With the used classroom layout there is enough space to move around in the classroom or come to the whiteboard even from the last row. The board can be seen easily. The classroom is always clean and tidy. If a student drops a pencil sharpener, they automatically start to clean up the mess.</p>
Key points for action:	

Relations with students	<p>What evidence is there of a positive atmosphere? How well do I know my students? How do I welcome students to my class? Are interactions mutually respectful? Do I keep a good balance between positive and negative consequences in relation to behaviour? One of my biggest surprises in my school was when I entered the classroom, told the students to stand up, and one of the students came up to me and gave me a hug. I believe there is no better evidence for a positive atmosphere than that. I teach 100 grade 1 students. I meet all of them every day. I know their names, I know their strengths and weaknesses, which is also necessary when we write reports</p>
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	<p>about them every 2 months so that they and their parents get personal and regular feedback about their progress.</p> <p>When I enter the classroom the students are sitting at their desks waiting for me. We welcome each other with loud greetings.</p> <p>Interactions are mutually respectful, even though talking or fiddling around during class when the teacher talks is not warmly welcome, but at this age group it happens.</p> <p>I always give verbal reinforcement for good answers from the students, and at the same time try to be consequent at negative consequences to bad behaviour.</p>
Key points for action:	
Lesson pacing	<p>Is the pace of my lessons appropriate to complete my planned lesson? Do my lessons show progression? Does my pacing offer adequate opportunities for active student engagement?</p> <p>I always overplan the lessons to make sure there is no idle time and students can utilize the time that we spend together to the fullest. With the pace I always keep in mind that some students are slower, so I regularly ask them questions to make sure they follow the material I present.</p> <p>There is progression in the material. Actually I felt proud when – at the first semester finals – most students got very good marks, because I facilitated their learning process throughout the semester.</p> <p>There is active student engagement in every lesson. My students love running games at the whiteboard for example, so we use that to reinforce what had been taught.</p>
Key points for action:	

Student motivation	<p>What do I do to engage pupils from beginning of class? Do I consciously build on the students' prior knowledge? Do I establish expectations and procedures for each class? Do I share the learning goals with the students? Do I handle disruption quickly and effectively? Do I endeavour to build in success for each student? Do I acknowledge and celebrate success?</p> <p>After our action songs at the beginning of the class I always ask students what day it is and what the date is, and write it on the whiteboard. Then comes some revision. These are all things students are supposed to know so they drift into the new material with high engagement level.</p> <p>I have some revision every day with my students, which is very necessary at their age, plus I follow a syllabus that helps me a lot in building up the material.</p> <p>The expectations and the procedures are already known to the students.</p> <p>“A stitch in time saves nine.” I always handle disruptions quickly and effectively.</p> <p>Some students have a weaker command of English, so in the first part of the class I like to call them out, so they can demonstrate their knowledge in material that is already familiar for them.</p> <p>I regularly give positive feedback to my students.</p>
Key points for action:	

<p>Diversity in the class</p>	<p>What teaching methodologies do I use to engage pupils with different learning styles? What strategies do I adopt to engage the less able students? What strategies do I adopt to engage the exceptionally able students? What strategies do I adopt to support learning for the special needs students in my class? What strategies do I employ to ensure the active participation of <u>all</u> students in my class? What importance do I give to the social development of my students? I use TPR, drawing, singing, writing and speaking exercises to engage all students with different learning styles. I more often than not call out less able students to answer revision questions. I ask students that excel to help the less able students, something that they do with passion. When asking questions I always ask the question first and call out the name of the student after that to make sure everyone actively participates. If I see a student engage in some private activity, I call out his/her name and remind him/her to put on his/her face mask, so I get back their attention. Every week the students have a new seating arrangement, so they make friends with everyone in the class. And among the daily question cards we have “who is your friend” question too, so I can follow up with the social developments in my classes.</p>
<p>Key points for action:</p>	

<p>Use of resources</p>	<p>What resources other than the text book do I employ in my classroom? How do I use ICT to support learning? What resources do I use to support differentiated learning in my classroom? There is a syllabus that we regularly use on a day-to-day basis, we have plenty of flashcards with pictures, words, letters and numbers. We also regularly use worksheets – sometimes with writing exercises, sometimes with drawing exercises, sometimes with games.</p>
<p>Key points for action:</p>	
<p>Assessment</p>	<p>What kind of assessment do I use? How do I make use of results to guide my planning? What kind of feedback do I give to students? Is my feedback specific and diagnostic in nature? Do I encourage student self-assessment? Do I encourage peer assessment? We regularly have short quizzes, plus test at mid-term and end of semester. For example when I taught addition and subtraction, some students mixed up the two functions for a while. This affected my planning too, as I couldn't proceed to word problems, until number sentences were not clearly understood. Students get regular feedback during class. If I see that a student is falling behind the rest of the class, I remind him that he should learn a bit every day at home. For the quizzes they can see their answers and the corrections. For mid-term and semester-end reports they get a personal, specific, diagnostic, written feedback from us teachers.</p>

Key points for action:	
Homework	<p>Do I set meaningful tasks for homework i.e. to consolidate work done in class or to look ahead to next class?</p> <p>Do I take account of the length of time it should take for students to complete my homework?</p> <p>Do I vary the kinds of assignment I set?</p> <p>Do I differentiate homework?</p> <p>Do I check/monitor homework every time it is set?</p> <p>The homework is always meaningful as it is related to the material that we cover in class.</p> <p>They always get only one worksheet with one exercise, so their homework does not take longer than 10-15 minutes.</p> <p>The kinds of assignments always vary from gap filling, to writing and colouring and drawing.</p> <p>Every student gets the same homework.</p> <p>I always check every student's homework.</p>
Key points for action:	

Source: pdst.ie/sites/default/files/Teacher%20Self%20Evaluation%20-%20Checklist

