



PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES (PIASS)

FACULTY OF EDUCATION

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PROTESTANT INSTITUTE OF ARTS AND SOCIAL SCIENCES

FACULTY OF EDUCATION

FACULTY INTERNSHIP GUIDELINES

1. Introduction

a. Objectives of the Faculty of Education

The Faculty of education has the following objectives:

- Give intellectual, moral, professional and scientific education in the field of education and promote research in this domain;
- Teach and train in diverse domains of education;
- Train men and women capable of creating and managing in a rational and optimal way the projects and/or organisation working in the sector of education.

b. Rationale of Internship

Internship reinforces students' knowledge and equips them with the professional skills through action. In this line, the internship calls for the participation of Faculty staff, concerned students as well as managers of various hosting institutions.

Briefly it aims to:

- (1) Empower students to have a deep understanding in relation to their future profession, and its challenges and related constructive solutions.
- (2) Enable students to improve their professional skills through critical thinking, dialogue, discussions, group work and social attitudes.

c. Purpose of internship

An internship is intended to provide the student with the opportunity to:

- Apply acquired knowledge in the class situation to real life situations;
- Work with qualified professionals;
- Foster self- confidence and learn to interact professionally with peers;
- Identify self-strengths and weaknesses by referring to future career;
- Establish contacts and networks for future employment.

2. Eligibility

- a.** Any student who has completed the modules of **Teaching Methods and Teaching Practice in year level II** is eligible
- b.** Any student who has completed all **modules of level V** and **remains with only the one of Research Project** is eligible.

3. Duration

Students should undertake internship of **4 Weeks in level two** and **12 weeks in level 5** within the academic year.

4. Organization of Internship

a. Students' field placements

The students themselves can identify and propose their appropriate choices where internship may be carried out considering possible facilities (proximity with their working places and residence, availability of accommodation facilities and so forth) among the following identified fields accepted by the Faculty : schools (primary, secondary, vocational and technical schools), offices in charge of education in districts and sectors, National Bureau of Protestant Education (BNEP), National Secretariat of Catholic Education (SNEC) and the Ministry of Education. However, the location and the supervisor will be approved by the Faculty before the student goes on internship.

b. Roles and responsibilities of internship stakeholders

Faculty responsibilities:

- Make contact with the internship site supervisor(s)
- To prepare the budget which will be used in internship
- Prepare policy and procedures of internship
- Deliver necessary documents or facilities to their internees
- Prepare at least one visit of his students during the period of internship programme
- Communicate with site supervisor about the progress of his internee
- Monitoring internees activities during internship programme
- Mark and keep the internship report of his internee.

Field supervisor responsibilities:

- The field supervisor is any qualified academic staff member – lecturer or other related professional – designated by the Faculty.
- The field supervisor is responsible for monitoring student progress in the placement, including regular contact with the field instructor and the student in order to assess the integration of course work and field instruction, to monitor the student's progress in the field, and to ensure that all field requirements are met by the student and by the Institution.

- The field supervisor is responsible for assigning a grade (final mark), with the field instructor, to the student's field work and for submitting the marking report to the field coordinator at the end of internship.

Student Responsibilities:

- The student is expected to conduct him or herself in an appropriate and responsible manner, consistent with the PIASS and Host Institution values and regulations.
- The student is expected to read and become familiar with the field manual provided by the Faculty and he/she is expected to comply with all policies and timelines given. Noncompliance with timelines and/or policies may result in failure to be admitted into or maintained in the field training.
- The student must notify the field instructor prior to absences. Extended absences and make-up plans must be negotiated with the field instructor on behalf of the Institution and, through a written letter, approved by the Field Coordinator.
- The student is expected to complete the required hours for placement, unless special arrangements are made with both the field instructor and the field supervisor. This must be notified to and approved by the Field Coordinator.
- The student is responsible for his or her own transportation to and from the Institution.
- Students must provide factual information regarding any factors or special needs which may affect their field assignment or performance as requested by the Faculty or Institution.
- The student is responsible of any damage on his or her behalf after discussing the issue with the Institution and the Faculty.
- Students should submit a weekly portfolio showing what s/he did, what s/he learnt, and encountered challenges and how s/he overcome them, and what to improve. S/he should provide it to his/her field supervisor every week after it was signed by the Deputy head teacher /head teacher of the hosting school.
- Students should develop an internship report and provide it to his/her field supervisor by 10 days after the completion of internship. This report must be submitted Via **Moodle platform**; on **INT 221 in Year II and INT 524 in Year 3.**The enrollment key to have access to the modules is **1 or 5.**

Host Institution Responsibilities

- The Host Institution should be committed to the internship program requirements and students' learning outcomes and make all necessities available.
- The Host Institution should be committed to providing professional training by a qualified field instructor, if possible. The field instructor must be approved by the Institution to have the time, interest, and professional competence to assume the educational role and to complete necessary documentation related to the student's learning objectives and evaluation as required by the Faculty.
- The Host Institution undertakes, individually and collectively, the responsibilities of the teaching role, including the provision of appropriate supports to enable field instructors to maintain an educational focus with their assigned students(s).

- The Host Institution is responsible for providing the student with the appropriate orientation to the personnel, policies, and procedures and with other relevant professional services. Information regarding the Institution's history, organization, mission, and structure will be provided to the student to assist in completion of the Faculty's required organizational analysis assignment.
- The Host Institution will designate a field instructor and inform the Faculty.

5. Evaluation

The evaluation will be done jointly by the Faculty of Education of PIASS (80% : supervisor 40 and report 40) and the Host Institution (20%).

6. Report of internship

The final text will have between 20 and 30 pages.

Report Format

The following format guideline outlines the specific requirements of the internship report in terms of the overall structure and necessary sections which are appropriate in most circumstances. There is no strict rule on the length and specific formatting of text. Interns should be able to format their report in the style most appropriate to their internal Faculty guidelines. However, a typical internship report consists of three main sections: the preliminaries, the main text and the reference material, all of which are outlined on the following pages.

PRELIMINARY PAGES (5 marks)

i. Cover Page

This introduces interns' reader to their report by listing the following information: the Higher Learning Institution name and Faculty/Department, Report title; Host Institution's name and location; Student's name and Registration number, level of studies and academic year; date of report (month and year).

ii. Acknowledgement

The second page should contain any acknowledgement of assistance. It should not exceed one page.

iii. Table of Contents

Lists all sections and sub-sections with the same numbering system as the main body of the report.

iv. List of Tables

v. List of Figures

vi. Abbreviations and Acronyms

vii. Definition of Key Terms

CHAPTER ONE: INTRODUCTION (15 marks)

This gives the reader a brief profile of the institution or school where you did the internship. Inform the reader about the type of schools (Private, public, subsidized), number of employees, geographic location, etc. Tell about the identity and the image of the school—how the school positions itself in the Education Sector. Next, move from general information to the specific one about the division or department you worked in including the subject you taught during

internship. Here you might include an organizational chart of your department together with the perspective view of your school.

CHAPTER TWO: BODY/INTERNSHIP ACTIVITIES (50 marks)

This should be the longest part of the report. In this section, internee develops in greater detail the activities performed during the internship period you detail the schedule of the activities carried out during internship (in details)-preferably in a narrative style indicating the activity, period (time, date) and observations. It also shows the lesson/ lessons learnt during internship related to teaching profession. Finally, it highlights your contribution to the hosting school, what you learnt from it, what you plan to improve, the challenges you met and how you coped with them.

CHAPTER III: CONCLUSION AND RECOMMENDATIONS (20 marks)

Conclusion and recommendations are often confused but they are not the same thing. Conclusions are derived from research and activities outlined in the main body and do not introduce new material. They may be presented in a sequence of two or three paragraphs. The conclusions should specifically emphasize on whether the objectives or goals of internship have been met or not. Recommendations are the proposed plans of action which intend to improve the ways and strategies of conducting internship.

This part summarizes the entire activity of internship and the importance it had for you. It also includes the recommendations to different educational institutions or individuals. Remember to add the list of reference if your report contains some citations from other sources.

APPENDICES (10 marks)

The appendices must include your instructional documents that you were using during internship. This will obligatory include your scheme of work, lesson plans (at least 2 lesson plans not hand written) as well as other related documents that you think are important (e.g photos of your students and yourself while teaching).

Done at Huye, on 09/10/2021

Prof. Eustache MUNYANTWALI

Appendix 1: Weekly portfolio form

PIASS FACULTY OF EDUCATION
 DEPARTMENT OF
STUDENT WEEKLY PORTFOLIO

Please fill in the form diligently and ensure that it is sent to your internship supervisor once a week via Moodle Platform.

Name of School or Service: _____

Name of Student: _____ **Reg. Number** _____

Week number	Work Performed	DoS/ Head teacher's Signature and Comment
1	1	
	2	
	3	
	Learnt lesson	
	Met challenges and how you cope with them	
	Where & how to improve	

Appendix 2: LESSON EVALUATION FORM

Name of the student teacher: Reg. no

Name of the hosting School: Teaching Class:

Subject:Unit title.....

Lesson title.....Lesson no..... Period:

Number of students: (Boys.....Girls.....SEN.....) Date/...../.....

Pedagogical aspects to be evaluated	Marks	Comments
1.Preparation and Planning	/3	
a. Teaching documents: All teaching documents (Scheme of work, lesson plan, class diary, exercise notebook, etc) are available, clearly and regularly completed.		
b. There is clear evidence that the lesson has been carefully planned with the aim that all students are challenged and engaged throughout the lesson	/3	
c. There are appropriate Instructional Objectives	/3	
d. The teacher plans for the needs of learners with Special Need Education (SEN)	/2	
e. Different tasks or activities are given to different students	/3	
f. Teacher diagnostically provides y questions to students	/3	
g. Students are allowed to select what to do	/2	
2.Competences developed and crosscutting issues		
a. There is clear evidence that the teacher has a good understanding of the subject content and competences.	/3	
B. The teacher adapts the content to learners' level of understanding successfully to facilitate them to achieve the instructional objectives.	/3	
C. There is clear evidence that the teacher incorporates appropriate crosscutting issues and elements that develop generic competences.	/3	
3. Learners' engagement and progress.		
a. Teacher provides tasks to students (simple and / or complex)	/3	
a. All learners are actively engaged in the tasks provided throughout the lesson	/3	
b. The needs of learners with SEN are catered for so that they are fully involved in the learning activities.	/2	
c. Learners make significant progress towards the instructional objectives including competences and subject knowledge.	/2	
d. There is logical content progression in accordance with lesson steps and the time set	/2	

4. Teaching-learning methods enable all learners to learn effectively.	/2	
a. Teaching strategies facilitate learners to acquire knowledge, develop skills, attitudes and values.		
B. The methods used by the teacher lead to outstanding learning.	/2	
c. Teaching methods used facilitate all learners to achieve challenging instructional objectives.	/2	
5. Management of learners and learning environment.		
a. The teacher creates a positive and conducive learning environment	/2	
b. Interaction and collaborative learning in all activities are encouraged.	/2	
c. Students are given opportunities to work responsibly	/2	
c. The teacher knows the learners, addresses them by their names and uses praise frequently	/3	
d. Stimulating resources are displayed, managed and maintained effectively	/3	
e. Efficient use of time	/2	
f. Teacher efficiently manages students' misbehaviour	/2	
g. Availability of clear regulations in the classroom	/2	
6. Assessment of learners' progress		
a. The teacher systematically and effectively assesses the learning throughout the lesson	/3	
b. The teacher intervenes and adapts the lesson accordingly and is able to judge how far the instructional objectives have been achieved.	/3	
c. The teacher provides constructive feedback to learners so that they know how to improve	/3	
d. Learners are encouraged to reflect on their own understanding and ability to apply their knowledge and to support each other.	/2	
e. There is evidence that the teacher uses assessment results for further learning improvement	/2	
f. Assessment activities are fully inclusive for learners with SEN	/2	
g. Appropriate records of formal assessments are maintained and the teacher is aware of the learning needs of each student	/2	
7. The use of the medium of instruction and communication.	/3	
a. The teacher uses the official medium of instruction and develops the language skills of the learners at an appropriate level		
b. Communication with all learners is effective and language difficulties do not hinder learning.	/3	
c. Learners are encouraged to contribute to the lesson and communicate with each other in the correct medium of instruction.	/3	
8. Student teacher self-feedback (Appreciation, areas for improvement, ways forward)	/10	
Total		

	/100	
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Feedback:

Strong points

.....
.....

Key areas for improvement:

.....
.....

Date :

Supervisor's Names:

.....Signature.....

Signature and stamp of the Host school Manager

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Appendix 3: INTERNSHIP EVALUATION FORM

STUDENT'S NAME :

STUDENT'S FIRST NAME :

DEPARTMENT :

ACADEMIC YEAR :

	Evaluation criteria	Maximum	Marks obtained
1	Punctuality	4	
2	Cleanliness	3	
3	Respect	5	
4	Professional knowledge	8	
5	Moral value	8	
6	Spirit of creativity	8	
7	Responsibility	8	
8	Ability to make remarks	6	
TOTAL		50	

Global appreciation (Comment):

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Remarks and Suggestions (for Student and PIASS improvement):

.....

Name:

Position:

Signature &Stamp:

Date: