

SEA-Teacher GUIDEBOOK



SEA Teacher
Pre-Service Student Teacher Exchange in Southeast Asia

As of September 2018

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I. Introduction

Background

In October 2014, the Southeast Asian Ministers of Education through the SEAMEO Council has adopted the SEAMEO Education Agenda or the seven priority areas for SEAMEO to work together to improve quality education in Southeast Asia. **“Revitalizing Teacher Education”** is one of the priority areas in achieving quality education for the region. In order to fulfill this mandate, the SEAMEO Secretariat has initiated a project titled, **“Pre-Service Student Teacher Exchange in Southeast Asia (SEA-Teacher Project)”**.

The Objectives of the Project

The SEA-Teacher project aims to provide opportunity for pre-service student teachers from universities in Southeast Asia to have teaching experiences (practicum) in schools in other countries in Southeast Asia. Specifically, the aims of the SEA - Teacher Project are:

1. To enable the student teachers to develop their teaching skills and pedagogy.
2. To encourage the student teachers to practise their English skills.
3. To allow the student teachers to gain a broader regional and world view.

4. To expose future teachers to diverse teaching and learning situations and opportunities, and the value of flexibility.

Modes for Implementation

The exchange is preferably for the 3rd-4th year students whose majors are in Math, Science, English, Pre-school, Economic Education, Physical Education, Elementary/Primary, and Social Science. The duration of the exchange programme is one month, which is based on the mechanism of cost sharing, and takes place twice a year usually in January and July. English is used in all activities throughout the programme and the student teachers' roles and responsibilities are assigned weekly during the one-month practicum. The receiving universities are required to provide mentors to supervise and monitor the student teachers throughout the practicum period as well as providing buddies during the exchange period.

The purpose of the guidebook

This guidebook can be used as a reference for participating students, universities, and SEAMEO Secretariat who will take part in the SEA-Teacher project as well as to ensure an effective operational process throughout the project.

II. SEA -Teacher Student Exchange Process

This section of the guidebook provides an overview of the student exchange process and specifies the roles and responsibilities of the SEAMEO Secretariat and the participating universities. To ensure an effective operational process throughout the programme, each participating university is expected to manage steps and outcomes as detailed below. However, the schedule is subject to be adjusted by receiving universities.

Programme Structure

The student teachers have to follow four stages during one month of exchange programme. In this case, the receiving university is given the flexibility to be able to arrange a schedule that meets these four stages can be fulfilled within 4 weeks of the programme.

1st Stage	Orientation and class observation
2nd Stage	Teaching assistant Working with classroom teacher Lesson plan consolidation
3rd Stage	Teaching in classroom Adequate teaching hours Monitoring and evaluation by mentor
4th Stage	Reflection and lesson learned Reflection of student's performance in general & discussion of the lesson learned Finalizing blog and report (if any required by Sending University) Mentor helps to check the writing

1. Agreement on Students Exchange

Participating universities sign a Letter of Agreement (LoA) under the coordination and facilitation of SEAMEO Secretariat to agree on the cost sharing mechanism, the implementation as well as the evaluation process.

The sending universities shall provide support/assistance in arranging for the air fare, meals/pocket money, health, accident, and travel insurance of the participating students. The receiving universities are responsible for accommodation, local transportation, providing an appropriate practicum school and preparation of mentor(s) and buddy(ies) for participating students.

After completion of practicum, student teachers' teaching performance has to be evaluated by mentor(s) using an evaluation form (appendix VI) provided by SEAMEO Secretariat.

2. Participation in the Project

To become an official member of this project, the participating universities must follow the steps below:

- 1.1 Agree with the process in number 1 and sign the agreement
- 1.2 Complete an application form, which is available online at <http://seateacher.seameo.org/seateacher/> (or see in Appendix I)
- 1.3 Send a complete application form to email: seateacher@seameo.org

3. Decision on the Number of Students

Universities indicate the number of student teachers they want to send and receive. However, the number of student teachers who will be accepted in this programme will depend on supply and demand.

4. Announcement of Practicum Locations

SEAMEO Secretariat reserves the right to assign university for each participating student and will announce the mapping results to coordinator(s) via e-mail within 2 weeks after submission deadline of application form. Participating universities are required to confirm their partnership with SEAMEO Secretariat within 1 week after the announcement. The decision made by SEAMEO Secretariat is final.

5. Interview Session

The purpose of interview session is for the receiving universities to select eligible student teachers. The receiving universities are required to organize interview schedule and decide which online platform to be used for interviewing potential exchange student teachers. The receiving universities have the right to accept or reject the student teachers who have been interviewed.

6. Students' Preparation

Sending universities play significant roles to prepare their student teachers before departure. To ensure success of the project, sending universities have to assist their student teachers to prepare lesson plans and discuss curriculum with partner universities prior to departure and during the exchange period. It is also suggested that sending universities

have to arrange an orientation for student teachers concerning the following topics:

- Logistic arrangement: passport and flight ticket
- English language skill
- Health, accident, and travel insurance
- Mental readiness
- Cultural differences

7. Practicum Period

The duration of the programme is 30 days in order to obtain visa exemption.

8. Monitoring and Evaluation

SEAMEO Secretariat provides an evaluation form (Appendix VI) for mentors to evaluate the student's teaching performance as well as guideline topics for writing blog (Appendix V). Student teachers are encouraged to report their activities during the exchange via blog i.e. blogspot, wordpress or any other platforms, which will later be published on the SEA-Teacher website at <http://seateacher.seameo.org/seateacher/>. Student teachers are also required to make a report if assigned by the sending university. The sending universities are strongly encouraged to coordinate with the receiving universities if they wish to carry out onsite monitoring during student teachers' practicum period.

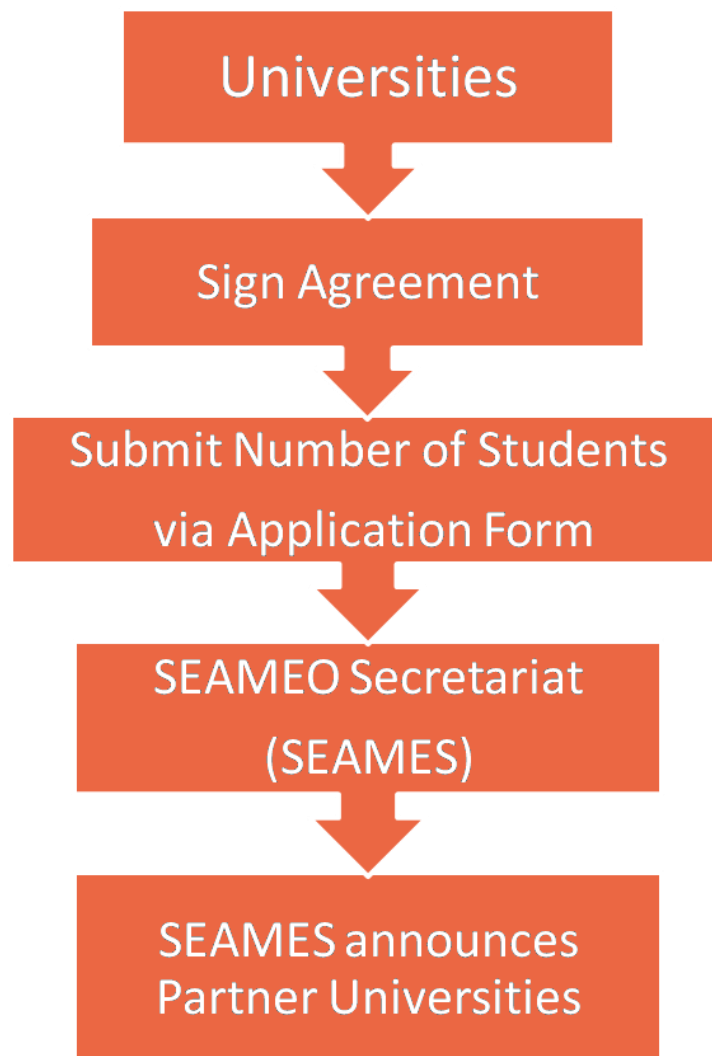


Chart No.1: Process of Participation in the Project

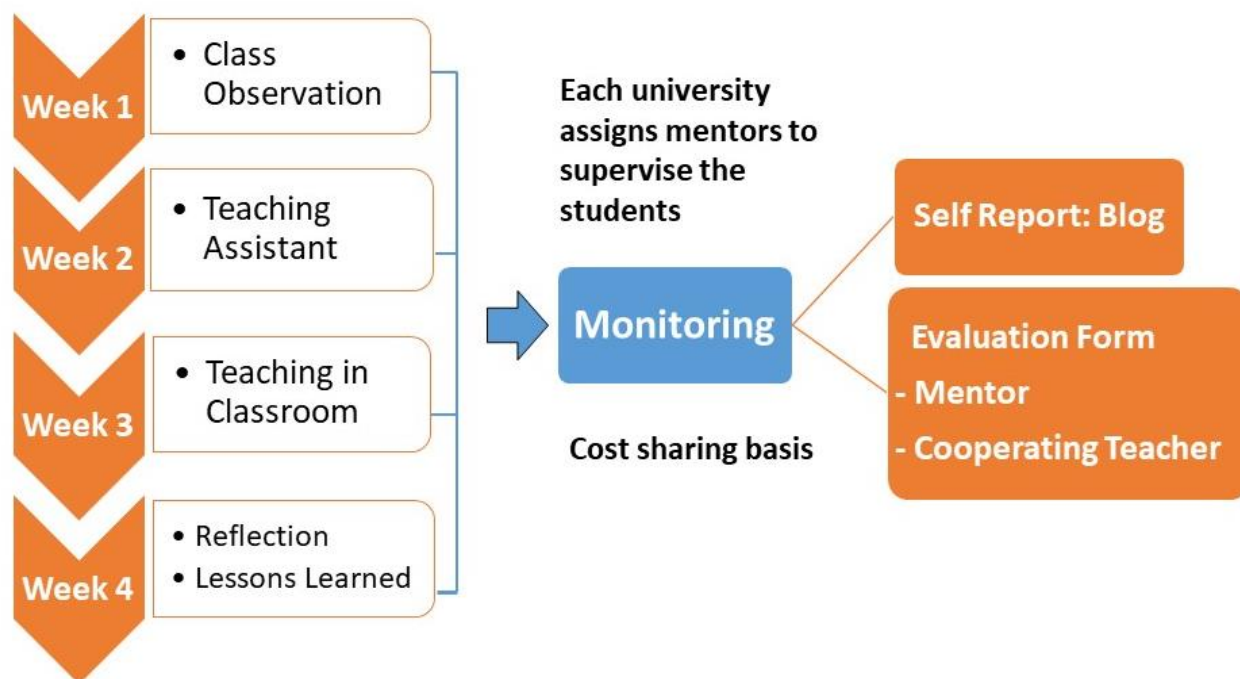


Chart No.2: Project Activities, Monitoring and Evaluation

III. Roles and Responsibilities of SEAMEO Secretariat and Participating Universities

There are 3 parties that play significant role in establishing the project - SEAMEO Secretariat, sending and receiving universities. The major roles and responsibilities of each party are indicated below.

1. SEAMEO Secretariat

1.1 Document Provider

- **Student Teacher Information Form for Interview (Appendix II)**

This form is for the sending universities to fill in and return to the receiving universities and cc SEAMEO Secretariat at seateacher@seameo.org. It contains the list of potential student teachers for interview with the receiving universities. The sending universities can indicate student teachers' names for interview more than the number that SEAMEO Secretariat assigned. The receiving universities reserve the right to refuse and select student teachers after the interview is completed.

- **Student Teacher Placement Form (Appendix III)**

This form is for the receiving universities to fill in and return to the sending universities and cc SEAMEO Secretariat at seateacher@seameo.org. It contains the list of student teachers from sending universities that are accepted by receiving universities.

- **Bio Data Sheet (Appendix IV)**
This form is for the student teachers to fill in. Coordinators are responsible for compiling and sending it to the right partner universities and cc SEAMEO Secretariat at seateacher@seameo.org.
- **Guideline Topics for Writing Blog (Appendix V)**
It is used as the guidelines for the student teachers regarding the blog content.
- **Student Teacher Performance Evaluation Form (Appendix VI)**
This form is for the mentor to assess the student teachers' teaching performance during the practicum period.
- **E-Certificate of Completion (Appendix VII)**
The issuance of an electronic certificate of completion with a signature of the director of SEAMEO Secretariat serves as an objective to indicate the 1-month practicum under the SEA-Teacher project. Only student teachers who pass the criteria are eligible to get the e-certificate.

1.2 Decision on the Practicum Location

SEAMEO Secretariat reserves the right to assign universities for each participating student and will announce the mapping results to coordinator(s) of all participating universities via e-mail within 2 weeks after submission deadline of application form. The decision made by SEAMEO Secretariat is final.

1.3 Coordination

Apart from email, LINE Application is used as a main communication channel to update on the progress and to assist on the coordination among all parties in the project.

1.4 Emergency Protocol

In case of emergency, the student teachers should use the following procedures:

- 1.4.1 Contact the mentor(s) that supervise them and/or coordinators of receiving and/or sending universities.
- 1.4.2 If assistance is required from SEAMEO Secretariat, please dial (+66) 2-391-0144 (office) or Line/WhatsApp to the SEAMEO Secretariat officer who is in charge of the coordination of SEA-Teacher project.

2. Sending University

2.1 Selection of Participating Students

The criteria for selecting student teachers have to be worked out by participating universities themselves. Agreement on the number of student teachers' exchange (send and receive) per university must be indicated in the application form.

2.2 Pre-Departure Procedure

- 2.2.1 Identify the student teachers who will participate and ensure their readiness both physically and mentally
- 2.2.2 Prepare air ticket and personal insurance (discuss with parents or staff for funding arrangement)
- 2.2.3 Assist and discuss lessons plan with receiving university of student teachers
- 2.2.4 Prepare student teachers before departure through orientation programme to discuss about logistical arrangements, English language proficiency, and adaptation of different environments and cultures

2.3 Implement Student Exchange

Monitor programme implementation

2.4 Prepare Returning Home Programme

- 2.4.1 Arrange airport transportation service
- 2.4.2 Ensure completeness of student teachers' blogs
- 2.4.3 Compile Student Teacher Performance Evaluation Forms and return to SEAMEO Secretariat

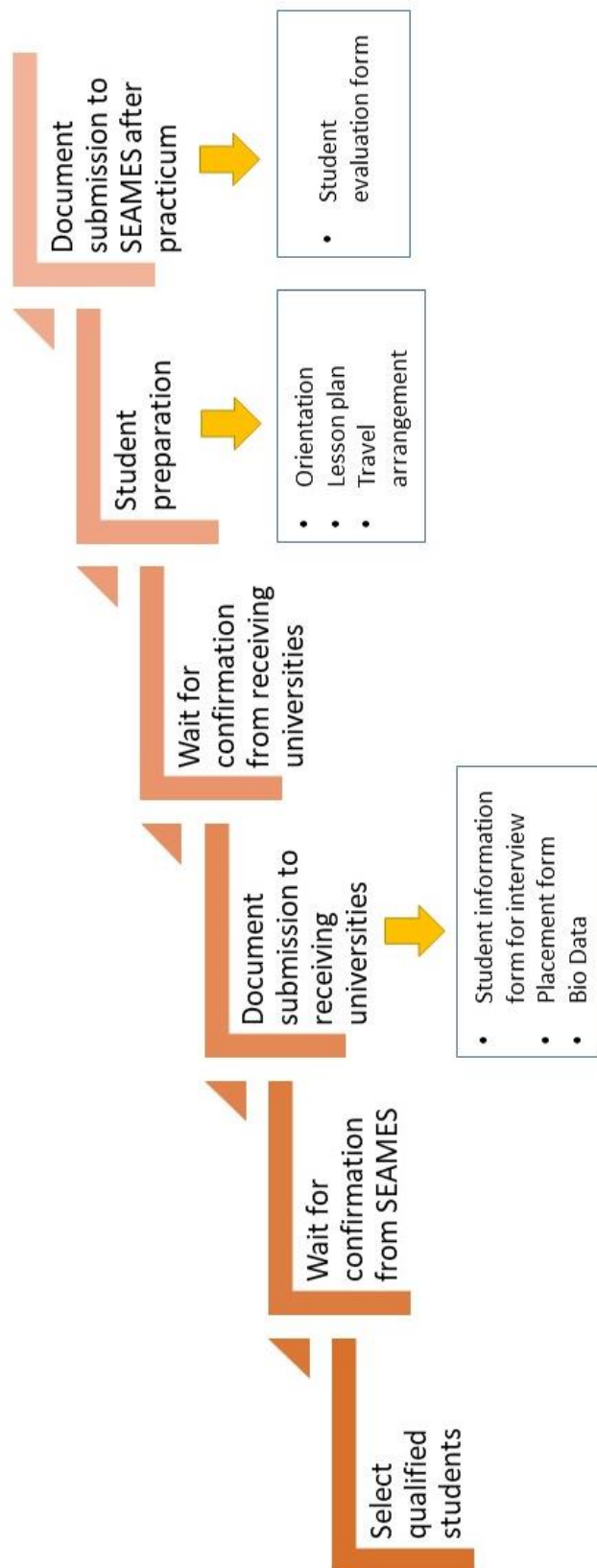


Chart No.3: Roles and responsibilities of sending universities

3. Receiving University

3.1 Pre-departure Procedure

- 3.1.1 Identify school partners for practicum and inform afterwards the school names to the SEAMEO Secretariat
- 3.1.2 Arrange interview session
- 3.1.3 Prepare learning programme/study plan in school/campus
- 3.1.4 Assign mentor(s) and buddy(ies)
- 3.1.5 Prepare for accommodation and local transportation
- 3.1.6 Send a picture(s) of the dormitory/house/room that the student teachers will be staying

3.2 Implement Student Exchange

- 3.2.1 Arrange pick up service from the airport
- 3.2.2 Arrange accommodation
- 3.2.3 Provide an orientation/welcoming meeting
- 3.2.4 Perform mentoring, monitoring and evaluation

3.3 Prepare Returning Home Programme

- 3.3.1 Conduct wrap-up meeting with the participants
- 3.3.2 Ensure the completeness of student teachers' blogs
- 3.3.3 Validate and approve the student performance evaluation form by giving university's stamp
- 3.3.4 Send the student teachers to the airport

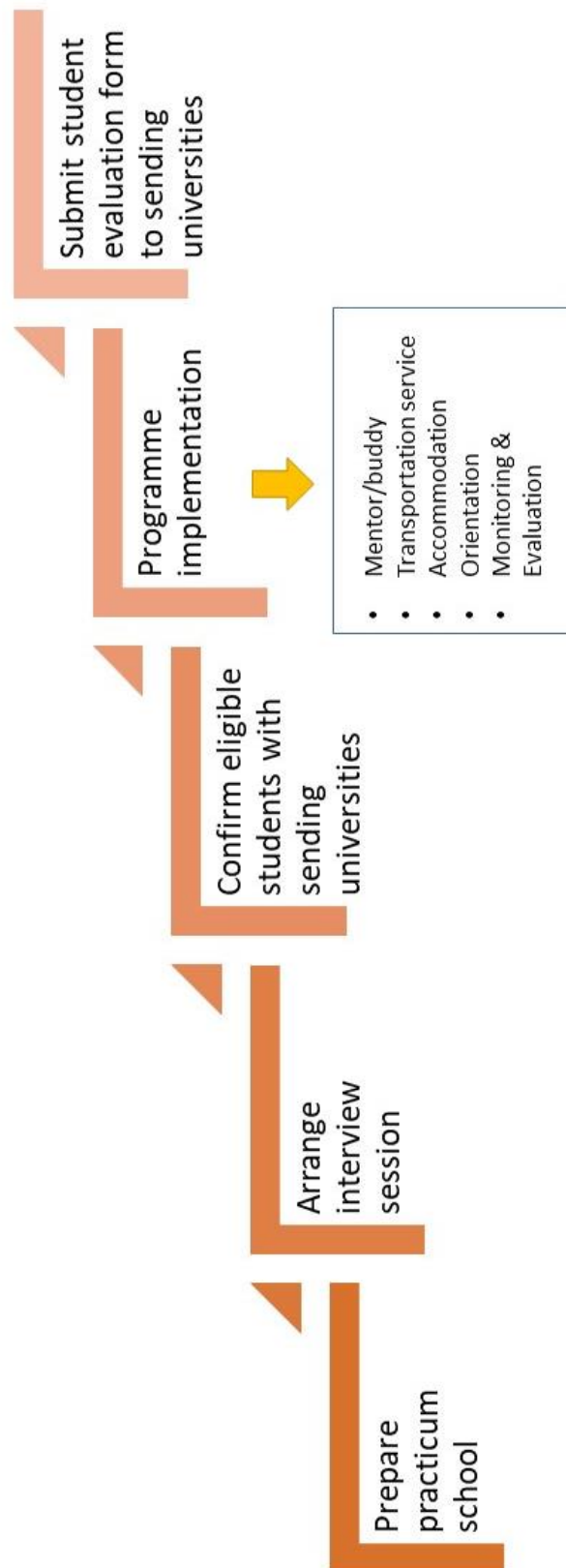


Chart No.4: Roles and responsibilities of receiving universities



APPLICATION FORM

I. University's Information		
Name of University		Abbreviation
Address		
City	Country	Postcode

1. Would like to participate in SEA-Teacher project and send 3rd - 4th year university students majoring in the following subject (Please indicate number of students in each field below)

..... English language student(s) Mathematic student(s)
..... Science student(s) Pre-school student(s)
..... Economic Education student(s) Primary/Elementary student(s)
..... Social Science student(s) Physical Education student(s)

Sending totalstudents

2. Would like to host students from SEA-Teacher project totalstudents

II. Coordinator's Information		
Title	First Name	Last Name
Position		
Office Division/Unit		
Office Telephone: +	Mobile: +	
WhatsApp Account:	Line ID Account:	Email:

For more information please contact: seateacher@seameo.org



Student Teacher Information Form for Interview

Sending University: ____ (Please use abbreviation) _____

Instruction:

- This form should fill-in by **sending university** and send back to receiving university and cc SEAMEO Secretariat (seateacher@seameo.org).
- Please indicate your own university name above by using abbreviation.
- Below is the list of potential students for interview with the receiving universities.
- The sending university can indicate students' name for interview more than the number that SEAMES assigned and let the receiving university choose the best one according to the interview result.
- The receiving universities have a right to refuse and select students after interview completes.

No.	Name of Student Teacher	Gender (M/F)	Major/Field of Study at University	Year of Study (3 rd or 4 th)	Subject to Teach*	Email	Receiving University (please use abbreviation)

*Subject to teach

- English
- Math
- Science
- Pre-School
- Economic Education
- Primary/Elementary
- Social Science
- Physical Education



Student Teacher Placement Form

Receiving University: _____ (Please use abbreviation) _____

Instruction:

- This form should fill-in by **receiving university** and send back to sending university and oc SEAMEO Secretariat (seateacher@seameo.org).
• Please indicate your own university name above by using abbreviation.
• Below is the list of student teacher from sending university that accepted by receiving university.
• The receiving university should indicate students' teacher name from sending university to be placed at host school according to the availability of the grade(level to teach) and subject to teach based on the agreement between receiving university and host school.

[illegible]

*Level to teach

- Lower Secondary School (LSS)
- Upper Secondary School (USS)
- Pre-School
- Primary/Elementary

*Subject to teach

- English
- Math
- Science
- Pre-School

- Economic Education

- Primary/Elementary
- Social Science
- Physical Education

*Topic to teach

Please mention specific topics in the subject that students' teacher have to teach in the classroom

Bio Data Sheet

Name of Student: _____
University Name: _____
University Address: _____

Picture

Faculty: _____ Major: _____

Year of Study (3rd or 4th): _____ Preferred Level to Teach: _____

Preferred Subject to Teach: _____

Home Address: _____

E-mail Address: _____

Mobile No.: _____

Emergency Contact: (please provide 2 persons)

1. Name : _____ Relationship: _____
Mobile No.: _____

2. Name : _____ Relationship: _____
Mobile No.: _____

Personal Information

Date of Birth (DD/MM/YYYY): _____

Age: _____ Gender: _____ Blood Type: _____

Drug Allergy: _____

Nationality: _____ Ethnicity: _____

Religion: _____ Marital Status: _____

SEAMES_062017

Education Background:

Experiences:

Language Skills:

SEAMES_062017

As of 29 Aug 2018



Guideline Topics for Writing Blog

(These topics are used as guidelines for the student teacher to write the blog)

1. School: General Information and Academic Administration

After observation, please write a report about school general information and its academic administration according to topics as follows:

- 1.1 School profile
- 1.2 Academic support system
- 1.3 Teaching system
- 1.4 Materials and other learning sources
- 1.5 Measurement and evaluation system
- 1.6 Curriculum
- 1.7 Teaching plan (of your major)

2. Pedagogical Contents

After observation, please write a report on school pedagogical contents (where you were placed for practicum) according to topics as follows:

- 1.1 Teaching methods
- 1.2 Learning materials and innovation
- 1.3 Sources of learning and technology
- 1.4 Authentic assessment
- 1.5 Others

3. Teaching Plan

After observation, please write a report about school teaching plan according to topics as follows:

- 1.1 Curriculum
- 1.2 Teaching plan related to your major

(1)

4. Observation on Teacher(s)

After observing and studying about teacher(s), please write a report on following topics:

- 1.1 Planning for teaching
- 1.2 Preparing lessons and materials
- 1.3 Teaching in class
- 1.4 Measurement and Evaluation
- 1.5 Others

5. Teaching Practice

For teaching practice, please write a teaching plan and consult with teacher (of your teaching subject). Then student teachers will be assigned to teach in class and reflect on their teaching after class. Please write a report on the teaching practice according to topics as follows:

- 1.1 Procedures of teaching
- 1.2 Time management and organizing activities
- 1.3 Problem-solving
- 1.4 Classroom management
- 1.5 Others

6. Summary and Suggestions

Student teachers summarize what you had done during your practicum according to topics as follows:

- 1.1 Purposes of practicum
- 1.2 Procedures of practicum
- 1.3 Outcomes of practicum
- 1.4 The challenges of practicum
- 1.5 Overall impression
- 1.6 Suggestions for future improvement

Note:

- Student teacher also can include their excursion experience in the report.
- Add video, photos and pictures during the programme held.
- Use communicative language when you write the blog.



6th BATCH STUDENT TEACHER PERFORMANCE EVALUATION FORM

For use by both the cooperating teacher and university supervisor

Student Name _____

Sending University _____ City _____ Country _____

Receiving University _____ City _____ Country _____

Receiving School _____ City _____ Country _____

Subject Teaching _____ Grade Level _____

Evaluator Name / Mentor Name _____

- Directions:**
- This evaluation form should be filled-out by the mentor together with the cooperating teacher per subject only.
 - Please fill-out this evaluation form according the class levels and subjects that the student teacher has taught.
 - For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers, not with those of experienced teachers.**
 - This evaluation form must be confirmed by the **receiving university's stamp**.
 - The coordinator of **sending university** is responsible to return the form to SEAMEO Secretariat at seateacher@seameo.org **by 30 September 2018**. This form is one of the criteria for the participating students to get the e-certificate of completion from SEAMEO Secretariat.

Note:
 Assessment Scale: **4 – Advance.** *Consistently exceeds* expectations
 3 – Proficient. *Consistently meets* expectations
 2 – Basic. *Partially meets* expectations
 1 – Needs Improvement. Needs focused attention

Did the student teacher submit the lesson plan before teaching? ☐ Yes ☐ No

I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	Knowledge of Subject Matter The student teacher has mastery of his/her subject matter. He/ she is knowledgeable of the central concepts, tools of inquiry, and structures of the discipline/s. He/ she makes the learning experiences of the pupils/ students meaningful.				
2	Focus on Objective of the Lesson The student teacher organizes and plans systematic instruction based on the subject matter, nature of learners, and the curriculum goals.				
3	Knowledge of How Students Learn The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and				

	can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.				
4	Assessment of Learning The student teacher understands usage of appropriate formal and informal assessment strategies to evaluate learning and ensure the holistic development of the pupils/students.				

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	Instructional Strategies The student teacher uses variety of instructional strategies, including the use of technology, to encourage learners' development of critical thinking, problem solving, and performance skills.				
2	Communication Skill The student teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.				
3	Classroom Management The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction and active engagement in learning.				
4	Time and Resource Management The student teacher maximizes the allotted class time and utilizes all learning resources to engage the pupils/students in the learning process.				
5	Discipline The student teacher attends to learners' misbehaviors in a positive manner. He /she promotes self-esteem, responsibility, and mutual respect in the class.				

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

Supervisor's/Mentor's signature _____ Date _____

Cooperating Teacher's signature _____ Date _____



