


Chapter 11

Experiences of Students on Work Placement and Teaching Practice

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ABSTRACT

This chapter examined the work placement and teaching practice experiences of the students. Attempts to raise the socioeconomic and cultural status of emerging countries are expected to involve education in a number of significant ways. But without teachers who are both professionally responsible and intellectually skilled, high-quality education is unimaginable. If teachers are to fulfil their roles in schools, there must be a carefully considered and effectively implemented teaching practice program for student teachers that strives to develop teachers who are professionally skilled, academically qualified, and ethically and attitudinally committed to their profession. The secondary data was subjected to a thematic analysis. The findings might assist the university administration in developing appropriate rules to enhance the classroom atmosphere and better train new teachers. This chapter's conclusion might also contribute to improving the teacher education curriculum and improving the job placement experiences for students.

INTRODUCTION

The phrase “teaching practice” refers to the practice of teaching methods and learning the role of a teacher; the variety of experiences students have in schools; and the course's practical components as opposed to its academic components (Maseko,

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2022). In addition, teaching practice refers to the process of preparing student teachers for teaching through hands-on training. Furthermore, a crucial part of teacher preparation is teaching practice, and it allows trainee teachers to gain experience in a real teaching and learning setting. Performance during teaching practice offers a foundation for forecasting the teacher's future performance. Working with students in schools during teaching practice offers a high level of emotional involvement that is primarily good. Additionally, student-teachers start to engage with a teaching culture through practice teaching. Giving student-teachers the chance to build a professional relationship with the school's teachers and a suitable teacher-pupil interaction is the aim of teaching practice (Talbot, 2024).

In addition, it offers an opportunity to apply theories and get a deeper comprehension of educational principles and how they affect learning. Furthermore, it should be noted that during teaching practice, student-teachers have hands-on experience in schools to help them manage discipline issues and comprehend control methods (Mayer, 2021). Giving students the opportunity to evaluate their suitability for the teaching profession and their potential as teachers is one of the objectives of teaching practice (Russell & Martin, 2017). Moreover, through teaching experience, student-teachers can improve their ability to employ basic procedures, strategies, and teaching methods as well as successfully organise and prepare courses (Orland-Barak & Wang, 2020). Also, teaching practice fosters the development of desired professional interests, attitudes, and concepts relevant to the teaching profession. It also helps student-teachers acquire desirable teacher traits and behaviours (Rupp & Becker, 2021). Additionally, teaching practice gives student-teachers a chance to have their teaching assessed, benefit from constructive criticism and self-evaluation, and identify their own areas of strength and weakness (Thomas & Talbot, 2021). Teaching practice helps aspiring educators strengthen their fluency, understanding, proper use of teaching aids, student engagement, listening, and question-answering skills. In other word, teaching practice facilitates the sharing of ideas and techniques between teacher-training institutions and schools that allow student-teachers to gain experience in schools. This is achieved by informing students and staff at teacher-training institutions about new ideas, materials, and equipment being used in practising schools and by introducing new ideas, materials, and equipment into the school.

With the changing nature of learning through work and technological advancements, the term “placement” in higher education has expanded over time to include a variety of forms, such as internships and e-internships, co-operative education, in-person, online through virtual means and paid versus unpaid (Atfield, Hunt & Luchinskaya, 2021)). For example, face-to-face contacts and instant feedback are crucial components of a successful placement experience, highlighting the interpersonal skill development that in-person placements generate (Beer & Mulder, 2020). As a result, different arguments concerning placement method, form, and

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