

Comparative Analysis of Teacher Clinical Experience Guiding Principles in Selected Teacher Training Institutions Around the World

Mohd Hassan Abdullah

Faculty of Music and Performing Arts, Sultan Idris Education University
Malaysia

Ahmad Jazimin Jusoh

Faculty of Education and Human Development, Sultan Idris Education University
Malaysia

Syakirah Samsudin

Faculty of Science and Mathematics, Sultan Idris Education University
Malaysia

DOI: 10.6007/IJARBSS/v7-i12/3706 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i12/3706>

Abstract

Clinical experience is crucial in developing student teachers' conception about the teaching profession. They are required to make decisions in specific situations and context hence they need to draw on their beliefs, assumptions, knowledge and experience about teaching and learning. This study focuses on comparative analysis of Teacher Clinical Experience Guiding Principles in selected Teacher Training Institutions around the World. This study involves doing a critical and comparative analysis of selected models and programmes pertaining to guiding principles for teacher clinical experience in selected renowned teacher training institutions around the world. Various type of documents on teacher clinical experience guiding principles has been analyzed including academic programme handbooks, curriculums, academic papers, and others. Apart from that, semi-structured interviews as well as open question survey were administered in selected teacher training institutions. Based on the analysis of data, provisional guiding principles were proposed to be considered by any teacher education institution in designing their curriculum framework in order to produce quality teacher for the future.

Keywords: Comparative Analysis, Guiding Principles, Clinical Experience, Student Teachers, Teacher Education

Introduction

In the 21st century teaching, teachers need to have the right values, skills and knowledge to be effective practitioners who will bring about the desired outcomes of education. Thus, teacher

education institution in Malaysia must develop teachers who are able to undertake greater responsibilities as they are at the forefront of educating our children.

It is now universally accepted that the quality of the teaching force determines the quality of education. Hence, teacher education institution plays a vital role to increase the quality of teaching force by improving the current teacher education programme. Due to clinical experience (or more popularly known as teaching practice) is recognized as one of the central component in teacher education programme, therefore, it is important to design a structure for teacher clinical experience which is relevant to and in line with the current practices in school.

This study aims to conduct a comparative analysis on Teacher Clinical Experience Guiding Principles in selected teacher training institutions around the World. Based on the data analysis, provisional guiding principles were identified. The significance of this research is to propose Teacher Clinical Experience Guiding Principles which to be considered by any teacher education institution in designing their curriculum framework as a platform to produce more quality teachers for the future.

Guiding principles for Teacher Clinical Experience and Induction

Background

Teachers' clinical experience during the years of pre-service training is perceived as an important factor in producing quality beginning teachers (Ralph, 2007; Darling & Hammond, 2006, Wilson; 2006) and it is highly valued by student teachers (Farell, 2008; Beck & Kosnik, 2002). Clinical experience refers to a supervised practical experience or on the job training that provides supported entry to the profession. It is regarded as the cornerstone or the climax of the teacher education program (Barry and King, 2002; Cameron & Wilson, 1993) whereby student teachers practice and develop their teaching skills. During clinical experience, student teachers are assigned with mentor teachers who will guide the student teachers throughout their experience with the school context. During clinical experience also, observations of classroom teaching will be conducted by mentor teachers and the student teachers' supervisors assigned by the respective institution to foster growth and develop professional wisdom. Student teachers will also be required to reflect on their teaching and write reflective journals.

Clinical experience of the teacher education program is one of the most valuable experiences by student teachers. They considered these an introduction to the real context of teaching and learning process and it has a huge implication on their professional development. However, many researchers argue that clinical experience that is not well-constructed and structured may become a fruitless experience to student teachers (Shah Syed Manzar & Lu, 2013; Darling-Hammond, 2006; Blunden, 2000). One of the arguments is how clinical practice addresses the gap between theory and practice. Blunden (2000) argued that both theory and practice are two different worlds that are not easily aligned. Conelly & Clandinin (1995) mentioned that theory-practice binary is complex and that theory and beliefs about how theoretical knowledge is applied in practice are diverse and often conflicting. According to Wasim, Khalid, Thomas (2012), the preparation phase of practicum must serve the role of connecting both the theoretical and practical perspectives of the learning and the teaching world.

Darling-Hammond (2006) suggested three critical components of such programs include tight coherence and integration among courses and between course work and clinical work in schools, extensive and intensely supervised clinical work integrated with course work using pedagogies that link theory and practice, and closer, proactive relationships with schools that serve diverse learners effectively and develop and model good teaching.

Grootenboer (2006) highlighted that although clinical experience provides the experiences that cannot be replicated in the tertiary classroom, it is viewed as unmediated and unstructured apprenticeship which lacks course work and adequate supervision. Therefore, although clinical experience is recognized for its significance in providing student teachers with the elements that are essential in their professional development, it is criticized for its unstructured nature.

The way clinical experience is organized, supervised, evaluated and integrated into the whole teacher education program also evidently varies across programs and institutions that further influence the diverse impacts on student teachers' professional development.

Hence, this study is pertinent to present Guiding principles for Teacher Clinical Experience and Induction, which while having the generic characteristics of beginning teacher development, is also sensitive to the socio-cultural aspects of Malaysian teachers. It will be constructed based on UPSI's curriculum framework and Teacher Education Model. This model will be generated by taking into considerations the critical elements in forming a clinical experience and induction framework based on empirical findings gained from various sources.

Research Objectives

This study embarks on the following objectives:

- i. Conduct a critical, gap and comparative analysis of the available literature and selected teacher clinical experience and teacher induction principles locally and globally in the context of policy and practice.
- ii. Benchmark a Clinical Experience and Induction Model for preparing and assisting teachers in their continuous professional development.
- iii. Develop Guiding Principles for Malaysian teacher clinical experience and induction.

Methodology

Qualitative research methods were utilized in this study. The research design involves a critical review and comparative analysis of selected local (public and private) and international Teacher Clinical Experience and Induction model/framework in the context of policy, theory and practice. It also involves the benchmarking and profiling of knowledge, skills and values of Teacher Clinical Experience and Induction principles that will form the foundation of constructing a curriculum framework for a model of teacher education to develop quality teachers for the future. Based on the analysis, the Teacher Clinical Experience and Induction guiding principles will be proposed.

In this study, benchmarking, gap analysis and preliminary research related to Clinical Experience and Teacher Induction has been conducted.

i. Benchmarking

Benchmarking was conducted to three local private higher institutions namely HELP University, Taylor's University and SEGi College and four local Public Universities namely University of Science, University of Malaya, University Putra Malaysia and National University of Malaysia. Observation and interview were conducted to obtain required information. Besides, benchmarking was also conducted through document analysis.

ii. Comparative Analysis

Comparative analysis was conducted by analyzing documents of teacher education programmes the Clinical Experience and Teacher Induction from Malaysian Higher Education Universities and various renowned world institutions to identify the strength and best practices. Among the renowned world institutions that had been reviewed were Brock University, Canada, Connecticut State Department of Education, USA, College Of Education, Temple University, USA, Oregon State University USA , Hong Kong Institute of Education, University of Sydney, Australia , College of Education, Seoul National University, South Korea, University of Hong Kong, University Of Hong Kong , and National Institute of Education, Singapore.

Institutions	Teacher Clinical Experience Guiding Principles						
	Variety of Clinical Experience (P1)	Work with Diverse Learner (P2)	Necessary Practice / Training (P3)	Qualified mentor / supervisor (P4)	Strategic partnership / collaboration (P5)	Preparing for leadership (P6)	Bridging the theory with practice (P7)
Brock University, Canada	x	✓	x	x	✓	x	✓
Connecticut State Department of Education, USA	✓	x	x	✓	✓	x	x
College Of Education, Temple University, USA	✓	✓	✓	✓	✓	✓	x
Oregon State University USA	✓	x	x	x	✓	x	x
HK Institute of Education	x	✓	x	x	✓	x	✓
University of Sydney, Australia	x	x	x	x	✓	x	✓
University Of Hong Kong	x	x	x	x	✓	x	✓
National Institute of Education, Singapore	x	x	x	x	✓	x	x

Figure 1 Teacher Clinical Experience Guiding Principles

Document Analysis for Clinical Experience Guiding Principal

Key Principles

- P1. Variety of Clinical Experience
- P2. Work with Diverse Learner
- P3. Necessary Practice/Training – content of clinical experience
- P4. Qualified mentor / supervisor
- P5. Strategic partnership / collaboration
- P6. Preparing for leadership
- P7. Bridging the theory with practice

1. Brock University, Canada

GUIDING PRINCIPLE	EVIDENCE
<p>1. P2</p>	<p>“the ability to deal with complex and sometimes stressful teaching situations that require stamina, adaptability, and the ability to meet multiple demands simultaneously”</p> <p>page19- Teacher Candidate Handbook</p> <p>“a respect for the diverse range of learning strengths and the needs of students”</p> <p>Page21- Teacher Candidate Handbook</p>
<p>2. P5</p>	<p>“the ability to relate effectively to and collaborate with colleagues;”</p> <p>“a demonstrated ability to communicate with students, colleagues, parents /guardians, and other educational partners;”</p> <p>Page21- Teacher Candidate Handbook</p>
<p>3. P7</p>	<p>“the ability to apply pedagogical theory to educational practice”</p> <p>page19- Teacher Candidate Handbook</p>

2. Connecticut State Department of Education, USA

GUIDING PRINCIPLE	EVIDENCE
1. P1	<p>“All candidates must have a sequence of varied, structured, intensive and purposefully supported clinical school experiences that are appropriately staffed by qualified educators”</p> <p>Page 5- Connecticut State Department of Education News</p>
2. P4	<p>“Clinical faculty (supervisors) and school based educators have a significant impact on candidate clinical experiences and must be effective educators who understand and apply national and state teaching and student standards.”</p> <p>Page 5- Connecticut State Department of Education News</p>
3. P5	<p>“Teacher preparation programs and schools/districts must have well-defined, high-quality, collaborative partnerships to ensure the quality of clinical experiences”</p> <p>Page 6- Connecticut State Department of Education News</p>

3. College of Education, Temple University, USA

GUIDING PRINCIPLE	EVIDENCE
1. P1	<p>“Field experiences should be sequenced to ensure that all pre-service teachers see a variety of teaching practices and have an opportunity to build their skill sets over time.”</p> <p>Page 1- Clinical Practice Guiding Principles, College of Education</p>
2. P2	<p>“Field experiences should provide students the opportunity to learn about and work with diverse students. While in the program, to the extent possible and when appropriate, students should have experiences in settings in which they could both observe and work with students of diverse racial, ethnic, religious, socio-economic, linguistic, age, grade, and ability backgrounds.”</p> <p>Page 1- Clinical Practice Guiding Principles, College of Education</p>
3. P3	<p>“Field experiences should give pre-service teachers necessary practice in order for them to develop their skills in instructional planning and implementation, engaging and teaching students, and using modern methods including new technologies.”</p> <p>Page 1- Clinical Practice Guiding Principles, College of Education</p>
4. P4	<p>“Clinical faculty and mentor teachers should be carefully chosen on the basis of their ability to model good practice and to teach new teachers effectively”</p>

	Page 1- Clinical Practice Guiding Principles, College of Education
5. P5	<p>“Field-based school leaders, instructors and teachers should be strategic partners, working collaboratively with university faculty to design and carry out rich, varied, and instructive field experiences.”</p> <p>Page 1- Clinical Practice Guiding Principles, College of Education</p>
6. P6	<p>“Field experiences should support pre-service teachers in preparing for leadership roles in the future and thinking about teaching and learning in broader social and political contexts, including the community, society, and world.”</p> <p>Page 1- Clinical Practice Guiding Principles, College of Education</p>

4. Oregon State University USA

GUIDING PRINCIPLE	EVIDENCE
1. P1	<p>“Field experiences and clinical practice are required for all candidates in PTCE licensure programs. The Field Experiences¹⁵chart provides an overview of the program, key assessments, clinical practice, and total hours required for completion”</p> <p>Page 1- Standard 3: Field Experiences and Clinical Practice</p>
2. P5	<p>“Each of these partners is involved in all aspects of program design, implementation, and evaluation including field experiences and clinical practice for undergraduate and graduate licensure programs”</p> <p>Page 1- Standard 3: Field Experiences and Clinical Practice</p>

5. HK Institute of Education

GUIDING PRINCIPLE	EVIDENCE
1. P2	<p>“Demonstrate an understanding of learning styles, interests, intelligences and ways to cater for individual diversified needs of pupils in the learning context.”</p> <p>Page 10 - Induction Programme for new Teaching & Academic Staff</p>
2. P5	<p>“Develop and demonstrate cordial and cooperative relationships with peers and/or school supporting team and participate in school’s professional development activities”</p> <p>Page 11 - Induction Programme for new Teaching & Academic Staff</p>

3. P7	<p>“Demonstrate the ability to use pedagogical content knowledge in planning, developing and implementing appropriate aspects of the subject curriculum “</p> <p>Page 11 - Induction Programme for new Teaching & Academic Staff</p>
-------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6. University of Sydney, Australia

GUIDING PRINCIPLE	EVIDENCE
1. P5	<p>“Productive professional learning for preservice teachers occurs when the University is able to work collaboratively with placement environments and their staff to ensure quality practical learning components for preservice teachers in all the faculty's programs”</p> <p>-Extracted from: http://sydney.edu.au/education_social_work/professional_experiences/preservice-PE/teacher-ed-index.shtml</p>
2. P7	<p>“It is undoubtedly a most significant aspect of teacher education because it provides the major opportunity for preservice teachers to draw together the more theoretical aspects of their learning with those aspects that are more explicitly orientated towards the professional practice of the teacher”</p> <p>-Extracted from: http://sydney.edu.au/education_social_work/professional_experiences/preservice-PE/teacher-ed-index.shtml</p>

7. University of Hong Kong

GUIDING PRINCIPLE	EVIDENCE
1. P5	<p>“with ongoing support and collaboration, student-teachers do not need to feel isolated or inadequate but can be empowered to progress through the first huddle of becoming a professional initial teacher via a meaningful teaching practicum experience”</p> <p>Page 6- University Of Hong Kong Teaching Practice Handbook</p>
2. P7	<p>“the teaching practicum provides an opportunity for the integration of theory and practice. It also enables student-teachers to learn to teach and to identify their professional needs in order to fulfil their teaching and learning potential.”</p> <p>Page 6- University of Hong Kong Teaching Practice Handbook</p>

8. National Institute of Education, Singapore

GUIDING PRINCIPLE	EVIDENCE
1. P5	<p>“The practicum, school attachments, in-service courses as well as various forms of collaborative activities offer a glimpse of the concordant partnership that NIE shares with MOE and schools, with both stakeholders working together to help student teachers make effective transitions from campus learning to classroom teaching.”</p> <p>Page 40 - A Teacher Education Model for the 21st Century (TE21), A Report by the National Institute of Education, Singapore</p>

Proposed Guiding Principles for the Teacher Clinical Experience and Induction.

Based on the document analysis done on local teacher training institutions, it was found that the development of clinical experience and induction programme was not based on explicit guiding principles. Whereas, renown teacher training institutions abroad developed guiding principle prior to clinical experience programme. Furthermore, based on document analysis and area benchmarked, clinical experience consists of 5 major elements which govern the development of teacher clinical experience and induction programme. The elements are the application of subject matter and pedagogical content knowledge in actual school, application of technological pedagogical content knowledge (TPACK) in the teaching in actual classroom settings, the use of critical reflection for pedagogic reasoning of the teaching and learning process. The supervision component helps trainee teachers to experience best practices in school. It also exposes trainee teachers to the administrative process or activity of running a school. From these principles, the research team has formulated 5 guiding principles for teacher clinical experience and induction. Each of the guiding principles is described in three different perspectives which are value, skill and knowledge. The guiding principles are; (Table 1)

Table 1: *Clinical Experience and Induction Guiding Principles with Three Perspectives of Descriptors.*

GUIDING PRINCIPLE	DESCRIPTORS		
	VALUE	SKILLS	KNOWLEDGE
GUIDING PRINCIPLE 1: Clinical experience enables trainee teachers to	1. Trainee teachers are aware of and willing to receive training on advance subject matter and PCK application during teaching	1. Trainee teachers translate, interpret and extrapolate subject matter and PCK for actual school context during	1. Trainee teachers understand the knowledge of contextual, professional and personal dimensions

<p>apply subject matter and pedagogical content knowledge (PCK) in teaching in actual school.</p>	<p>practice in actual school with positive attitudes and values.</p>	<p>teaching practice and consider the diverse learners.</p>	<p>of clinical experience to apply subject matter and PCK in actual school context with diverse learners.</p>
	<p>2. Trainee teachers acknowledge the availability of multiple pedagogical approaches and strategies that could be applied during teaching practice.</p>	<p>2. Trainee teachers actively apply subject matter and PCK in teaching in actual school context with diverse learners.</p>	<p>2. Trainee teachers understand the knowledge of ways and means of dealing with contextual, professional and personal dimensions of clinical experience to apply subject matter and PCK in actual school context, i.e. the knowledge of conventions, trends and sequences, classifications and categories.</p>
	<p>3. Trainee teachers show preference and commitment in applying subject matter and PCK during teaching practice in actual school context.</p>	<p>3. Trainee teachers analyze elements in relationship with subject matter and PCK for teaching in actual school context with diverse learners.</p>	<p>3. Trainee teachers understand the knowledge of the universals and abstractions in contextual, professional and personal dimensions of clinical experience to apply subject matter and PCK in actual school, specifically the knowledge of principles and generalization, theories, structures and learners.</p>
	<p>4. Trainee teachers conceptualize the value of applying subject matter and PCK during teaching practice in actual school with positive attitudes and values.</p>	<p>4. Trainee teachers analyze organizational principles in the actual school when applying subject matter and PCK during teaching practice.</p>	<p>4. Trainee teachers comprehend</p>
	<p>5. Trainee teachers demonstrate characteristics of professional subject matter expert and PCK practitioners during teaching practice in actual school context.</p>	<p>5. Trainee teachers plan for applying subject matter and PCK by deriving a set of abstract relations between pedagogic principles and clinical experience in actual school context.</p>	
	<p>6. Trainee teachers acknowledge the</p>	<p>6. Trainee teachers actively apply</p>	

	importance of collaboration and communication in applying subject matter and PCK in actual school context.	communication skills in teaching the subject matter. 7. Trainee teachers apply classroom management skills in actual school context.	communication skills in teaching practice. 5. Trainee teachers comprehend the knowledge of classroom management.
GUIDING PRINCIPLE 2 Clinical experience enables trainee teachers to apply technological pedagogical content knowledge (TPACK) in teaching in actual school context.	1. Trainee teachers appreciate training on TPACK application during teaching practice in actual school.	1. Trainee teachers translate, interpret and extrapolate TPACK for actual school experience during teaching practice.	1. Trainee teachers understand the knowledge of contextual, professional and personal dimensions of clinical experience to apply TPACK in actual school context.
	2. Trainee teachers are willing to apply TPACK during teaching practice in actual school.	2. Trainee teachers actively apply TPACK in teaching in diverse contexts with diverse learners.	2. Trainee teachers understand the knowledge of ways and means of dealing with contextual, professional and personal dimensions of clinical experience to apply TPACK in actual school.
	3. Trainee teachers demonstrate preference and commitment to applying TPACK during real school experience.	3. Trainee teachers analyze elements in and relationship among TPACK for teaching in real contexts.	3. Trainee teachers understand the knowledge of the universals and abstractions in contextual, professional and personal dimensions of clinical experience to apply TPACK in actual school experience, specifically the knowledge of
	4. Trainee teachers conceptualise the value of applying TPACK during teaching practice.	4. Trainee teachers analyze organisational principles in actual school context when applying TPACK during teaching practice.	
	5. Trainee teachers demonstrate characteristics of professional TPACK practitioners during teaching practice.	5. Trainee teachers plan for applying TPACK through a set of abstract relations between pedagogic principles and clinical experience in real	

		school context.	principles and generalisation, theories and structure.
	6. Trainee teachers value creative and innovative teaching practices through TPACK during teaching.	6. Trainee teachers apply creativity and innovation through TPACK in teaching practice.	6. Trainee teachers understand the concepts of creativity and innovation through TPACK in teaching practice.
		7. Trainee teachers apply creativity and innovation in preparing teaching resources.	
GUIDING PRINCIPLE 3 Clinical experience affords critical reflection for pedagogic reasoning of the teaching and learning process as well as professional and personal experience as a trainee teacher.	1. Trainee teachers are aware that teaching and learning process in real context is diverse and often conflicting through continuous critical reflection of their field experiences.	1. Trainee teachers translate, interpret and extrapolate critical reflection in the teaching and learning process for professional and personal development during teaching practice.	1. Trainee teachers understand the range of concepts and skills associated with declarative & procedural knowledge and how they are applied in practice through critical reflection of the teaching and learning process.
	2. Trainee teachers acknowledge the significance of reflecting critically on their classroom decisions and relate them to their theoretical knowledge about teaching and learning received in their teacher training course.	2. Trainee teachers actively and critically evaluate their classroom decisions and relate them to their theoretical knowledge and beliefs during critical reflection of their teaching.	2. Trainee teachers understand that critical reflection during field experiences contribute to equipping them with the knowledge and skills to solve problems and make pedagogical decisions which serve diverse learners well and to learn continuously from their practice.

	<p>3. Trainee teachers conceptualize the value of critical reflection in the teaching and learning process for professional and personal development during teaching practice.</p>		<p>3. Trainee teachers understand the knowledge of ways and means of dealing with critical reflection for pedagogical reasoning and of the teaching and learning process as well as professional and personal experience during teaching practice, i.e. evaluating lessons, analyzing patterns in decision-making, applying instructional strategies and understanding of the impacts of instructional decisions.</p>
<p>GUIDING PRINCIPLE 4 Supervision of clinical experience directs trainee teachers towards best practices in school and core qualities of a teacher.</p>	<p>1. Trainee teachers are aware of and willing to receive training on best practices in school and feedbacks on core qualities of a teacher through supervision of clinical experience.</p>	<p>1. Trainee teachers translate, interpret and extrapolate best practices in school and core qualities through supervision of clinical experience.</p>	<p>1. Trainee teachers understand and develop the knowledge of best practices in school and core qualities of a teacher through constructive feedbacks from supervisors based on a common, clear vision of good practices and core qualities grounded in an understanding of teaching and learning through supervision of clinical experience.</p>

	2. Trainee teachers acknowledge best practices in school and core qualities of a teacher through supervision of clinical experience.	2. Trainee teachers demonstrate characteristics of best practices in school context and display core qualities of a teacher through supervision of clinical experience.	2. Trainee teachers understand the knowledge of ways and means of dealing with best practices and core qualities in related context through supervision of clinical experience, i.e.
	3. Trainee teachers show preference of and commitment to best practices in the school context and core qualities of a teacher through supervision of clinical experience.	3. Trainee teachers analyse elements in best practices and core qualities of a teacher through supervision of clinical experience.	the knowledge of conventions, trends and sequences, classifications and categories, criteria, and methodology.
	4. Trainee teachers conceptualize the value of best practice in school and core qualities of a teacher through supervision of clinical experience.	4. Trainee teachers plan for best practices and demonstrate core qualities of a teacher through supervision of clinical experience.	3. Trainee teachers understand the professional standards referred to by supervisors that reflect best practices and core qualities to be translated and demonstrated in their classroom pedagogy and practice through supervision of clinical experience.
GUIDING PRINCIPLE 5 Clinical experience exposes trainee teachers to the administrative process and school activities.	1. Trainee teachers are aware of the important aspects of administrative process such as motivation, communication and leadership.	1. Trainee teachers translate, interpret and extrapolate knowledge, skill and attitudes in management through the clinical experience and the supervision.	1. Trainee teachers understand the functions of administrative in order to plan, organize, command, coordinate and control the process or activity of running a school.
	2. Trainee teachers are	2. Trainee teacher is	2. Trainee teacher

	willing to face the problem dealing with the administrative process and the school activity.	able to manage school efficiently and effectively through the understanding of the function of school administrative process and activity of running school.	realise the necessity of physical qualities, mental qualities, moral qualities, general education and work experience in the school administrative process through the supervision of clinical experience.
	3. Trainee teachers are aware of and willing to receive training on administrative process or activity of running a school during teaching practice.	3. Trainee teachers are able to ensure that the activities are carried out in line with agreed standards and taking steps to correct problems	3. Trainee teachers understand that school administration and supervision should be cooperative to develop results from the combined efforts of all administrators, supervisors, teachers, parents and pupils.
	4. Trainee teachers have the desire and determination to achieve the best level of management and willing to improve.	4. Trainee teachers are able to assess the result of his or her performance and compare them with the set targets and objectives.	4. Trainee teachers understand how to apply knowledge, skills and attitudes in educational management to enable more effective and efficient planning of resources for use in your school, organising and co-ordinating of school programmes, projects and activities, and managing and evaluating of the teaching and learning processes in school.
		5. Trainee teachers are able to participate and make decisions in administrative process and school activities.	
		6. Trainee teachers are able to communicate and collaborate effectively.	

Conclusion

This study embarks on the objective to produce guiding principles for teacher clinical experience and induction for preparing quality teacher for the future. Based on the analysis of data, five main guiding principles in three perspectives- values, skills, and knowledge were proposed. These guiding principles can be referred by the teacher education institution in developing their curriculum framework to produce quality teacher for the future. The guiding principles have to be translated into a teacher education model and should be piloted to validate the suggested principles. For the next level, an impact study should be carried out to gauge the effectiveness of the Clinical Experience and Induction Model for preparing quality teachers before it can be refined and finalized

Corresponding Author

Mohd Hassan Abdullah, Faculty of Music and Performing Arts, Sultan Idris Education University Malaysia, mohd@upsi.edu.my

References

- Atputsamy, L. (2005). Cooperating teachers as school based teacher educators: Student teachers' expectations. *Australian Journal of Teacher Education* 30 (2). Retrieved February 4, 2008, from <http://aje.education.ecu.au/issues/PDF/Thirtytwo/aptuphasamy.pdf>
- Barry, K., & King, L. (2002). *Beginning teaching and beyond* (Third ed.). Tunnggerah: NSW: Social Science Press.
- Beach, R., & Pearson, D. (1998). Changes in preservice teachers' perceptions of conflicts and tension. *Teaching and Teacher Education*, 14(3), 337-351.
- Blunden, R. (2000). Rethinking the place of practicum in teacher education. *Australian Journal of Teacher Education*, 1(25), 1-16.
- Cameron, R., & Wilson, S. (1993). The Practicum: Student teacher perception of teacher supervision styles. *South Pacific Journal of Teacher Education*, 21(2), 155-167.
- Cohen-Sayag, E., & Fischl, D. (2012). Reflective writing pre-service teachers' teaching: What does it promote? *Australian Journal of Teacher Education*, 37(10), 19-36.
- Colin, A., Brown, J. S., & Newman, S. E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In L. B. Resnick (Ed), *Knowing, learning and insrtruction: Essay in honor of Robert Glaser* (pp. 453-494). Hillsdale: NJ:Erlbaum.
- Darling-Harmmond, L. (2006). *Powerful teacher education: Lesson from exemplary programs*. San Francisco: Joey-Bass.
- Etscheidt, S., Curran, C. M., & Sawyer, C. M. (2011). Promoting reflection in teacher preparation programs: A multilevel model. *Teacher Education and Special Education*, 35, 7-26. doi:10.1177/0888406411420887
- Ewart, G., & Straw, S. (2005). A Seven-Month Practicum: Collaborating Teachers' Response. *Canadian Journal of Education*, 28(1&2), 185-202.
- Goh, S. C., & Matthews, B. (2011). Listening to the concerns of Pre-Service teachers in Malaysia during teaching practice. *Australian Journal of Teacher Education*, 36(3), 92-103.

- Grudnoff, L. (2011). Rethinking the practicum : limitation and possibilities. *Asia-Pasific Journal of Teacher Education*, 223-234.
- Majid, F. A. (2016). The use of reflective journals in outcome-based education during the teaching practicum. *Malaysian Journal of ELT Research*, 4(1), 11.
- Qazi, W., Rawat, K. J., & Thomas, M. (2012). The role of practicum in enhancing student teachers' teaching skills. *American Journal of Scientific Research*, 44, 44-57.
- Tan, A. (2006). Does Scaffolding Blogging Promote Preservice Teacher Reflection? Examining The Relationship Between Learning Tool and Scaffolding in a Blended Learning Enviroment. (Doctoral Dissertation). Indiana, United State of America: Indiana University.
- Veenman, S. (1984). Perceived problem of beginning teachers. *Review of Educational Research*, 19(3), 143-178.
- Villareal, A. (2009). *Ten Principles that Guide the Development on an Effective Education Plan for English Language Learners at Secondary Level Part II*. Texas: Intercultural Development Research Association.
- Yunus, M. M., Hashim, H., Ishak, N. M., & Mahamod, Z. (2010). Understanding TESL pre-service teachers' teaching experiences and challenges via post-practicum reflection forms. *Procedia-Social and Behavioral Sciences*, 9, 722-728.