



PRACTICUM REPORT

CARRIED OUT IN

Guigang Special Education School

Courtyard No. 369, Eighth Tun, Liuba Community,
Gangcheng Street, Gangbei District, Guigang City,
Guangxi Zhuang Autonomous Region, China

BY

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IN PARTIAL FULFILMENT OF THE COURSE REQUIREMENTS,
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Praise for the practicum in Educational Administration to Ms. Ma Xiaolan

Ma Xiaolan is the perfect person to win the praise.because she is an enthusiastic student provides practical steps for Guigang Special Education School brought a new teaching management model, but also provided great help to the professional growth of school teachers, Really played a leading role in addition to education management.can be your superpower if you want to achieve your goals.

Guigang Special Education School

June 25, 2021



ABSTRACT

The purpose of this educational Administration professional internship was to apply the management knowledge learned to the teaching management of special education schools, learn and master the skills and skills of teaching management of special education schools, and provide help for the improvement of the level of teaching management of special education schools. The internship was carried out in Guigang Special Education School in Guangxi Zhuang Autonomous Region. This report is divided into five parts, and each part contains relevant sub-items. The first part is the introduction. This part discusses the reasons, goals and significance of the internship; the second part is a literature review, which mainly summarizes the relevant core concepts and theories of education management practice, introduces the internship unit, and explains the organization of the unit Function and organizational structure; the third part is the research method, this part introduces the interns' work arrangements, work responsibilities, and focuses on the methods and experience of the interns to collect data; the fourth part is the research results, focusing on the analysis of special education in Guigang City The results of the school's practical learning; the fifth part includes conclusions, discussions and suggestions, analyzing the advantages and disadvantages of the school's classroom teaching management, and related improvement suggestions and conclusions.

Keywords: Practicum, special education, special education school, teaching management

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In just a few seconds, the first phase of internship life has come to an end. Here, I want to deeply thank everyone who helped and supported me during the internship.

First of all, I would like to thank President Yang Weiming (my instructor for this internship) for his guidance, help and support. It was with his help that I was able to enter the Guigang Special Education School for internship, so that I could have a sufficient understanding of the education and teaching management of the Guigang Special Education School, so that I could successfully complete my educational management internship. At the same time, President Yang Weiming provided me with a lot of help during the preparation of this internship report.

Secondly, I would like to thank Vice President Huang Jinhuan for her generous help. It was with her help that I was able to conduct an in-depth analysis of the problems in the classroom teaching management of special education schools and successfully completed the meaningful internship in a relatively short period of time.

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Finally, I would like to say "thank you" to all teachers and students of Guigang Special Education School! It is precisely because of your strong support that I can successfully complete this educational management internship.

thank you all!

Ma Xiaolan

June 2021

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SECTION ONE

INTRODUCTION

1.1 Background

Professional internship is an important part of the practical teaching of the education management major. It is a practical process for students to combine the basic theoretical knowledge and professional technical knowledge they have learned with practical applications. It is also the only way for students to improve their comprehensive theoretical and practical capabilities (Qu Chang Jun, 2009). Internship is an important practice teaching link for education management majors. It plays a vital role in cultivating students' practical ability, analysis and problem-solving ability (Su Xiaoli, Duan Jinhua, Chen Yunxia, Zeng Tao, Liu Mei, Zhou Zhengyuan & Liao Runhua, 2020). Internship is to provide individuals with a kind of practical experience to help practitioners put the theoretical knowledge learned in the learning process into practice. This is an effective way of teaching and learning, which can help the author of this article understand the connection between the theories learned in professional courses and the practice of first-line schools.

A high-quality internship is inseparable from the internship unit providing the interns with the opportunity to apply what they have learned, and it is very important for the interns to obtain the support and help of the tutor in this process. During the internship process, interns should be given the opportunity to work with school administrators and learn from them. Through the accumulation of practical experience, the level of school education management can be improved. In addition, this course uses educational management practice as the main way to train school administrators.

The overall goal of the internship is to give students the opportunity to actually experience different working environments. Therefore, as a higher education institution, it should cooperate with relevant institutions to jointly train graduates of education management majors so that they have the qualities and abilities required in the 21st century. In addition, future managers in the education industry believe that on-site internships in schools can help them apply the new knowledge they have learned to practice, and in the process to obtain guidance from senior practitioners, which is the most valuable for them experience of.

1.2 Objectives

The goals and expected results of this internship were: apply the management knowledge learned to the classroom teaching management of special education schools, be familiar with and master the work process, skills, methods, and practical experience of teaching management in special education schools, and gain cooperation with colleagues The skills of working together to improve the quality of teaching in special education schools.

1.3 Significance

First, through professional internships, interns gain experience in teaching management and obtain first-hand information so that they can adapt to work quickly in the corresponding education management positions in the future; discover their own deficiencies in knowledge and abilities, and work hardImprove your business level and ability.

Second, it helps trainees construct and optimize their knowledge structure. Promote the mutual transformation of explicit knowledge and tacit knowledge of interns, so that systematic educational theories and knowledge

can be transformed into real ideological wealth, so as to play a role in the practice of educational management.

Third, it helps the school where the interns attend to understand their own shortcomings in the process of running a school, analyze the reasons, and further strengthen and improve the teaching work of concentrated practical links, and improve the quality of running a school.

SECTION TWO LITERATURE REVIEW

2.1 Concept definition

2.1.1 Special Education

Special education is an integral part of education. Use general or specially designed courses, teaching materials, teaching methods and teaching organization forms and teaching equipment to educate children with special needs aimed at achieving general and special training goals (Park Yongxin, 2014) .

2.1.2 Special education schools

Special education school (special education school) is a compulsory education institution established by the government, enterprises and institutions, social organizations, other social organizations, and individual citizens in accordance with the law, specifically for disabled children and adolescents(Ke Xiaowei, 2013).

2.1.3 Teaching Management

Teaching management refers to the use of scientific management methods and teaching theories to give full play to the organizational and coordination functions of teachers, and to formulate corresponding teaching work plans in a targeted manner. By clarifying teaching goals and

strengthening teaching supervision, various aspects of the teaching process are controlled. The object should be planned as a whole to effectively promote the teaching work. It includes teaching plan management, organization management, quality management, etc(Zhangjian, 2021).

2.2 Research on teaching management

Throughout our country's education practitioners and scholars' research on teaching management issues, scholars have made useful explorations on all aspects of teaching management, with numerous research documents and diverse research perspectives. From the perspective of the main body of research, it can be divided into teaching management in colleges and universities, ordinary middle and primary school teaching management, etc.; in terms of the specific content of the research, it can be divided into teaching thought management, teaching organization management, and teaching management practice. Although scholars at home and abroad have done a lot of research on school teaching management and achieved many results, there are still some shortcomings. First of all, the literature basically comes from the study of teaching management in universities and elementary and middle schools, and there are few studies on teaching management in special education schools. The interns entered and searched the CNKI database using "special education teaching management" as the key word, and the result was 9 related documents, covering the teaching management of special education in universities and primary and secondary schools. This shows that the teaching management of special education schools needs further exploration.

2.3 Description of the organization

This internship exercise was conducted at the Guigang Special Education School of Guangxi Zhuang Autonomous Region (School address:

No. 369 Yard, No. 8 Tun, Liuba Community, Gangcheng Street, Gangbei District, Guigang City).

The school is under the management of the Guigang Education Bureau and officially enrolled students in the fall of 2014. The campus covers an area of 6065 square meters with a total construction area of 4,500 square meters. There are teaching buildings, student dormitories, canteen buildings, office buildings, etc. The investment is 12 million yuan. The school is constructed and equipped with various functional rooms in accordance with the standards of special education schools, including sports rehabilitation training room, Montessori classroom, psychological rehabilitation counseling room, rhythm room, art room, sensory control room, library, computer room, campus Beautiful and well equipped.

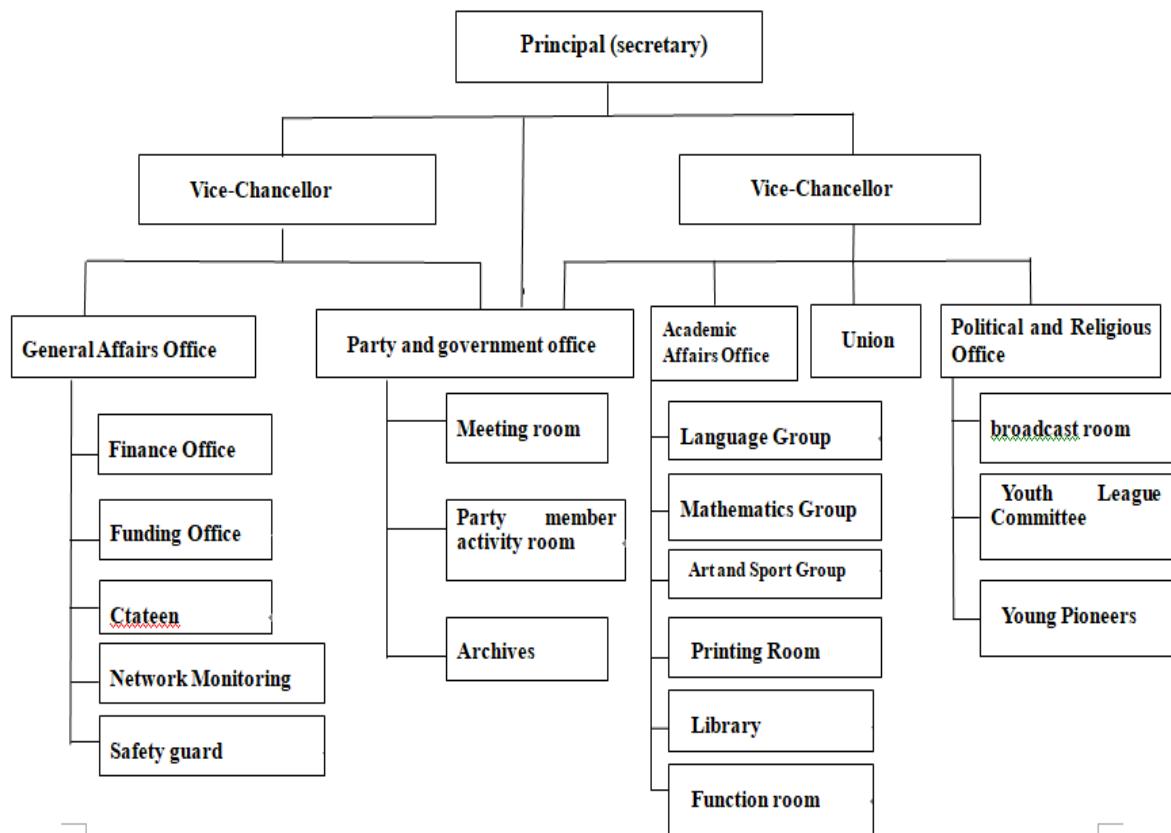
The school adheres to the school-running philosophy of "warm the heart with love and cultural people", and aims to "enlighten the mind, compensate for deficiencies, tap potential, and lay a good foundation for students to integrate into the mainstream society". In 2020, it was rated as "Exemplary Special Autonomous Region" Educational school". The school has 47 faculty members, 20% of which are teachers with associate titles or above, and more than 60% of teachers who graduated from special education majors. Teachers have outstanding teaching abilities and outstanding achievements. They have won numerous awards in the Teachers' Teaching Skills Competition of Special Education Schools in Guangxi District. There are currently 14 teaching classes connecting elementary and junior high schools. There are currently 170 students in the school, including 7 classes for hearing-impaired students with 83 students, and 6 classes for intellectually-impaired students with 87 students.

The principal of the school is Yang Weiming. He has used effective management skills in the process of managing the school, including good decision-making skills, personnel relations skills, and good communication skills.

2.4 Functions of the organization

The establishment of Guigang Special Education School aims to provide education, teaching and education rehabilitation training for disabled children in Guigang City, so that school-age disabled children can also receive equal education.

2.5 Structure of the organization



(Organizational Structure of Guigang Special Education School system)

Source: Provided by Guigang Special Education School

SECTION THREE

METHODOLOGY

According to the structure and design of field experiences that can be completed in phases. Therefore, this practicum report in the first phase was conducted in February to June 2021(see Table 3.1) . The data for this report was gathered by using observation, and interview.

Table 3.1 Phases, durations, and hours for the Practicum in Educational Administration

Phases	Durations	Hours for the Practicum
Phase 1	February-June 2021	50
Phase 2	July-November 2021	50
Phase 3	December 2021-April 2022	50

The data collection and arrangement of this study are based on the interview data and observation results for arrangement and analysis. First, organize the interview records into text files, based on the interviewee and the date of the interview. For example, if the interview with Principal Z is conducted on April 23, 2021, the corresponding interview data will be marked as Z—2020/4/2. The observation records, observation time and teaching content of teacher X's classroom teaching should be organized. Finally, the interview materials and classroom observation records are arranged according to the purpose of the internship, and the content analysis method is used to summarize and classify, and new concepts are assigned to each category, and then the concepts are systematically organized to form themes.

Table 3.2 The collection of data, analysis of data, and output/outcome in practicum

Collection of Data	Analysis of Data	Output/ Outcome
Gather data from principals (intern tutors), vice principals, deans and teachers, mainly through in-depth interviews and observations.	-Analysis of data by using content analysis,	-Leadership experiences -Educational Leadership Framework -Model to enhance the quality of administration -Field-based learning experiences

3.1 Experience

This section focused on the personal experiences acquired during the practicum exercise .The role of the trainee is to supervise the teaching. The job responsibilities were: Participate in the inspection of teachers’ teaching plans and lesson plans;In-class inspections to help teachers organize teaching effectively;Assist the vice principal in charge of teaching to regularly carry out teacher professional learning and training.Thus, this section is divided into three sub-sections.

3.1.1 Schedule of operations and duties

Week	Observations	Description of Observations / Duties	Hours
1	Observe and learn	Visit the school and listen to the introduction of the school's general situation, the implementation of education policies, the completion of teaching tasks, and class observation.	6
2	Administrative tasks	-Participate in the inspection of teachers' teaching plans and lesson plans.	8
3-15	Administrative tasks	-In-class inspections to help teachers organize teaching effectively -Assist the vice principal in charge of teaching to regularly carry out teacher professional learning and training	60
16	Problems of the organization In planning, evaluation, and decision making	First, the collective lesson preparation of the research course was not solid enough; second, the teacher's teaching plan writing level needs to be improved. The ability to analyze academic conditions and formulate teaching goals needs to be further improved. Third, the ability of school-based curriculum development is weak.	4

3.1.2 Knowledge Acquired

Through this educational management internship, I learned about the teaching management process of special education schools, familiar with and mastered the teaching management skills and skills of special education

schools, and learned about the classroom teaching methods of special education schools.

3.1.3 Working relationship with the staff

During this internship, I got along with all the leaders and colleagues of the internship unit, united and cooperated, gained knowledge and skills of teaching management, and also gained friendship.

SECTION FOUR

RESULTS OF THE PRACTICE AND LEARNING

During the internship process at this stage, the interns have achieved certain results, including knowledge and skills, as well as dealing with people. This section focuses on the internship results.

4.1 Internship harvest

4.1.1 The concept has been further updated

In many people's minds, special education schools do not have the quality of teaching. However, during this internship, through observation and hands-on experience, I clearly realized the importance of teaching management in special education schools, and deeply realized that teaching management in special education schools is as important as ordinary schools. Education also requires high-quality teaching. Administrators and teachers of special education schools should attach great importance to teaching management. At the same time, having advanced teaching management concepts is an important guarantee for teaching quality. In the classroom observation, I can appreciate the love that every teacher has for special children. During the interview, I asked: What do you think of the school's teaching management? At this question, the principal replied: "I put teaching management and student safety management first." Yes, no matter it is ordinary children or special children, they have the right to enjoy equal and quality education. Special children need us to care and give them more learning support.

4.1.2 Familiar with and master the basic process of special education teaching management

During the internship process, through participating in the inspection, observation and interview of the teaching plan and teaching plan, I learned about the teaching routine work of the internship unit.

Knowing that the daily routine work of teaching management includes the formulation and implementation of teaching plans, the arrangement of curriculum, the ordering of teaching materials, the organization of examinations, the management of student status, the development of teaching and research activities, and the professional training of teachers, which have laid a certain degree for future education and teaching management.

4.1.3 Familiar with the classroom teaching mode of special education schools, and understand the teacher's classroom teaching management ability

During the internship, my business responsibility is to attend the classroom and help teachers organize teaching effectively. During this process, I listened to 25 lessons in total. In the classroom, I observed the classroom teaching management of teachers from two aspects: teachers' teaching and students' learning. I found that one of the biggest characteristics of classroom teaching in special education schools is: hierarchical teaching. Due to the large differences in the learning and acceptance abilities of the children in the class, teachers often divide the children in the class into A, B or A, B, and C levels in a class to develop teaching goals and use them in classroom teaching. According to different levels of children, different teaching links are arranged, and students are targeted for individualized teaching. In the teaching process, teachers can organize classroom teaching, there is better interaction between teachers and students, students and students, and teachers can make more reasonable evaluations of students.

4.1.4 Make full use of knowledge management tools to assist internship institutions to conduct professional training for teachers

In teaching management, teachers play an important role. Therefore, schools should pay attention to the training of teachers. During the internship process, combined with the actual situation of the teachers of the intern unit, using the business study time every Thursday afternoon, the interns used seminars, seminars and special lectures to write teaching plans, class skills, and skills for all the teachers of the intern unit. Special training on the interpretation of new curriculum standards, and at the same time guide the internship unit on how to write the declaration of teaching results, etc. At the same time, in this process, strengthen teachers' recognition of the school's teaching philosophy, thereby promoting the orderly progress of school teaching management. Everything I did has been given a class and praised by the internship unit.

4.1.5 Established a good working relationship with colleagues

One of the key factors that determine the success of the internship is interpersonal relationships. During the internship, the interns strictly abide by the rules and regulations of the internship unit and respect every leader, teacher and student of the internship organization. In the internship work, hold an open-minded, studious, unity and cooperative attitude to carry out their own internships. Therefore, the successful completion of this internship depends to a large extent on the interns' humility, willingness to learn, unity and cooperation, and harmony with the teachers, students, and tutors of the internship unit.

4.2 Advantages of practice units in teaching management

During the internship process, it was discovered that the internship unit has clear job responsibilities for the teaching management organization. The

leaders and teachers all have a "people-oriented" teaching management philosophy. Each member of the teaching management team has the qualities of being positive, united and cooperative.

4.3 Insufficiency of the internship unit in teaching management

During the internship process, the following shortcomings were also found in the teaching management of the internship unit: First, the collective lesson preparation of the research course was not solid enough; second, the teacher's teaching plan writing level needs to be improved. The ability to analyze academic conditions and formulate teaching goals needs to be further improved. Third, the ability of school-based curriculum development is weak.

4.4 Suggestions for improvement

First, use the time of business learning activities every Thursday afternoon for each teaching and research group to prepare collective lessons without formalization; second, from time to time, experts are invited to the school to give lectures on teaching design to all teachers, and teaching design is carried out on a regular basis; Competition activities; third, invite course experts to the school to give special lectures on school-based curriculum development, combined with the actual situation of the school, and the experts will lead and guide to try to develop the school-based curriculum of the school.

SECTION FIVE

CONCLUSION, DISCUSSION, and RECOMMENDATION

5.1 Conclusion

In general, this internship was very successful. It provided me with a platform to apply the management theory knowledge learned in class to practice. During the internship in the past few months, it allowed me to effectively combine my tacit knowledge and explicit knowledge in the internship work of teaching management. At the same time, I learned a lot that I could not learn in school. Knowledge and skills, familiar with and master the skills and skills of teaching management in special education schools. At the same time, I also fully realized some of my shortcomings during the internship. Therefore, I will continue to study hard without hesitation and lay a good foundation for my future work.

5.2 Discussion

First, the purpose of this study was to combine the theoretical knowledge learned with practice, and through cooperation with special education schools, apply the theoretical knowledge learned in the school to the teaching management of special education, and effectively use personal tacit knowledge Fully integrate with explicit knowledge, and be familiar with and master the skills and skills of teaching management in special education schools. Secondly, the results of this research show that I have done a good research in the following three aspects: 1. The practical application of educational management theoretical knowledge in the teaching management of special education schools; 2. How to improve the classroom teaching management ability of special education teachers ; 3. How to get along well with colleagues and cooperate happily.

5.3 Recommendation

5.3.1 Implications for future internships

In the next two phases of internships, we will further understand the problems in teaching management of other special education schools in Guangxi Zhuang Autonomous Region, especially county-level special teaching schools, and analyze their influencing factors.

5.3.2 How to obtain information

In the future internship work, increase the research methods of questionnaire surveys, expand the scope of interview subjects, and increase the number of interview subjects, so as to obtain more abundant information

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Appendix



Auto Bibliography

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Work Experience : I have worked in primary and secondary schools for 17 years, and now I have worked in Nanning Normal University for 5 years.