

### **Best Practices adopted by the Faculty of Education**

The followings are the Best practices which are adopted by the three departments of the Faculty of Education. The intention of implementing these best practices are to improve and maintain the quality and the standard of all study programs.

1. Provide brochures on line for students before the registration.
2. Providing academic counseling for the students in the registrations. (Face to face interaction regarding academic and personal matters and over the phone discussions also facilitates students to overcome their problems).
- 2 Conducting orientation sessions/ inaugural sessions for all programs at relevant centers before commencing academic activities of programs to provide all the information related to each program to the students at the initial stage of their studies.
- 3 Conducting library visits for students to familiar them to the library and to promote self-learning.
- 4 Providing study guides, handouts, modules, student instruction books, student manuals for teaching practice and project, supplementary reading materials, time tables, assignments, bursary forms to students in order to facilitate their learning.
- 5 Providing day school breakdowns in advance to the academic staff.
- 6 Getting feedbacks from students about the day schools conducted in order to enhance the quality of the day schools.
- 7 Developing portfolios for reflective practices for their self-evaluation (MATE I).
- 8 Maintaining reflective journals in conducting with reference to teaching practice and project.
- 9 Applying course team approach to set assignments, lecture breakdowns etc.. to maintain the quality of programs.
- 10 Appointing mentors for student teachers during their teaching practice period.
- 11 Conducting tutorials prior to examinations.
- 12 Using social media and emails for communication.
- 13 Appointing informal student representatives for communication.
- 14 Collaboratively work with “Senehasa” Education Resource Research & Information Centre to support for children with special educational needs.
- 15 Promoting self-study opportunities through the Child study center.
- 16 Facilitating research students through the faculty research room.
- 17 Conducting Workshops for M.Ed students to complete their dissertation.

- 18 Conducting professional workshops/guest lectures based on specialized areas for BEd students.
- 19 Arranging field visits to observe different special education schools.
- 20 Appointing internal academics to monitor in academic activities in each regional center.
- 21 Appointing external part time coordinator to facilitate to conduct the study program.
- 22 Practicing peer observation among internal academics.
- 23 Conducting Activity Based Assessments.
- 24 Appointing mentors during teaching practice period to facilitate student teachers.
- 25 Conducting master teacher, visiting academics', and assignment marking examiners to maintain the quality of the program.
- 26 Providing opportunities to observe teaching learning process before starting teaching practice.
- 27 Providing detailed feedback sheets with marked assignments.
- 28 Providing incentives to encourage their professional development (Best Project Award, Best Teaching Aids Award).
- 29 Utilizing alternative assessment methods for students with special needs.
- 30 Incorporating different strategies such as peer learning, cooperative learning, group learning activities, group presentations to enhance the peer learning practices.
- 31 Conducting Faculty seminar to raise the awareness on new trends in education.
- 32 Conduct academic career guidance program for students with the collaboration of academic career guidance unit of the OUSL.
- 33 Appointing mentors for junior academics.
- 34 Conducting capacity building workshops for the academic staff.
- 35 Encouraging the junior academics to do presentations on different topics at the Faculty Board to develop their presentation skills.