



Placement Booklet for Practicum in Teaching for Further Education

*Postgraduate Diploma in Arts in Educational Practice
in Teaching for Further Education*

July 2025 V1

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Contact Information

For all Placement queries, the first point of contact for student teachers should always be their assigned Placement Tutor. Communication between the student teacher and Placement Tutor will be via NCI email, Moodle, or Microsoft Teams.

PGDEP Programme Team		
Role	Name	Email Address
Programme Director	Dr Michael Goldrick	michael.goldrick@ncirl.ie
Dean of Business and Humanities	Professor Breda McTaggart	bmctaggart@staff.ncirl.ie (Appointment on request)
Placement Coordinator		
Placement Tutors	Student teachers will be assigned a Placement Tutor in September.	
Programme Coordinator	Submit a request to Academic Operations at NCI Support Hub	

Section 1 – General Information

Introduction to the Module

The Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education (PGDEP) programme is a one-year 60 ECTS credit programme. The PGDEP programme is an initial teacher education qualification recognised by the Teaching Council of Ireland for teachers in Further Education and Training (FET). The programme facilitates registration under Route 3 (Further Education) of the Teaching Council register. For further clarification please see [Section 38 of the Teaching Council Act, 2001](#) and [Route 3 of the Teaching Council \(Registration\) Regulations 2016 \(Revised\)](#).

The programme provides learners with a comprehensive knowledge of educational theory, research, and practice to support the development of reflective and competent learning professionals in the sector. In addition to academic modules, learners also complete a specialist placement in further education and training teaching. This is intended to build relevant teaching skills and sectoral and professional knowledge for accomplished professional practice as FET teachers.

The figure below outlines the modules currently delivered on this programme:

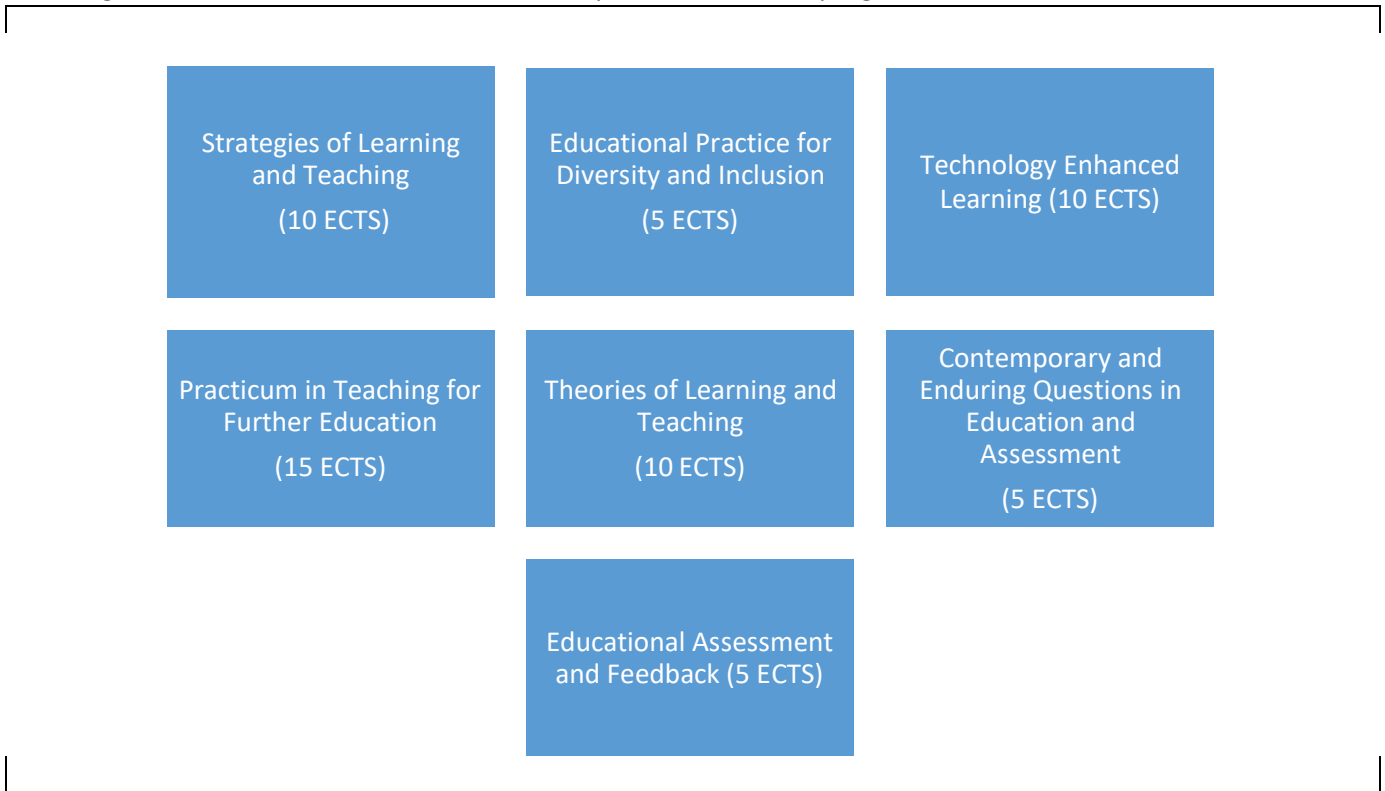


Figure 1: Modules on the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education (PGDEP) programme.

This Placement booklet describes a 15-credit module of the programme called **Practicum in Teaching for Further Education** (also known as **Placement**). The Placement module provides student teachers with practical experience of working as a teacher in an authentic further education setting such as a college,

adult learning centre, adult learning networks, Youthreach, or equivalent institutions. The setting must facilitate the student teacher to fulfil the Placement requirements through teaching on, or substantially toward, QQI further education accredited programmes or equivalent recognised qualification programmes. As part of this module, student teachers develop their knowledge of the sector, its policy, and regulatory frameworks, as well as acquiring knowledge of educational terminology, culture, and shared understandings within the sector. These experiences will be characterised by a transition from 'student as observer' to 'student as teacher'. The process is documented by the student teacher through up-to-date journaling, reflection, and engagement with a Placement Tutor and Mentor/ Co-operating Teacher.

Specifically, the learning outcomes for *Practicum in Teaching for Further Education* module are:

- LO1: Demonstrate an ability to teach effectively and inclusively in Further Education contexts.
- LO2: Demonstrate an understanding of and ability to decide when different teaching strategies should be used and an ability to effectively implement such strategies.
- LO3: Analyse and evaluate one's own teaching, discuss this analysis and evaluation with an experienced professional, and identify ways in which the instructional session could be improved the next time it is presented.
- LO4: Demonstrate an ability to communicate effectively with students, learners, and peers and an ability to work with other professional educators in planning curricula, coordinating modules, and developing and evaluating educational programmes.
- LO5: Demonstrate a capacity for on-going professional development by scholarly reflection on practice and a commitment to the values and standards as outlined in the Teaching Council Code of Professional Conduct.

Placement Phases and Timeframe

The Practicum in Teaching for Further Education takes place during the academic year (Semesters 1 and 2), typically from September – May. In some cases, student teachers may extend this timeframe to 18 months. This requires the permission of the Programme Director. Where a student must extend their placement beyond these periods, the permission of the Programme Director and in some cases the Registrar is required. In all events, a student will not be able to complete the programme without completing the Placement.

All student teachers must complete a minimum of **130 hours** of teaching placement. The placement proceeds through the phases outlined in the diagram below:

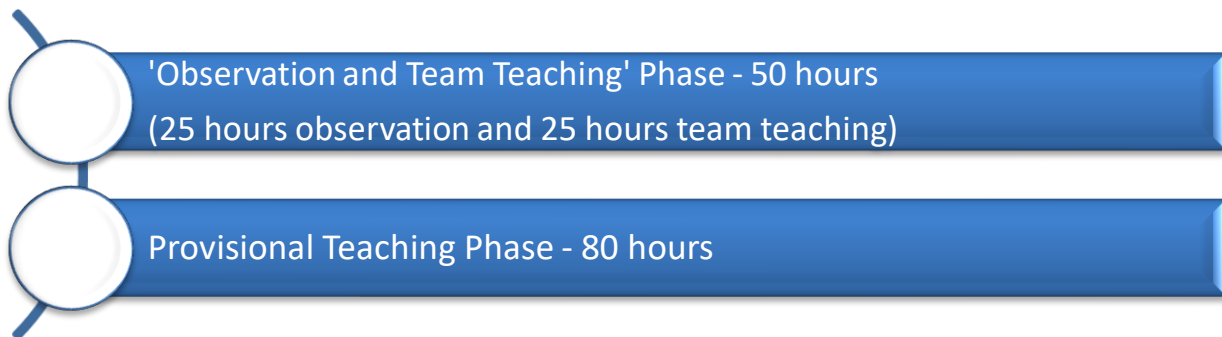


Figure 2: The Phases of Placement

In-class learning, online learning, and combinations of these (blended learning) will be considered acceptable for designation as placement hours as advised by your Placement Tutor. Placement activities will normally take place Monday-Friday and during normal working hours. For planned activities that take place outside this time, you need to obtain permission from the Programme Director.

Communication and Identifying a Setting

Student teachers are required to identify their own placement settings. If required, your assigned Placement Tutor will provide guidance on the suitability of the placement, including the size of the group present. **Communication throughout the programme is managed exclusively through NCI e-mail, Moodle, e-portfolio and Microsoft Teams systems.** It is the responsibility of student teachers and Placement Tutors to access and check their NCI emails regularly. Should a student teacher have difficulties contacting their Placement Tutor, they should inform the Placement Coordinator at their earliest convenience.

Vetting and Code of Conduct

Garda Vetting is required as part of the admissions process to the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme. Student teachers may not commence their placement until this process has been completed. Student teachers are expected to adhere to the stated Code of Conduct and NCI’s disciplinary codes of behaviours and policies.

Assessment Strategy

Student teachers must pass all phases of the Placement to pass the module.

Weightings	Condition
‘Observation and Team-Teaching’ Phase: 40% Provisional Teaching Phase: 60%	Student teachers must pass all phases of the Placement in order to pass the Practicum in Teaching for Further Education module.
‘Observation and Team-Teaching’ Phase (100 marks - Weighting 40%)	
The below elements must be completed: Schedule of Activities for ‘Observation and Team-Teaching’ Phase ‘Observation and Team-Teaching’ Phase Reflection and Key Learning Moments Engagement and co-operation with Placement Tutor, Mentor/ Co-operating teacher, and host institution	
Provisional Teaching Phase (100 marks – Weighting 60%)	

The below elements must be completed:

Schedule of Activities for Provisional Teaching Phase

Learning, Teaching and Assessment Designs

Teaching Evaluation Visit

Provisional Teaching Phase Reflection

Engagement and co-operation with Placement Tutor, Mentor/ Co-operating teacher, and host institution

Note: The absence or poor completion of any one part in any Phase will impact the other parts.

Placement Orientation

The placement orientation for the Practicum in Teaching for Further Education will take place in September 2024 via Microsoft Teams. The link to the online session will be included in your timetable which you can access via MyTimetable App. Before the session, an email reminder with the link to the session will also be sent to your email address. All student teachers should attend this orientation. Student teachers will be provided with an overview of the placement and processes that support it.

Section 2 – Commencing the Placement Process

Arranging an appropriate setting to complete the Placement

In advance of participation on the programme, student teachers are required to identify and make arrangements with a suitable host setting to complete practical experience of working as a teacher in an authentic further education setting such as a college, adult learning centre, adult learning networks, Youthreach, or equivalent institutions. The setting must facilitate the student teacher to fulfil the placement requirements through teaching on, or substantially toward, QQI further education accredited programmes or equivalent recognised qualification programmes.

Several practical considerations need to be considered when selecting the setting, location, and time for the placement. The Placement Coordinator will advise if you have any questions on this.

Some advice when looking to secure a suitable setting for your placement:

- It is a good idea to call the college/ centre and ask to speak to the person who looks after placements – this may be the principal or deputy principal.
- Sending an email to a generic info address may get lost in the influx of communication a college typically receives. Hence if you do intend to email, it's best to call ahead and find out exactly who you should contact.
- Consider other further education and appropriate adult learning centres for placement.

Confirming the Placement setting

To confirm the Placement setting, student teachers are required to inform the Programme Team of their placement arrangements. The Placement Coordinator will assign a suitable Placement Tutor to each student teacher after student teachers have completed the Placement Information MS Form. This will be sent via an email from the Placement Coordinator.

Setting up a Portfolio

Student teachers will use an e-portfolio system, to upload and record their placement documentation throughout the academic year. Student teachers will be provided with a template e- portfolio and will duplicate the template to create a personal e-portfolio. Guidelines on this will be provided in the orientation session. **Assistance in duplicating the template will also be provided in the first Technology Enhanced Learning class.**

Meeting your Placement Tutor

At the beginning of the placement, Placement Tutors will schedule an introductory meeting with the student teacher. This meeting can take place in the placement setting or via Microsoft Teams.

Commencing your Placement

Before student teachers commence the Placement, they must complete a **Schedule of Activities** for the 'Observation and Team-Teaching' Phase. This is uploaded to their portfolio and shared with their Placement Tutor. The Mentor/Co-operating teacher must be aware of the schedule. **The Placement Tutor must approve the Schedule of Activities before student teachers can commence the 'Observation and Team-Teaching' Phase.**

Section 3 – Placement Overview

Visits, Observations, and Interactions

Each student will have a minimum of two formative visits (at least one of which will be an observation visit), and one summative observation visit from their Placement Tutor during the placement. The observation visits may take place onsite in the placement setting or online, depending on the delivery of the class. The formative visits are designed to give students useful feedback on their practice, while the summative visit is part of the teaching evaluation for the module. The Placement Tutor will arrange a suitable time after each visit to provide the student teacher with formative feedback. Typically, the timeline for the introductory meeting with your Placement Tutor, visits and interactions will take place as follows:

Phase 1 – Observation and Team Teaching

- **Introductory meeting**
The introductory meeting is with your Placement Tutor. This will take place before placement commences or at the beginning of placement. The meeting can take place in the placement setting or on MS Teams. Placement Tutors will link with students to arrange a suitable time.
- **Formative assessment/ feedback - Formative visit (1)**
The first formative visit and reflective dialogue will take place in the placement setting towards the end of the Observation and Team-Teaching Phase. Where possible, student teachers may be observed during their team-teaching. This is at the discretion of the placement setting.
- **Summative assessment/feedback**
Key Learning Moments (KLM) and Reflection – These will be submitted during (KLMs) and at the end (reflection) of the Observation and Team-Teaching Phase.

Phase 2 – Provisional Teaching

- **Formative assessment/ feedback - Formative visit (2)**
The second formative visit and reflective dialogue will take place in the placement setting typically at the midpoint of the Provisional Teaching Phase (e.g. 35-45 hours). Student teachers will be observed during this visit.
- **Summative assessment/feedback - Teaching Evaluation**
The final visit is the Teaching Evaluation where the Placement Tutor observes and has a reflective dialogue with the student teacher. This takes place at the end of the Provisional Teaching phase (e.g., 65-80 hours).
- **Reflection - end of Provisional Teaching Phase**
The reflection will be submitted at the end of the Provisional Teaching Phase.

Note: Placement Tutors may arrange further observation visits if they deem it necessary.

Placement Tutors are required to contact the Mentor/ Co-operating teacher before each of their visits to ensure they can accommodate the visits and where possible, arrange to discuss feedback on the student’s engagement etc.

The 'Observation and Team-Teaching' Phase

The 'Observation and Team-Teaching' Phase requires that student teachers observe and work together with the Mentor/Co-operating teacher and/or other teachers in the same subject area in supporting learners. To complete this phase, student teachers must observe at least **25 hours** of activities directly related to teaching and participate in at least **25 hours** of team teaching. Online learning, in-class learning, and combinations of these (blended learning) are accepted.

Ideally, the observations should not be limited to classes delivered by the Mentor/Co-operating teacher. It is desirable that student teachers have opportunities to observe, support, and experience a range of teaching situations. Attendance at staff meetings and subject meetings may count for some observation hours. In addition, activities undertaken by student teachers to further their professional identity as teachers such as attendance (virtual or face-to-face) at professional networks, events, subject associations, and similar activities may also be included as observation hours. However, these will need to be included in the Schedule of Activities.

The 'Observation and Team-Teaching' Process

1. Before student teachers commence the 'Observation and Team-Teaching' Phase, they must complete their **Schedule of Activities** for approval by their Placement Tutor. The schedule will also have been agreed and approved by the Mentor/Co-operating teacher. Where possible, student teachers should complete their Schedule of Activities on a fortnightly basis for their Placement Tutor to approve i.e. weeks 1 and 2, weeks 3 and 4 etc.
2. The first observation visit will typically take place towards the end of the 'Observation and Team-Teaching' Phase. The Placement Tutor will arrange a suitable time after the observation visit to provide the student teacher with formative feedback. Typically, the Placement Tutor will also meet with the Mentor/Co-operating teacher who may provide feedback on the student teacher's placement. However, the Placement Tutor and the Programme Team determine the module marks.
3. At the end of the 'Observation and Team-Teaching' Phase, student teachers must submit the 'Observation and Team-Teaching' Phase Key Learning Moments, and Overall Reflection. Guidance on these is offered in the portfolio template.

Note: In certain circumstances, student teachers may move to the Provisional Teaching Phase before they complete the total required 50 hours in the 'Observation and Team-Teaching' Phase. The remainder of the 'Observation and Team-Teaching' hours may be completed during the remaining Provisional Teaching Phase. This is subject to substantial and satisfactory progress and completion of the 'Observation and Team-Teaching' Phase Reflection based on the hours completed. However, this must be agreed with the host institution and approved by the Placement Tutor in advance. No final grade will be given until all the required hours are completed and failure to log them at the time will be taken into account for the final grade.

The Provisional Teaching Phase

During the Provisional Teaching Phase, student teachers are expected to practise more and more as self-directed teachers and take responsibility for class management and student learning. This phase is characterised by the transition from team teaching to individual teaching. This should not be a sudden transition and student teachers must remain under the auspices and guidance of their Mentor/Co-operating teacher throughout the phase. Student teachers are expected to complete at least **80 hours** of teaching during this phase.

The Provisional Teaching Phase Process

1. Before student teachers commence the Provisional Teaching phase, they must complete their Schedule of Activities for approval by the Placement Tutor. This will also have been agreed and approved by the Mentor/Co-operating teacher and the host institution. Student teachers are required to maintain the Schedule of Activities throughout the Provisional Teaching Phase. As with the previous phase student teachers should have Schedules of Activities for a two-week period in advance for their Placement Tutor to approve i.e. weeks 1&2, weeks 3&4 etc.
2. Student teachers will develop Learning, Teaching and Assessment (LTA) Designs for modules on which they are teaching. Student teachers will use a template document that is provided to complete their LTA Designs, and these will be uploaded to the portfolio. Student teachers are expected to make the LTA Designs and teaching materials available when required by their Placement Tutor.
3. Student teachers will be observed twice during this phase as outlined above. The first observation visit will typically take place midway through the Provisional Teaching Phase. The Placement Tutor will arrange a suitable time after the observation visit to provide the student teacher with formative feedback.
4. The Placement Tutor's final visit will be for the Teaching Evaluation. This will take place towards the end of the Provisional Teaching Phase e.g., between 65-80 hours. The Teaching Evaluation is assessed. The typical pattern for the onsite/online Teaching Evaluation is that the Placement Tutor will arrive a little while before the student teacher's class begins. The student teacher can briefly introduce the Placement Tutor to the learners in the class. Placement Tutors will not interrupt lessons. Student teachers are responsible for ensuring that teaching activities, as set out in the Schedule of Activities and Learning, Teaching, and Assessment Design are capable of being evaluated. Following the Teaching Evaluation, the Placement Tutor and the student teacher will have a post- evaluation meeting where verbal feedback will be provided to the student teacher. Written feedback will be provided later. Typically, the Placement Tutor will also meet with the Mentor/Co-operating teacher who may provide feedback on the student teacher's placement. However, the Placement Tutor and the Programme Team determine the module marks.

5. Student teachers should note that the teaching evaluation is part of the module assessment and unexplained absence may be deemed as not presenting for formal assessment/ examination. Failure to present/submit for assessment without appropriate extenuating circumstances will result in a fail grade. If a student teacher has extenuating circumstances, they may apply for an extension by emailing the Placement Coordinator and Placement Tutor.
6. Following their final evaluation observation at the end of the Provisional Teaching Phase, student teachers must submit the Teaching Reflection to complete the Placement. Guidance for same is offered in the portfolio template. Student teachers will receive provisional marks and feedback for the Provisional Teaching Phase from their Placement Tutor within two working weeks of submitting their reflection.

Assessment of teaching practice through systematic evaluation is an essential element of the module learning outcomes.

Required Documentation in the Placement

Schedule of Activities

The Schedule of Activities sets out the plan/timetable of intended actions for each Phase of your Placement.

Student teachers are required to begin a Schedule of Activities before they commence each Phase of the Placement (i.e., before the 'Observation and Team-Teaching' Phase and Provisional Teaching Phase). **Only when the Schedule of Activities is agreed and approved by the Placement Tutor can the student teacher commence the specified activities.**

It is the responsibility of student teachers to ensure the Mentor/Co-operating teacher is aware of the Schedule also. The student teacher is obliged to inform their Placement Tutor of changes to the Schedule of Activities. Student teachers are required to add fortnightly summaries to their Schedule of Activities (approx. 100 words). The template offers guidance on the content of these summaries.

Teaching Reflections

Student teachers are required to offer two Key Learning Moments at the end of the 'Observation and Team-Teaching' phase, and then overall Reflections at the end of both phases. Guidance on how to write/create reflections will be provided. Reflections will be submitted via the portfolio.

Learning, Teaching and Assessment (LTA) Designs

Student teachers are required to complete Learning, Teaching and Assessment (LTA) Designs in the Provisional Teaching Phase. An LTA Design is a personalised plan of teaching, learning and assessment activities designed for specific cohorts of learners. It outlines the classes for which the student teacher will assume responsibility and the intended teaching plans. It is supported by relevant theory and educational research. Specific guidance on LTA designs will be provided to students in the Strategies of Learning and Teaching module.

It is the responsibility of student teachers to ensure the Mentor/Co-operating teacher is aware of the Learning, Teaching and Assessment Designs. LTA Designs must be uploaded on to your portfolio.

Section 4 – Guidance on Progress

Deferral Request

Student teachers who are unable to complete a Placement due to extenuating circumstances such as illness, bereavement, etc. may apply for a module deferral. This means the student teacher can pause the Placement and continue the following academic year. To apply for a module deferral, email the Placement Coordinator for details.

Where circumstances in the Placement setting change during Placement and the Placement setting is not in a position to accommodate the student teacher's Placement, the student teacher will be approved to continue/defer the Placement without penalties if they cannot find another Placement setting in sufficient time within the academic year.

Withdrawal

On the advice of the Principal of the host institution and the Placement Tutor, the Programme Director may withdraw a student teacher from a teaching placement. This may be necessary where there is serious infringement of the host policies, code of practice of and for students on placement, or where the student teacher fails to follow procedures. A student teacher may appeal this decision in accordance with National College of Ireland's Appeals Process.

Where a student teacher fails to maintain a Placement, they will forfeit their place on the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme.

Not-Progressing / Fitness to Learn

In certain circumstances, student teachers may be deemed to be 'not-progressing' during the Placement. The Placement is in effect paused.

- This may happen for a variety of reasons, for example, substantial changes to a Schedule of Activities brought about by changes in employment, change of venue, problems with a host organisation, or changes in the student's circumstances.
- In some cases, this may be beyond the control of the student teacher and if this is the case the Programme Team will endeavour to work with the student teacher to find a suitable alternative.
- In other cases, the student teacher may be deemed as 'not progressing' by the Programme Team (usually the Programme Director in conjunction with the Placement Tutor) due to a deficit in 'fitness to learn' on Placement. This can occur when the student teacher is deemed to be unable or unwilling to follow guidance from the Placement Tutor, and/or in the event of persistent failure to maintain a Placement Log, absence of communication with the Placement Tutor, failure to act, and communicate professionally and within the standards required of the Placement setting and failure to prepare adequately to carry out the Placement tasks.
- Where a student teacher is deemed 'not progressing' due to fitness to learn issues the student teacher will be provided with communication outlining the issues of concern and will be required to demonstrate that these issues have been rectified before the Placement may re-commence.

Section 5 – Roles and Responsibilities in the Placement Process

Role of the Student Teacher

The Student teacher should act in a professional manner, in keeping with the [Code of Professional Conduct for Teachers](#) as set out by the Teaching Council, and they should also comply to all policies and procedures at the host institution. Student teachers will undertake all components of placement in an ethical manner.

The student teacher should adhere to instructions given to them by the Principal, Deputy Principal, and Mentor/Co-operating teacher.

It is the student teacher's responsibility to inform the host institution of any unexpected absence due to illness or an exceptional circumstance, promptly and in keeping with local procedures. The student teacher should conform to the appropriate dress code and institutional policies on social networking and public behaviour.

Garda Vetting with the National College of Ireland is required as part of the admissions process to the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme. Student teachers are responsible for completing Part 1 & 2 of the vetting process and may not commence their placement until this process has been completed. The host institute may also require vetting to be completed by the student teacher.

The student teacher will also be required to submit all required documents in each phase.

Role of the Placement Tutor

The Placement Tutor is part of the National College of Ireland Programme Team who supports and evaluates student teachers during their Placement through meetings, feedback, observation visits, teaching evaluation, and assessments.

The role of the Placement Tutor is not simply evaluative. They will also support and guide throughout the Placement. Student teachers should share their ideas, intended strategies, challenges, and reflections with the Placement Tutor allocated to them.

Placement Tutors will guide student teachers in carrying out tasks such as planning strategies for improvement, integrating ideas from theory, managing classroom activities, and designing assessments to provide feedback to pupils and learners.

The Placement Tutor will look for a cycle of continuous improvement and evidence of a professionally and academically appropriate reflective stance on the part of the student teacher.

Role of the Mentor/Co-operating Teacher

A Mentor/Co-operating teacher is an experienced (and registered) teacher who works in the placement setting. They support and guide the student teacher through the phases while they are completing the placement and act as a point of contact between NCI and the setting. It is up to the Mentor/Co-operating teacher how they gradually facilitate the student teacher to assume the responsibilities of class management.

The Mentor/Co-operating teacher plays a significant role in the formation of the student teacher. The importance of the relationship between the Mentor/Co-operating teacher and the student teacher cannot be overemphasised. The student teacher will depend on the Mentor/Co-operating teacher to gradually introduce them to the professional practices of teaching in a college or organisational setting. Student teachers must remain under the auspices of their Mentor/Co-operating teacher throughout the Placement, in particular, during the Provisional Teaching Phase. The Mentor/Co-operating teacher will be willing to participate in reflective dialogue with the student teacher throughout the placement.

Mentors/Co-operating teachers will guide student teachers in carrying out tasks such as planning strategies for improvement, integrating ideas from theory, managing classroom activities, and designing assessments to provide feedback to pupils and learners. The Mentor/Co-operating teacher should support and guide the student teacher to document class plans and engage in co-teaching practices. The Mentor/Co-operating teacher should agree LTA Designs are realistic and achievable for the student teacher **before** they commence the Provisional Teaching Phase.

It is important to emphasise that if the Mentor/Co-operating teacher is concerned in any way about the behaviour and/or well-being of the student teacher, the Mentor/Co-operating teacher should contact the Placement Tutor or Programme Director. Further information on contact details can be found on page 4 of this booklet.

For further clarification on the role of the Mentor/ Co-operating teacher please see the Teaching Council's [Guidelines for School Placement](#).

Role of the Placement Coordinator

The Placement Coordinator has overall administrative responsibility for the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education placements. They will assign Placement Tutors to each student teacher and will monitor progress to ensure that student teachers keep up-to-date submissions. The Placement Coordinator will also act as a liaison person with the placement setting.

Role of the Programme Director

The Programme Director has overall academic responsibility and leadership of the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme. The Programme Director is responsible for moderating all marks and ensuring adherence to the module assessment policies.

Role of the Programme Coordinator

The Programme Coordinator has overall administrative responsibility for the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme.

Section 6 - Information for the host institution

The Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education is specifically designed as an accredited further education teacher education qualification recognised by the Teaching Council of Ireland. Route 3 (Further Education) of the Teaching Council Regulations (2016) deals with teacher registration for the further education sector. This regulation includes a requirement, with effect from 01 April 2013, for applicants for registration to have attained, inter alia, a Council-approved further education teacher education qualification. Applicants should also consult the [Teaching Council](#) for the complete set of requirements under Route 3.

The Practicum in Teaching for Further Education (also known as the Placement) is an essential element of this programme as it provides student teachers with opportunities to learn their profession within an authentic setting. The Placement forms an integral part of the programme where student teachers are required to demonstrate that they have achieved the appropriate level of competence in the practice of teaching. This requires that student teachers are enabled and supported to gradually assume the role and responsibilities associated with the further education teaching profession.

The relationship between NCI and host institutions are an important aspect of the Placement and the information as set out here is intended to provide assurances on what is required, the supports in place, and to outline the benefits of such co-operation.

Why should host institution support teacher placements?

- It is an opportunity to contribute to the enhancement of the further education sector through involvement in the formation of future teacher professionals.
- Student teachers are willing participants to support many of the activities that take place in support of learning.
- Student teachers will work alongside your existing teaching staff and enhance the community of educational practice.
- Student teachers may be a source of fresh ideas and new energy in the workplace.
- Teacher development strategies such as team teaching, mentoring, and provisional teaching may be adopted for ongoing professional development.
- Participating institutions will be invited to attend and engage in professional development events in Further Education that take place from time to time in National College of Ireland.
- Placements help to promote and reinforce a lifelong learning culture within an organisation through links with National College of Ireland and to encourage staff to mentor student teachers.
- Student teachers will be supported by the Programme Team throughout their Placement.

What is required of the host institution?

- Provide the student teacher with a Placement that facilitates the fulfilment of the requirements of the programme (i.e. 25 hours teaching observation, 25 hours team teaching and 80 hours provisional teaching).
- Facilitate the Mentor/Co-operating teacher that is assigned to the student teacher.
- Where possible, facilitate onsite/online visits by the Placement Tutor for National College of Ireland and the Programme Team.
- Agree the following with the student teacher (i) Schedule of Activities for the 'Observation and Team-Teaching' Phase (ii) Schedule of Activities for Provisional Teaching Phase and (iii) Learning,

Teaching and Assessment Design for the Provisional Teaching Phase.

- Provide appropriate induction in compliance with the Safety, Health, and Welfare at Work Act 2005 and make the student teacher aware of workplace policies and procedures as appropriate.
- Notify NCI's Placement Tutor or the Programme Director of any problems, in particular of any aspects of student teacher performance that are unsatisfactory.

What is required from a Mentor/Co-operating Teacher?

Mentor/Co-operating teachers need to satisfy the following requirements:

- Be an employee of the host institution – this is important because the student teacher will need to establish multiple new relationships in an unfamiliar setting and requires someone to “show them the ropes”.
- Be willing to work with the student teacher and help him/her develop as a competent professional teacher. This will also involve meetings with the Placement Tutor throughout the Placement.
- Where possible, be willing to accommodate Placement Tutors in completing the observation visits in the ‘Observation and Team-Teaching’ Phase and Provisional Teaching Phase.

The Mentor/Co-operating teacher has a meeting with the Placement Tutor and may provide feedback on the student teacher's placement. However, the Placement Tutor and the Programme Team determine the module marks.

Why should a teacher become a Mentor/Co-operating Teacher?

- Mentor/Co-operating teachers are contributing to the future of student teachers' profession through the support and example they provide to the student teacher.
- Mentor/Co-operating teachers have an opportunity to grow their own professional experience by working alongside a student teacher and observing and supporting someone else teach in their subject area.
- The Programme Team values the input of the Mentor/Co-operating teachers and will maintain contact with Mentor/Co-operating teachers throughout the programme inviting them to attend professional development workshops during the academic year.

What does the Mentor/Co-operating Teacher need to do before agreeing to become a Mentor/Co-operating teacher?

The Mentor/Co-operating teacher needs to familiarise himself or herself with this Placement Booklet, in particular the Phases of the Placement i.e. ‘Observation and Team-Teaching’ and Provisional Teaching Phases. The student teacher will be required to complete a Schedule of Activities for each Phase and the Mentor/Co-operating teacher must agree that these schedules are realistic and achievable for the student teacher. The student teacher will also need to complete LTA Designs before they commence the Provisional Teaching Phase, again these should be agreed with the Mentor/ Co-operating teacher.

Section 7 - Appendices

Appendix 1: Template for approaching a Placement Setting for Teaching Placement

Date:

Re: Further Education Teaching Placement

Dear xxxx:

I am undertaking a Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme with National College of Ireland (NCI). As part of this programme, I am required to complete a module called Practicum in Teaching for Further Education (also known as Placement).

The Placement requires student teachers to complete a minimum of 130 hours of teaching placement.

The Placement proceeds through the following phases:

- (i) 'Observation and Team-Teaching' Phase: 50 hours
- (ii) Provisional Teaching Phase: 80 hours

My subject area is

I would appreciate it if you would consider my application in accommodating me to complete this Placement within your setting. I am available to commence my Placement in September 2024, pending approval from NCI Programme team. I am very willing to slot in with appropriate timetables.

The enclosed booklet provides details of the Practicum in Teaching for Further Education and there is a section with information for the host institution.

I hope my details are of interest and I look forward to speaking with you in due course.

Yours sincerely
