



Placement Booklet for Practicum in Teaching for Further Education

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

September 2020

Table of Contents

| | |
|---|----|
| Introduction | 1 |
| Contact Information..... | 2 |
| Placement Guidelines | 3 |
| Responsibilities of student teachers in their host institution? | 4 |
| Placement Orientation..... | 4 |
| Placement Overview | 4 |
| The Observation Phase | 5 |
| Documents | 5 |
| Process | 5 |
| Grading Rubric for Observation Phase..... | 6 |
| The Team Teaching Phase..... | 7 |
| Documents | 7 |
| Process | 7 |
| Grading Rubric for Team Teaching Phase | 8 |
| The Provisional Teaching Phase | 9 |
| Documents | 9 |
| Process | 9 |
| Grading Rubric for Provisional Teaching Phase | 10 |
| Teaching Evaluation Visit | 11 |
| Meetings/Interactions with Placement Tutors | 11 |
| Programme Team Roles..... | 12 |
| Role of the Programme Director..... | 12 |
| Role of the Placement Director..... | 12 |
| Role of the Placement Coordinator | 12 |
| Role of the Placement Tutor | 12 |
| Role of the Mentor/Co-operating Teacher | 12 |
| Support Framework for Student Teachers on Placement | 13 |
| Arranging an appropriate setting to complete the Placement..... | 14 |
| Confirming the Placement setting | 14 |
| When can I commence my Placement?..... | 14 |
| Specific Aspects of Placement Requirements..... | 14 |
| Schedule of Activities..... | 15 |

| | |
|--|----|
| Placement Log..... | 15 |
| Reflections | 15 |
| Engagement and co-operation with Placement Tutor, Mentor and Host Institution | 15 |
| Learning, Teaching and Assessment (LTA) Strategies..... | 15 |
| Module Assessment Strategy | 17 |
| Requesting an extension or deferral..... | 18 |
| Withdrawal | 18 |
| Not-Progressing / Fitness to Learn..... | 18 |
| Information for the host institution..... | 19 |
| Why should host institution support Teacher Placements?..... | 19 |
| What is required of the host institution? | 19 |
| What is required from a Mentor/Co-operating Teacher? | 20 |
| Why should a teacher become a Mentor/Co-operating Teacher?..... | 20 |
| What does the Mentor/Co-operating Teacher need to do before agreeing to become a mentor/co-operating teacher?..... | 20 |
| Appendices..... | 22 |
| Appendix 1: Teaching Placement Letter Template | 22 |
| Appendix 2: National College of Ireland Garda Vetting Procedures..... | 23 |
| Appendix 3: Schedule of Activities for Observation Phase Template..... | 24 |
| Appendix 4: Schedule of Activities for Team Teaching / Provisional Teaching Phase Template..... | 25 |
| Appendix 5: Code of Conduct for Student Teachers..... | 26 |

Introduction

National College of Ireland (NCI) offers the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme as a teacher accreditation programme recognised by the Teaching Council. 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 figure below shows all modules currently delivered on this programme:

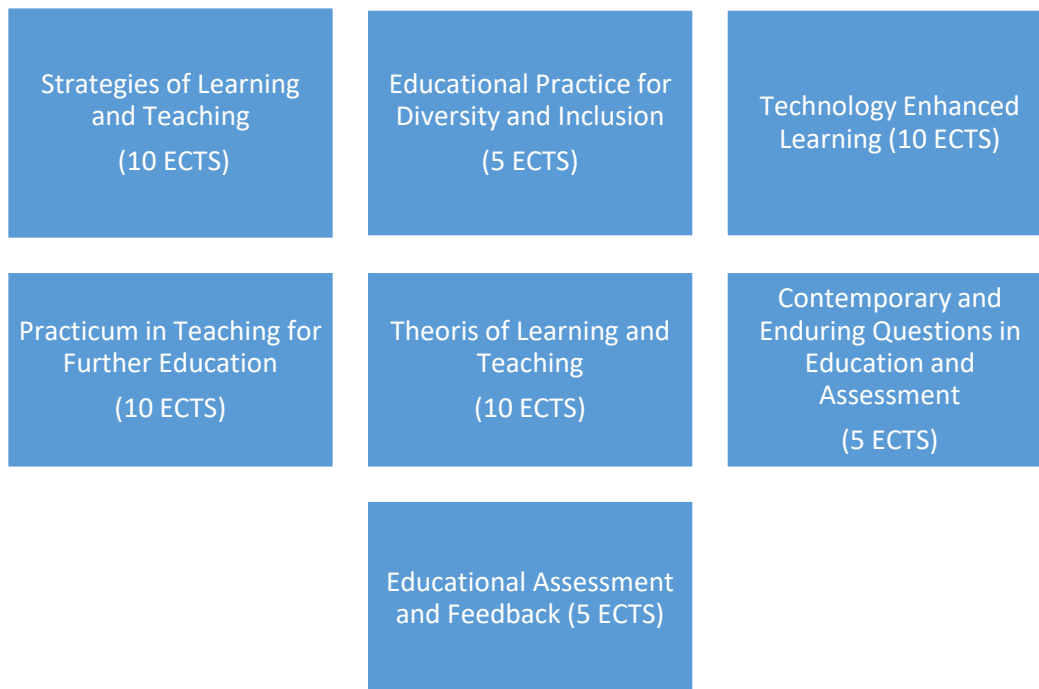


Figure 1: Modules on the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme.

This Professional Practice Placement booklet describes a module of the programme called **Practicum in Teaching for Further Education** (also known as **Placement**). This 15 credit module must be completed by all student teachers intending to meet the requirements of the Teaching Council for completion of recognised teacher accreditation programme in further education. The purpose of this booklet is to provide information on the processes and procedures involved.

The aim of the Placement is to develop the student teacher's skills and competence in practical teaching in an incremental manner using a range of experiential, practical and supported learning methods including activities involving observation, team teaching and provisional teaching. The Placement forms an integral part of the PGDLT-FE strand 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, responsibilities, values and practices associated with professional teaching in the further education sector.

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.

The quality of the teaching practice placement and the quality of the workplace learning environment is fundamental to the development of a competent, safe and effective practitioner. Effective governance of the programme requires a strong partnership between the academic and workplace personnel.

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

- LO1: Demonstrate an ability to teach including understanding of and proficiency in effective classroom management 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, parents, school management 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-gong 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.

Contact Information

| Role | Name | Email Address | Contact Number |
|-----------------------|---|--|----------------|
| Programme Director | Dr. Sheena Hyland | Sheena.hyland@ncirl.ie | 01 4498731 |
| Placement Director | Dr. Leo Casey | Leo.casey@ncirl.ie | 01 6599210 |
| Placement Coordinator | Stephanie Roe | Stephanie.roe@ncirl.ie | 01 6599273 |
| Programme Coordinator | Leah Kinsella | Leah.kinsella@ncirl.ie | 01 4498605 |
| Placement Tutors | John Condon Deirdre Hanamy Shay Kelly Mary Lonergan Phil Moynihan Anne Murtagh | John.condon@ncirl.ie Deirdre.hanamy@ncirl.ie Shay.kelly@ncirl.ie Mary.lonergan@ncirl.ie Philomena.moynihan@ncirl.ie Anne.murtagh@ncirl.ie | |

Placement Guidelines

The following general guidelines apply for the Placement:

- Student teachers are required to identify their own placement settings.
- Garda Vetting is required as part of the admissions process to the Postgraduate Diploma in Educational Practice in Teaching for Further Education. Student teachers may not commence their placement until this process has been completed (see Appendix 2 for Garda Vetting application process).
- The Placement will typically take place during the academic year from September to May. In exceptional circumstances activities may take place outside of these times with prior approval of the Placement Director/Placement Tutor.
- The Placement activities will normally take place mid-week between Monday-Friday and between 9am-9pm. In exceptional circumstances activities may take place outside of these times with prior approval of the Placement Director/Placement Tutor.
- The Placement Director /Placement Tutor will provide guidance on the suitability of the placement, including the size of the group present, if required.
- As a guideline, a minimum of ten pupils in classes is required for teaching practice purposes. However, we recognise that in some settings such as literacy instruction, smaller class sizes may be appropriate and are acceptable. The Placement Director or Placement Tutor will provide guidance on this if required.
- **Communication throughout the programme is managed exclusively through NCI e-mail and Moodle systems.** It is the responsibility of student teachers and Placement Tutors to access and check their NCI emails regularly.
- Moodle is used for all submissions during the Placement. Submissions by other means such as email attachment are not accepted.
- Student teachers are expected to adhere to the stated Code of Conduct and NCI's disciplinary codes of behaviours and policies (see Appendix 5).
- Student teachers will not be deemed to have completed the Programme until the Placement has been completed.
- The Programme is limited in its capacity to support teaching placements through the summer months of July and August and prior permission from the Placement Director/Programme Director must be obtained where this is anticipated.
- Where a Placement has commenced and where circumstances allow, a student teacher may apply for an extension to fulfil the Placement over an 18-month period – this requires permission from the Placement Director (see page 19 for further details).
- Members of the Programme Team (faculty teaching modules on the programme) can act as Placement Tutors, make site visits, and provide second opinions where necessary.
- The Placement Director is responsible for moderating all marks and ensuring adherence to the module assessment policies.
- Should a student teacher have difficulties contacting their Placement Tutor, s/he should inform the Placement Coordinator at their earliest convenience.

Responsibilities of student teachers in their host institution?

Student teachers are expected to:

- Act in a professional manner and in keeping with the [Code of Professional Conduct for Teachers](#) as set out by the Teaching Council.
- Adhere to all policies and procedures at the host institution.
- Adhere to instructions given to them by the Principal, Deputy Principal and mentor/co-operating teacher.
- Inform the host institution of any unexpected absence due to illness or exceptional circumstance in a timely manner and in keeping with local procedures.
- Conform to the appropriate dress code and institutional policies on social networking and public behaviour.
- Complete the Garda Vetting process with their host institution as well as National College of Ireland.
- Undertake all components of the Placement in an ethical manner.

Placement Orientation

The Placement orientation workshop for the Practicum in Teaching for Further Education will take place in September (date TBC). Attendance at this workshop is compulsory for all student teachers. Student teachers will be provided with an overview of the Placement and processes that support it during this workshop.

Placement Overview

The Practicum in Teaching for Further Education takes place during the academic year, typically from September – May. All student teachers must complete a minimum of **130 hours** of teaching placement. The Placement proceeds through three phases as outlined in the diagram below:

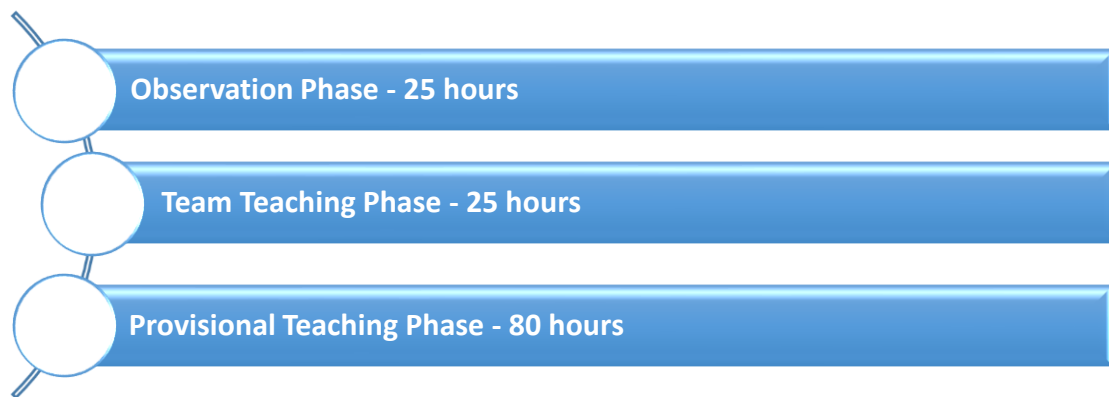


Figure 2: The three Phases of Placement

Student teachers must pass all three phases on the Placement in order to pass the module.

The Observation Phase

The Observation Phase requires that student teachers observe, and where feasible, provide support for the teaching of others in a structured further education setting. To complete this phase, student teachers must observe at least **25 hours** of teaching or activities directly related to teaching within the host institution. The observations may take place in any of the classes that occur in the host institution. The observations should not be limited to classes delivered by the mentor/co-operating teacher. It is desirable that the student teachers have opportunities to observe, support and experience as many teaching situations as possible.

Student teachers are expected to gain experience in a range of teaching activities, styles, assessment techniques etc. Attendance at staff meetings and subject meetings may count for observation hours.

In addition, activities undertaken by student teachers in relation to furthering the process of developing their professional identity as teachers such as attendance 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, agreed in advance with the Placement Tutor and evidence of participation will be required.

Placement Tutors will meet with their allocated student teachers prior to, or soon after the Observation Phase begins.

Documents

- Schedule of Activities
- Placement Log
- Observation Phase Reflection

Process

Before student teachers commence the Observation Phase, they must upload a Schedule of Activities (see page 16 for guidance) to Moodle for approval by their Placement Tutor. The schedule will also have been agreed and approved by the mentor/co-operating teacher and host institution.

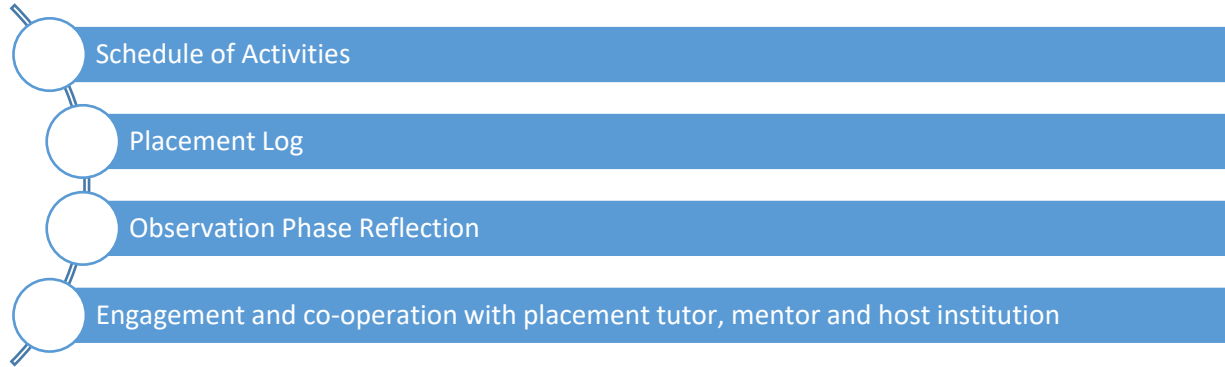
Student teachers are required to maintain the Placement Log (see page 16 for guidance) throughout the Observation Phase. At the end of the Observation Phase, student teachers must submit the Observation Phase Reflection (see page 16 for guidance). The Reflection should be prepared using the template provided on Moodle and will be between 750 and 800 words. As a guideline, student teachers will receive provisional marks and feedback within two work weeks of submission.

Student teachers are required to actively engage and fully co-operate with their Placement Tutor, mentor/co-operating teacher and host institution.

In certain circumstances, student teachers may move to the Team Teaching Phase before s/he completes the total required 25 hours in the Observation Phase, this is subject to substantial and satisfactory progress and completion of the Observation Phase Reflection based on the hours observed. However, this must be agreed with the host institution and approved by the Placement Tutor in advance. The remainder of the observation hours may be completed during the remaining phases. These must be logged contemporaneously and this will be checked at the end of the Placement. No final

grade will be given until all of the required hours are completed and failure to log them at the time will be taken into account for final grade.

Observation Phase marking considerations:



Grading Rubric for Observation Phase

| Criteria | Associated Learning Outcomes | Typical Indicators | Weighting |
|---|------------------------------|---|-----------|
| Adherence to and management of Placement documents and process requirements | LO4 LO5 | <ul style="list-style-type: none"> • Timely Schedule of Activity and Placement Log updates. • Communication with Placement Tutor, Mentor Teacher and Host Institution. | 20% |
| Professional conduct during placement | LO 1 LO2 | <ul style="list-style-type: none"> • Engagement and cooperation with Placement Tutor, Mentor Teacher and host institution. • Clear and timely communication in the event of unforeseen absence. • Contributing to the overall work of the host institution. • Capacity to take feedback and act on it. | 30% |
| Reflection on lessons learned during placement | LO3 | <ul style="list-style-type: none"> • Reflections that are personal, meaningful and orientated to make sense of placement experiences. • Demonstrating a capacity to learn from experience. • Respecting the willingness and openness of the host organisation to provide a learning environment for novice teachers. • Appreciating the student perspective at all times. | 50% |

The Team Teaching Phase

The Team Teaching Phase involves student teachers working in class together with the mentor/co-operating teacher and/or other teachers in the same subject area. To complete this phase, student teachers must complete at least **25 hours** of team teaching. This is a further stage in the formation of the competence for professional teaching. This phase is characterised by the transition from student teacher as a *support* to teaching to *co-teaching* with an experienced colleague. This is not a sudden transition and may take place gradually over time.

The mentor/co-operating teacher will be expected to facilitate the student teacher to document class plans and to engage in co-teaching practices. It is up to the mentor/co-operating teacher how s/he gradually facilitates the student teacher to assume the responsibilities of class management.

Documents

- Schedule of Activities
- Placement Log
- Team Teaching Reflection

Process

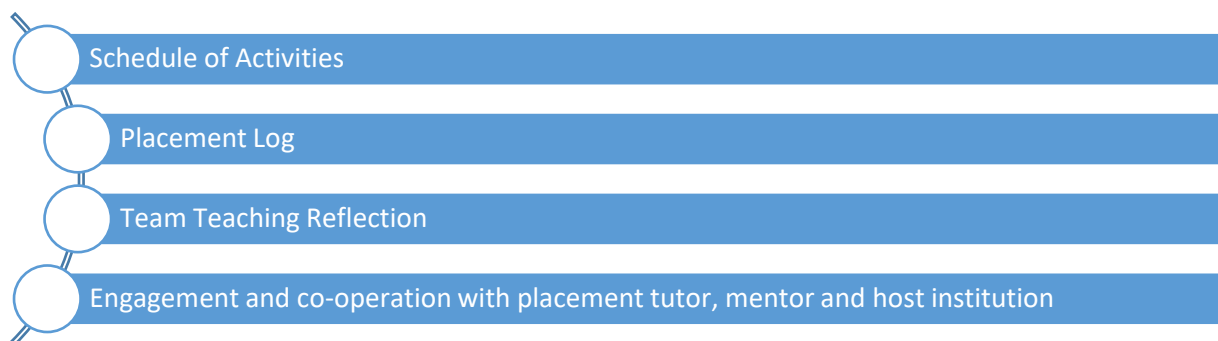
Before student teachers commence the Team Teaching Phase they must upload a Schedule of Activities to Moodle for approval by their Placement Tutor. This will also have been agreed and approved by the mentor/co-operating teacher and host institution.

Student teachers are required to maintain the Placement Log throughout the Team Teaching Phase. At the end of the Team Teaching Phase, student teachers must submit the Team Teaching Reflection. The Reflection should be prepared using the template provided on Moodle and will be between 750 and 800 words. As a guideline, student teachers will receive provisional marks and feedback within two work weeks of submission.

Student teachers are required to actively engage and fully co-operate with their Placement Tutor, mentor/co-operating teacher and host institution.

In certain circumstances, student teachers may move to the Provisional Teaching Phase before s/he completes the total required 25 hours in the Team Teaching Phase, this is subject to substantial and satisfactory progress and completion of the 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. The remainder of the team teaching hours may be completed during the remaining Provisional Teaching phase and these must be logged contemporaneously and this will be checked at the end of the Placement. No final grade will be given until all of the required hours are completed and failure to log them at the time will be taken into account for final grade.

Team Teaching Phase marking considerations:



Grading Rubric for Team Teaching Phase

| Criteria | Associated Learning Outcomes | Typical Indicators | Weighting |
|---|------------------------------|--|-----------|
| Adherence to and management of Placement documents and process requirements | LO4 LO3 LO5 | <ul style="list-style-type: none"> Timely Schedule of Activity and Placement Log updates. Communication with Placement Tutor, Mentor Teacher and Host Institution. | 20% |
| Professional conduct during placement | LO1 LO2 | <ul style="list-style-type: none"> Engagement and cooperation with Placement Tutor, Mentor Teacher and host institution. Clear and timely communication in the event of unforeseen absence. Collaboration and co-operation with the Mentor Teacher during team teaching. Contributing to the overall work of the host institution. Capacity to take feedback and act on it. | 30% |
| Reflection on lessons learned during placement | LO3 LO5 | <ul style="list-style-type: none"> Reflections that are personal, meaningful and orientated to make sense of placement experiences. Demonstrating a capacity to learn from experience. Respecting the willingness and openness of the mentor teacher and host institution to provide a learning environment for novice teachers. Appreciating the student perspective at all times. | 50% |

The Provisional Teaching Phase

During the Provisional Teaching Phase, student teachers are expected to practice 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** teaching during this phase.

Documents

- Schedule of Activities
- Learning, Teaching and Assessment Strategies
- Placement Log
- Teaching Reflection

Process

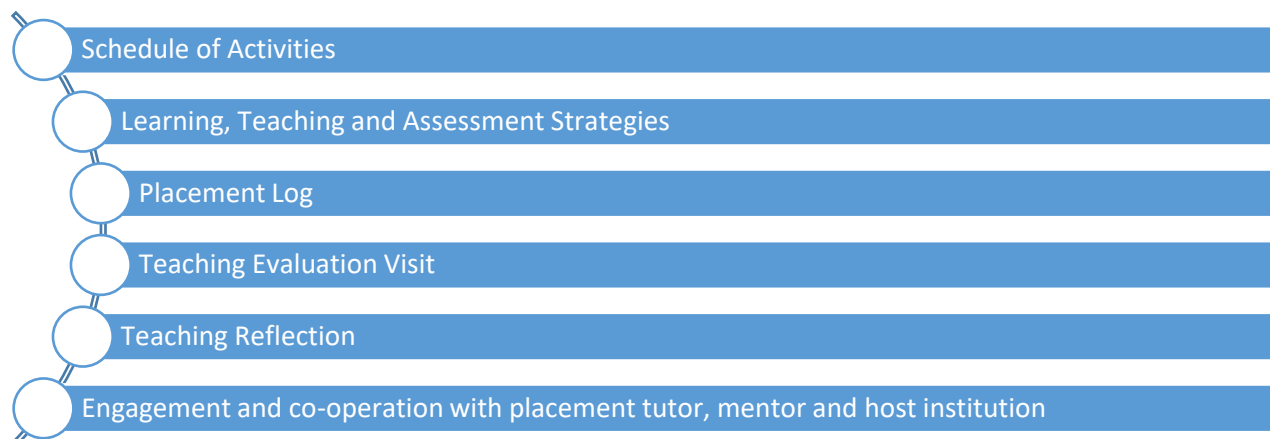
Before student teachers commence the Provisional Teaching phase they must upload a Schedule of Activities to Moodle for approval of the Placement Tutor. This will also have been agreed and approved by the mentor/co-operating teacher and host institution.

Student teachers will create Learning, Teaching and Assessment (LTA) Strategies for each topic they are teaching. Topics may be covered over a number of class periods. Student teachers will use a template document which is provided on Moodle to complete their LTA Strategies and these will be uploaded to Moodle via the relevant link. Student teachers are expected to make the LTA Strategies and teaching materials available when required by the Placement Tutor.

Student teachers are required to maintain the Placement Log throughout the Provisional Teaching Phase. At the end of the Provisional Teaching Phase, student teachers must submit the Teaching Reflection to complete the Placement. The Reflection should be prepared using the template provided on Moodle and will be between 750 and 800 words. As a guideline, student teachers will receive provisional marks and feedback within two work weeks of submission.

Student teachers are required to actively engage and fully co-operate with their Placement Tutor, mentor/co-operating teacher and host institution.

Provisional Teaching Phase marking considerations:



Grading Rubric for Provisional Teaching Phase

| Criteria | Associated Learning Outcomes | Typical Indicators | Weighting |
|--|------------------------------|--|-----------|
| Adherence to and management of Placement document and process requirements | LO4 LO5 | <ul style="list-style-type: none"> • Timely Schedule of Activity and Placement Log updates. • Communication with Placement Tutor, Mentor Teacher and Host Institution. | 10% |
| Professional conduct during placement | LO4 LO5 | <ul style="list-style-type: none"> • Engagement and cooperation with Placement Tutor, Mentor Teacher and host organisation. • Clear and timely communication in the event of unforeseen absence. • Contributing to the overall work of the host institution. | 10% |
| Reflection on lessons learned during placement | LO3 LO5 | <ul style="list-style-type: none"> • Reflections that are personal, meaningful and orientated to make sense of placement experiences. • Demonstrating a capacity to learn from experience. • Respecting the willingness and openness of the host institution to provide a learning environment for novice teachers. • Appreciating the student perspective at all times. | 30% |
| Teaching Evaluation Visit | LO1 LO2 | <ul style="list-style-type: none"> • Demonstrating skills of teaching and class management. • Selection and preparation of Learning Teaching and Assessment Strategies. • Demonstrating inclusive practice in teaching. | 50% |

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> • Providing feedback to students. • Adherence to host institution guidance and frameworks for teaching and assessment. • Capacity to take feedback and act on it. | |
|--|--|---|--|

Teaching Evaluation Visit

The typical pattern for the Teaching Evaluation Visit is 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. The length of the evaluation will be one teaching period, no less than 30 minutes and not exceeding one hour.

Student teachers are responsible for ensuring that teaching activities, as set out in the Schedule of Activities and Learning, Teaching and Assessment Strategies are capable of being evaluated during the visit.

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 at a later date. Assessment of teaching practice through direct evaluation is an essential element of the module learning outcomes.

Student teachers should note that arranged site visits by Placement Tutors are 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 (see page 19 for further details).

The programme team reserve the right to check on Placements in host institutions to monitor attendance of student teachers and progress of Placement.

Meetings/Interactions with Placement Tutors

Placement Tutors and student teachers will typically have a **minimum of four** face to face interactions throughout the Placement. Three of these interactions must take place in the Placement setting and one of these will be for the Teaching Evaluation Visit.

Dates and times for these face to face interactions are decided by the Placement Tutor on the basis of the Approved Schedule of Activities uploaded to Moodle by the student teacher. Student teachers are expected to be available at the times as set out in their schedules.

Student teachers will receive formative feedback from their Placement Tutor after the interactions. This may be aligned with marks and feedback on the reflections submitted.

Programme Team Roles

Role of the Programme Director

The Programme Director has overall academic responsibility and leadership of the Postgraduate Diploma in Educational Practice in Teaching for Further Education.

Role of the Placement Director

The Placement Director has overall responsibility for the Practicum in Teaching for Further Education module. S/he is responsible for moderating all marks and ensuring adherence to the module assessment policies.

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. She will assign Placement Tutors to each student teacher. She will monitor progress to ensure that student teachers keep up-to-date submissions. The placement coordinator will also act as liaison person with the placement setting.

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 by means of meetings, site visits, feedback, evaluation visit and assessments. The Placement Tutors work with the Placement Director and the Programme Director.

The role of the Placement Tutor is not simply evaluative. S/he will act as a support and guidance 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, integrate ideas from theory, manage classroom activities and design 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 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.

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 over emphasised. 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.

Mentor/co-operating teachers will guide student teachers in carrying out tasks such as planning strategies for improvement, integrate ideas from theory, manage classroom activities and design assessments to provide feedback to pupils and learners.

For further clarification on roles please see the Teaching Council's [Guidelines for School Placement](#).

Support Framework for Student Teachers on Placement

Figure 2 below sets out the main partners at HEI level, and highlights the interdependency between all of these, as well as the centrality of the student teacher in the process.

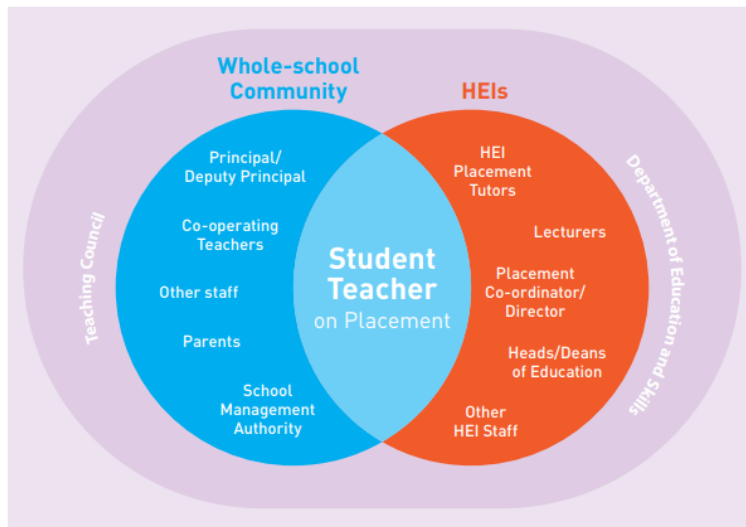


Figure 2: Key Partners

<https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Guidelines-for-School-Placement-.pdf>

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.

The responsibility for arranging placement rests with each student teacher. National College of Ireland recognises that teaching for further education takes place in a wide variety of settings, locations and times. The PGDLT-FE Programme endeavours to be as flexible as possible to support many different workplace contexts. However, the college also needs to be in a position to arrange site visits and to support student teachers throughout the Placement and therefore a number of practical considerations need to be taken into account when selecting the setting, location and time for the Placement. The intended setting and location of the Placement will be approved by the Programme Director/Placement Director before commencing the programme.

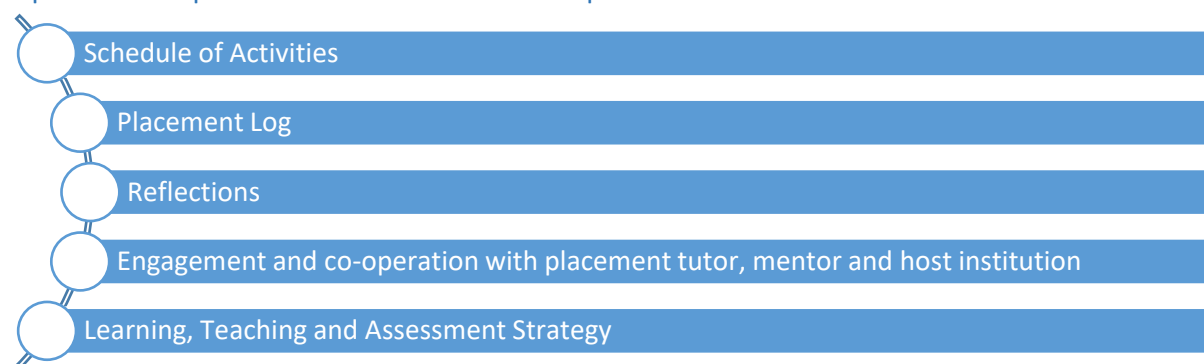
Confirming the Placement setting

To confirm the Placement setting, student teachers are required to complete the **'Placement Information'** section on Moodle. Student teachers will add details of their Placement setting and mentor/co-operating teacher and the programme team have access to this information. The Placement Coordinator will assign a suitable Placement Tutor to each student teacher.

When can I commence my Placement?

Before student teachers commence the Placement, they must complete a Schedule of Activities for the Observation Phase and share and agree this with their Placement Tutor, mentor/co-operating teacher and the host institution for approval. **The Placement Tutor must approve the Schedule of Activities before student teachers can commence the Observation Phase.**

Specific Aspects of Placement Requirements



Schedule of Activities

The Schedule of Activities sets out the plan/timetable of intended actions for each Phase of your Placement (see Appendix 3 & 4 for templates). It will also clearly demonstrate how the learning outcomes and requirements of this phase will be achieved.

Student teachers are required to submit a Schedule of Activities before they commence each Phase of the Placement (i.e. before the Observation, Team Teaching and Provisional Teaching Phase). Student teachers can share draft schedules with their Placement Tutor but are required to upload the final schedules to Moodle via the relevant links. **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 and host/centre are provided with a copy of the Schedule of Activities for each phase also. The student teacher is obliged to inform their Placement Tutor of changes to the Schedule of Activities.

Placement Log

Student teachers are required to maintain the Placement Log approximately **once every 14 days** throughout the period of the Placement. The Log will be recorded on Moodle via the relevant link. Each entry on the Log must be dated and state the number of hours completed to date.

The Placement Log is characterised by brief comments and factual information – it is not intended for commentary or reflection. The Log is used by the programme team to keep track of the student teacher's progress through the Placement activities. Changes to expected activities, unexpected absences, meetings with Placement Tutors, meetings with mentor/co-operating teacher may all be signalled in the Log. If the placement deviates from your intended schedule of activities, record a brief update of this in your Log. No personal or inappropriate information will be added to the Log.

Failure to keep the Log up-to-date may be taken into account during grading of the Placement.

Reflections

Student teachers are required to write Reflections at the end of each Phase. Guidance on how to write Reflections will be provided on Moodle. Reflections capture in summary form, the learning outcomes from the Placement activities. Reflections will be submitted to Moodle via the relevant links.

Engagement and co-operation with Placement Tutor, Mentor and Host Institution

Student teachers are required to actively engage and fully co-operate with their allocated Placement Tutor, mentor/co-operating teacher and host institution. Student teachers will demonstrate active engagement and co-operation with the host institution, for example, developing relations with colleagues, participating in centre/college staff/student activities.

Learning, Teaching and Assessment (LTA) Strategies

Student teachers are required to complete Learning, Teaching and Assessment (LTA) Strategies in the Provisional Teaching Phase. An LTA Strategy 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 strategies. It is supported by relevant theory and educational research. Specific guidance on LTA strategies will be provided to students on Moodle and in the Strategies of Learning and Teaching module.

LTA strategy(ies) are prepared by student teachers at the end of the Team Teaching Phase, in preparation for the Provisional Teaching Phase. The LTA Strategy will clearly outline how the requirement for 80 hours of Provisional teaching will be achieved. It will be used as a basis for planning site visits and the Teaching Evaluation Visit by the Placement Tutor. The LTA Strategy(ies) must be agreed and approved by the Placement Tutor. It will also be agreed with the mentor/co-operating teacher and the Principal (or equivalent responsible person within an organisation involved in the provision of further education).

LTA Strategies must be uploaded on Moodle via the relevant link.

Module Assessment Strategy

Module Assessment Strategy

| Weightings Observation Phase: 20% Team Teaching Phase: 20% Provisional Teaching Phase: 60% | Condition Student Teachers must pass all three Phases on the Placement in order to pass the Practicum in Teaching for Further Education module. |
|--|--|
| Observation Phase (100 marks - Weighting .2) | |
| The below elements must be completed: <ul style="list-style-type: none">❖ Schedule of Activities for Observation Phase❖ Placement Log❖ Observation Phase Reflection❖ Engagement and co-operation with Placement Tutor, mentor and host institution | |
| Team Teaching Phase (100 marks – Weighting .2) | |
| The below elements must be completed: <ul style="list-style-type: none">❖ Schedule of Activities for Team Teaching Phase❖ Placement Log❖ Team Teaching Reflection❖ Engagement and co-operation with Placement Tutor, mentor and host institution | |
| Provisional Teaching Phase (100 marks – Weighting .6) | |
| The below elements must be completed: <ul style="list-style-type: none">❖ Schedule of Activities for Provisional Teaching Phase❖ Learning, Teaching and Assessment Strategies❖ Placement Log❖ Teaching Evaluation Visit❖ Teaching Reflection❖ Engagement and co-operation with Placement Tutor, mentor and host institution | |
| Note: The absence or poor completion of any one part in any Phase will impact on the other parts. | |

Requesting an extension or deferral

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. Email your Placement Coordinator cc'ing your Placement Tutor for details on applying for a deferral.

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 repeat 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 Placement Director/Programme Director may withdraw a student teacher from a teaching Placement 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 Educational Practice in Teaching for Further Education.

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 Placement Director/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 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 recommence.

Information for the host institution

The Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme is a teacher accreditation programme recognised by the Teaching Council in accordance with Section 38 of the Teaching Council Act, 2001 and Regulation Five of the Teaching Council (Registration) Regulations 2009.

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 cooperation of host institution is 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 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.
- Facilitate site 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 Phase (ii) Schedule of Activities for the Team Teaching Phase (iii) Schedule of Activities for Provisional Teaching Phase and (iv) Learning, Teaching and Assessment Strategies 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 Placement Director/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 to help him/her develop as a competent professional teacher. This will also involve meeting with the Placement Tutor during visits and at the end of the Team Teaching and Provisional Teaching phases.

The mentor/co-operating teacher has a brief 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 teacher's profession by 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 workshop within 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 Professional Practice Placement Booklet, in particular the three Phases of the Placement i.e. Observation, Team Teaching and Provisional Teaching Phases. The student teacher will be required to complete a Schedule of Activities for each of the three Phases and the mentor/co-operating teacher must agree that these schedules are realistic and achievable for the student teacher.

The student teacher will also be required to complete Learning, Teaching and Assessment Strategies before they commence the Provisional Teaching Phase and the mentor/co-operating teacher must agree that the Strategies are realistic and achievable for the student teacher.

The mentor/co-operating teacher will be expected to facilitate the student teacher to document class plans and to engage in co-teaching practices. It is up to the mentor/co-operating teacher how s/he gradually facilitates the student teacher to assume the responsibilities of class management.

Student teachers must remain under the auspices of their mentor/co-operating teacher throughout the Placement, in particular during 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, Placement Director or Programme Director. Further information on contact details can be found on page 3 of this booklet.

Appendices

Appendix 1: Teaching Placement Letter Template

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 three phases:

- (i) Observation Phase: 25 hours
- (ii) Team Teaching Phase: 25 hours
- (iii) Provisional Teaching Phase: 80 hours

I would appreciate if you would consider my application in accommodating me to complete this Placement within your setting. I am available to commence my Placement at the end of September 2019, 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 look forward to speaking with you in due course.

Yours sincerely,

Appendix 2: National College of Ireland Garda Vetting Procedures

The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 provides the legislative basis for the mandatory vetting of persons who wish to undertake certain work or activities relating to children or vulnerable persons or to provide certain services to children or vulnerable persons.

For relevant programmes of study, National College of Ireland requires student teachers to be Garda vetted in order to fully complete their registration and undertake the Placement component of the programme. Garda vetting is required for student teachers on the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education programme.

There is two parts to the Garda Vetting application process.

Part 1: Student teachers **must complete the NVB1 form and return it to the Placement Coordinator with two forms of identification, one photographic ID and one which states the proof of address.** Student teachers will receive an email from the Placement Coordinator which will contain details of the Garda Vetting Process including the NVB1 form. The information submitted will be inputted to the National Vetting Bureau (NVB) eVetting system by NCI's Liaison Person.

This form highlights for student teachers the importance of full disclosure. Where an applicant is under 18 years of age, they must arrange the completion of an additional form 'Garda Vetting Parent/Guardian Consent Form'.

Part 2: Student teachers will then receive an email from the National Vetting Bureau with an invitation to the e-vetting website to complete further information such as past addresses. Please keep an eye on your emails to ensure you complete part 2 before your account deactivates.

Once part 2 is submitted by the student teacher, the National Vetting Bureau will review their application and return their disclosure to National College of Ireland.

Specified information may also be provided by the National Vetting Bureau. This is information that is considered to give rise to a bona fide concern that the vetting subject may harm, attempt to harm or put at risk a child or vulnerable person or both. The National Vetting Bureau will contact the student teacher in advance, if this information is to be provided. The student teacher will have an opportunity to appeal the decision to release this information before it is released to the College Liaison Person.

Where the disclosure supplied by the NVB is inconsistent with the response from the student teacher, the NCI Liaison Person, along with the relevant Programme Director/Placement Coordinator will meet with the student teacher to clarify if the information supplied by the NVB is correct. If the student teacher does not agree that the information supplied by the NVB is correct, the Authorised Signatory will request the NVB to review their information and confirm or change their initial response.

Appendix 3: Schedule of Activities for Observation Phase Template

Course: Postgraduate Diploma in Educational Practice in Teaching for Further Education

Placement: Practicum in Teaching for Further Education

Name of Student Teacher:

Student Number:

Name of FE Placement Setting:

Name of Mentor/Co-operating Teacher:

Date:

| Date | Time | Description of Observation | Location | No. of hours |
|------|------|----------------------------|----------|--------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Please outline how you will achieve the outcomes of the Observation Phase below.

Appendix 4: Schedule of Activities for Team Teaching / Provisional Teaching Phase Template

Course: Postgraduate Diploma in Educational Practice in Teaching for Further Education

Placement: Practicum in Teaching for Further Education

Team Teaching / Provisional Teaching Phase:

Name of Student Teacher:

Student Number:

Name of FE Placement Setting:

Name of Mentor/Co-operating Teacher:

Date:

| Date | Time | Class/Subject | Learning Outcomes of Lessons you teach | Location | No. of Hours |
|------|------|---------------|--|----------|--------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Appendix 5: Code of Conduct for Student Teachers

High standards of professional conduct are central to the role of teaching and the [Code of Professional Conduct for Teachers](#) published by the Teaching Council makes these standards explicit. Student teachers are expected to be conversant with the full text of the code and to adhere to these standards at all times. Specifically, while on Placement the student teacher must act and behave in accordance with these standards (the term 'Teachers' below can be taken to mean 'student teachers' for the purposes of the Placement):

The role of the teacher is to educate. The following ethical values underpin the standards of teaching, knowledge, skill, competence and conduct as set out in this Code.

Respect

Teachers uphold human dignity and promote equality and emotional and cognitive development. In their professional practice, teachers demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

Care

Teachers' practice is motivated by the best interests of the pupils/students entrusted to their care. Teachers show this through positive influence, professional judgement and empathy in practice.

Integrity

Honesty, reliability and moral action are embodied in integrity. Teachers exercise integrity through their professional commitments, responsibilities and actions.

Trust

Teachers' relationships with pupils/students, colleagues, parents, school management and the public are based on trust. Trust embodies fairness, openness and honesty.