Placement Booklet for Practicum in Teaching for Further Education

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

Table of Contents

Introduction

The Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education (PGDEP) programme is a one-year part-time 60 ECTS credit programme. The PGDEP programme is an initial teacher education qualification recognised by the Teaching Council of Ireland for Further Education teachers. 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 teaching. This is intended to build relevant teaching skills and sectoral and professional knowledge for accomplished professional practice as FE teachers.

The programme is specifically designed for pre-service teachers to develop the relevant knowledge, competence and skill for teaching within the sector.

Those who have successfully completed the Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education may progress to year 2 of the Master of Arts in Educational Practice.

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

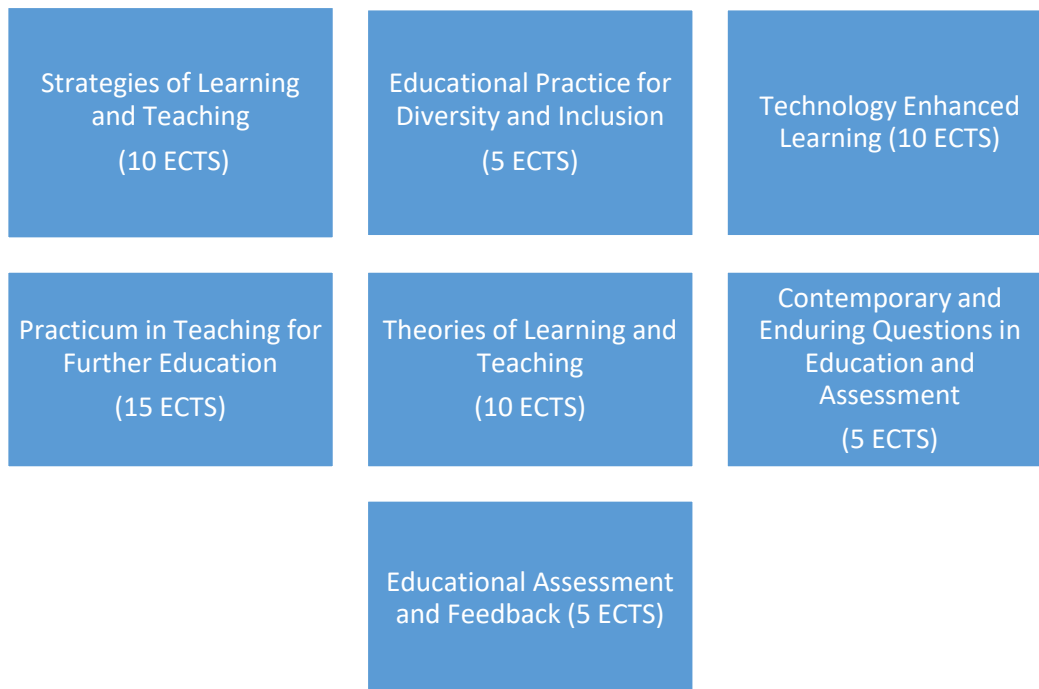|		
Strategies of Learning and Teaching (10 ECTS)	Educational Practice for Diversity and Inclusion (5 ECTS)	Technology Enhanced Learning (10 ECTS)
Practicum in Teaching for Further Education (15 ECTS)	Theories of Learning and Teaching (10 ECTS)	Contemporary and Enduring Questions in Education and Assessment (5 ECTS)
	Educational Assessment and Feedback (5 ECTS)	

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

This 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 this module is to provide students with practical experience of working as a teacher in a college of Further Education. 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 by means of up-to-date journaling, reflection, and engagement with the Placement Tutor and Mentor/ co-operating teacher.

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 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.

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, Mahara or Microsoft Teams.

PGDEP Programme Team		
Role	**Name**	**Email Address**
Placement Tutors	Ann Bray	Ann.bray@ncirl.ie
	Dr. Leo Casey	Leo.casey@ncirl.ie
	Maeve Clegg	Maeve.clegg@ncirl.ie
	Darragh Collins	Darragh.collins@ncirl.ie
	John Condon	John.condon@ncirl.ie
	Dr. Michael Goldrick	Michael.goldrick@ncirl.ie
	Deirdre Hanamy	Deirdre.hanamy@ncirl.ie
	Dr. Conor Mellon	Conor.mellon@ncirl.ie
	Philomena Moynihan	Philomena.moynihan@ncirl.ie
	Dr. Ciarán O'Mathúna	Ciaran.omathuna@ncirl.ie
	Karen Ryan	Karen.ryan1@ncirl.ie
Placement Coordinator	Deirdre Tinnelly	Deirdre.tinnelly@ncirl.ie
Academic Placement Lead	Karen Ryan	Karen.ryan1@ncirl.ie
Programme Director	Dr. Conor Mellon	Conor.mellon@ncirl.ie
Director of the Centre for Education and Lifelong Learning	Dr. Leo Casey	Leo.casey@ncirl.ie
Programme Coordinator	Ariadny Bittencourt	Ariadny.Bittencourt@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 Arts in Educational Practice in Teaching for Further Education programme. Student teachers may not commence their placement until this process has been completed.
- Strict adherence to national and institutional policies and protocols in relation to Covid-19 safety are regarded as core components of the placement module.
- In class learning, online learning and combinations of these (blended learning) will be considered as acceptable for designation as placement hours as advised by your Placement Tutor.
- Students typically complete their Placement within the timeframe of the first two semesters i.e. September - May. In some cases, student teachers may extend this timeframe to an 18-month period. This would require permission of the Programme Director.
- Not all placements start or end at the same time and the progression path for each student teacher will be different.
- The Programme is limited in its capacity to support teaching placements through the summer months of July and August and prior permission from the Programme Director must be obtained where this is anticipated.

- Placement activities will normally take place Monday-Friday. For planned activities that take place outside this time, you need to obtain permission from the Programme Director.
- Your assigned Placement Tutor will provide guidance on the suitability of the placement, including the size of the group present, if required.
- **Communication throughout the programme is managed exclusively through NCI e-mail, Moodle, Mahara and Microsoft Teams systems.** It is the responsibility of student teachers and Placement Tutors to access and check their NCI emails regularly.
- All submissions during the Placement must be through the designated college system (Mahara, Moodle). 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 2).
- Student teachers will not be deemed to have completed the Programme until the Placement has been completed.
- Members of the Programme Team (faculty teaching modules on the programme) can act as Placement Tutors and provide second opinions where necessary.
- The Programme 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, they should inform the Placement Coordinator at their earliest convenience.
- The Programme Team reserve the right to check on Placements within host institutions to monitor student teachers progress of Placement.

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 Garda Vetting with the National College of Ireland.
- Undertake all components of placement in an ethical manner.
- Adhere to national and institutional policies and protocols in relation to Covid-19 safety.

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 PGDEP 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 assess and support student teachers throughout the Placement and therefore a number of 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 gaining experience in subjects and areas that while related to your undergraduate degree, may not be the central focus. It's a good idea to explore related areas via the Qualifax website, and discuss these opportunities with a potential setting.
- Consider the location of the colleges you are contacting. If for example the majority of their learning is scheduled online for 2022-23 does this mean that you can perhaps look further afield? Again, discuss this with potential settings.
- Consider other further education and appropriate adult learning centres for placement e.g. Youthreach centres, further education centres attached to post-primary schools, etc.

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.

When can I commence my Placement?

Before student teachers commence the Placement, they must complete a Schedule of Activities for the 'Observation and Team-Teaching' Phase and share and agree this 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.**

Placement Orientation

The placement orientation for the Practicum in Teaching for Further Education will take place in September 2022 via Microsoft Teams. A link will be sent to the email address you provided in your application, prior to the session. Attendance at this orientation is **compulsory** for all student teachers. Student teachers will be provided with an overview of the placement and processes that support it.

Meeting my Placement Tutor

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

Observation Visits

Each student will have a minimum of two observation visits from their Placement Tutor throughout the placement. The observation visits may take place onsite in the placement setting or online, depending on the delivery of the class. These visits are entirely formative and designed to give students useful feedback on their practice. The Placement Tutor will arrange a suitable time after each observation visit to provide the student teacher with formative feedback.

Typically, the observation visits will take place as follows:

- First observation visit: Early in the placement e.g. towards the end of the 'Observation and Team-Teaching' Phase.
- Second observation visit: Midway through the Provisional Teaching Phase
- Placement Tutors may arrange further observation visits if they deem it necessary.

Placement Tutors are required to contact the Mentor/ co-operating teacher prior to their observation visits to ensure they can accommodate the visits.

Mahara

Student teachers will use Mahara, an eportfolio system, to upload and record their Placement documentation throughout the academic year. Student teachers will be provided with a template eportfolio and will duplicate the template to create your own personal eportfolio. 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.

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 the phases outlined in the diagram below:

'Observation and Team Teaching' Phase - 50 hours (25 hours observation and 25 hours team teaching)

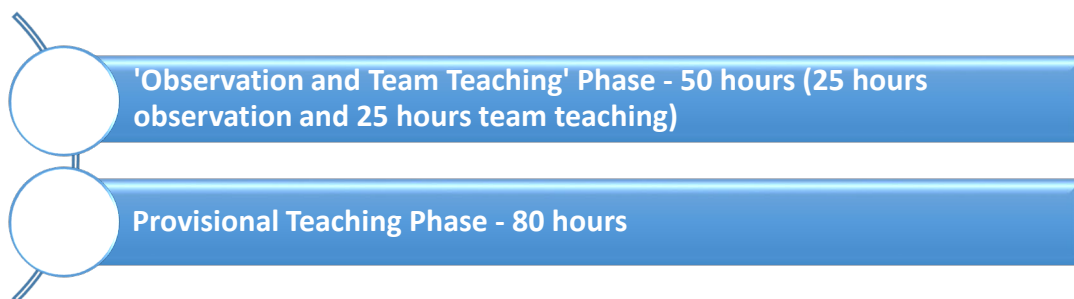**Provisional Teaching Phase - 80 hours**

Figure 2: The Phases of Placement

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

The 'Observation and Team-Teaching' Phase

The 'Observation and Team-Teaching' Phase requires that student teachers observe, and where feasible, provide support for the teaching of others in a structured further education setting. It also 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 observe and support at least **25 hours** of activities directly related to teaching and participate in at least **25 hours** of collaboration as team teaching. Online learning, in class learning and combinations of these (blended learning) are accepted. 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 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 (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, agreed in advance with the Placement Tutor and evidence of participation will be required.

Documents
- Schedule of Activities
- 'Observation and Team-Teaching' Phase Reflection

Process

Before student teachers commence the 'Observation and Team-Teaching' Phase, they must complete their Schedule of Activities on Mahara 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 Schedule of Activities throughout the 'Observation and Team-Teaching' Phase.

At the end of the 'Observation and Team-Teaching' Phase, student teachers must submit the 'Observation and Team-Teaching' Phase Reflection. The reflection should be prepared using the guidelines provided on Mahara and will be between 850 and 1000 words. As a guideline, student teachers will receive provisional marks and feedback for their 'Observation and Team-Teaching' Phase from their Placement Tutor within two work weeks of submitting their reflection.

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

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.

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. The remaining hours 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.

Figure 3: 'Observation and Team-Teaching' Phase marking considerations:

Schedule of Activities

'Observation and Team-Teaching' Phase Reflection

Engagement and co-operation with placement tutor, mentor and host institution
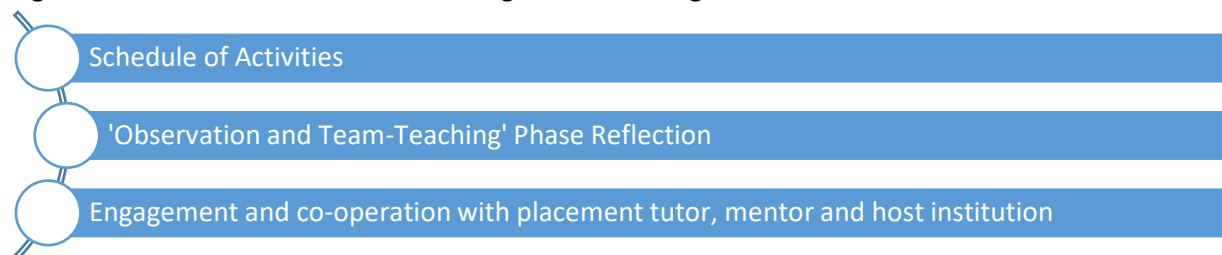
Grading Rubric for 'Observation and Team-Teaching' Phase

Criteria	Associated Learning Outcomes	Typical Indicators	Weighting
Adherence to and management of Placement documents and process requirements	LO3 LO4 LO5	• Timely and up to date Schedule of Activities • Communication with Placement Tutor, Mentor/ co-operating teacher and Host Institution.	20%
Professional conduct during placement	LO1 LO2	• Engagement and cooperation with Placement Tutor, Mentor/ co-operating teacher and host institution. • Clear and timely communication in the event of unforeseen absence. • Collaboration and co-operation with the Mentor/ co-operating 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	• 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/ co-operating teacher and host institution to provide a learning environment for novice teachers.	50%

		• Appreciating the student perspective at all times.	

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 Design
- Teaching Reflection

Process

Before student teachers commence the Provisional Teaching phase they must complete their Schedule of Activities on Mahara for approval by the 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 Schedule of Activities throughout the Provisional Teaching Phase.

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

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 guidelines provided on Mahara and will be between 850 and 1000 words. As a guideline, student teachers will receive provisional marks and feedback for the Provisional Teaching Phase from their Placement Tutor within two work weeks of submitting their reflection.

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

The second 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.

Teaching Evaluation

Placement Tutors 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 at a later date.

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

Teaching Evaluation where onsite/online is not possible, due to Covid-19 restrictions
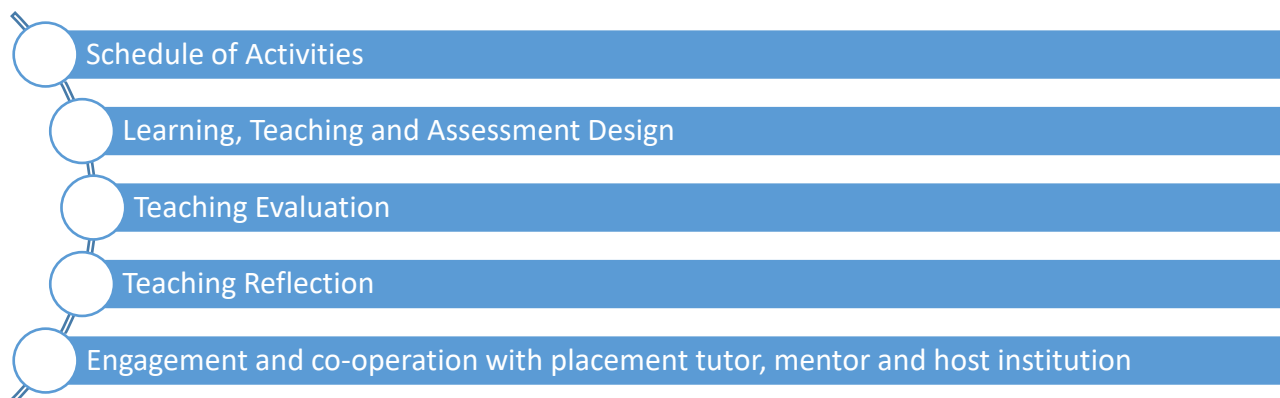
Where neither an onsite nor online visit is possible, a 'triangulated' approach of teaching evaluation will take place.

This will involve:
- Learning, Teaching and Assessment Design
- Recorded conversation between the student teacher and Placement Tutor
- Interactions between Placement Tutor, Mentor/ co-operating teacher and others if necessary

The duration of the recorded teaching evaluation conversation will be between 15-20 minutes. 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.

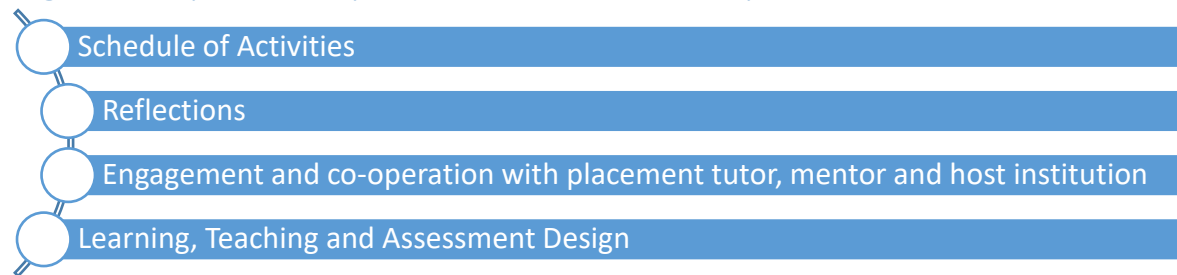---

Provisional Teaching Phase marking considerations:

- Schedule of Activities
- Learning, Teaching and Assessment Design
- Teaching Evaluation
- Teaching Reflection
- Engagement and co-operation with placement tutor, mentor and host institution

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	• Timely and up to date Schedule of Activities • Communication with Placement Tutor, Mentor/ co-operating teacher and Host Institution.	10%
Professional conduct during placement	LO4 LO5	• Engagement and cooperation with Placement Tutor, Mentor/ co-operating 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	• 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	LO1 LO2	• Demonstrating skills of teaching and class management. • Selection and preparation of Learning, Teaching and Assessment Design • Demonstrating inclusive practice in teaching. • Providing feedback to students. • Adherence to host institution guidance and frameworks for teaching and assessment. • Capacity to take feedback and act on it.	50%

Figure 3: Specific Aspects of Placement Requirements

- Schedule of Activities
- Reflections
- Engagement and co-operation with placement tutor, mentor and host institution
- Learning, Teaching and Assessment Design

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 complete a Schedule of Activities on Mahara 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.

Reflections

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

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) Design

Student teachers are required to complete a Learning, Teaching and Assessment (LTA) Design 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.

An LTA Design is prepared by student teachers towards the end of the 'Observation and Team-Teaching' Phase, and before they commence the Provisional Teaching Phase. It will be used as a basis for planning the Teaching Evaluation by the Placement Tutor. It is the responsibility of student teachers to ensure the Mentor/co-operating teacher is aware of the Learning, Teaching and Assessment Design.

LTA Designs must be uploaded on Mahara.

Module Assessment Strategy

Module Assessment Strategy

Weightings	Condition
'Observation and Team-Teaching' Phase: 40% Provisional Teaching Phase: 60%	Student teachers **must pass all Phases** on 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 ❖ 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 Design ❖ Teaching Evaluation Visit ❖ Teaching 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 on the other parts.

Placement Timeframe

Students typically complete their Placement within the timeframe of the first two semesters i.e. September - May. In some cases, student teachers may extend this timeframe to an 18-month period. This requires permission of the Programme Director.

Where a student has to extend their placement beyond these periods, 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.

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 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 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.

Programme Team Roles

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, feedback, teaching evaluation and assessments.

The role of the Placement Tutor is not simply evaluative. They 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 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 liaison person with the placement setting.

Role of the Academic Placement Lead

The Academic Placement Lead will have responsibility for all academic requirements in the Practicum in Teaching for Further Education (Placement) module. They will liaise with and support the Placement coordinator and Programme Director in managing the processes for placement. They will support students in placement preparation and development via scheduled seminars.

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 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 please see the Teaching Council's [Guidelines for School Placement](#).

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.

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.
- 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 to help him/her develop as a competent professional teacher. This will also involve meetings with the Placement Tutor throughout the Placement.
- 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 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 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 be required to complete a Learning, Teaching and Assessment Design before they commence the Provisional Teaching Phase and the Mentor/co-operating teacher must agree that the plan is 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 they gradually facilitate 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 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 the following phases:
- (i) 'Observation and Team-Teaching' Phase: 50 hours
- (ii) Provisional Teaching Phase: 80 hours

My subject area is …..

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 2022, 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: 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.