

PLACEMENT BOOKLET
FOR PRACTICUM IN TEACHING
FOR FURTHER EDUCATION

(201302)

*Post Graduate Diploma in Learning and Teaching
(Further Education Track)*

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INTRODUCTION

National College of Ireland runs the **Post Graduate Diploma in Learning and Teaching (Further Education Track)**¹ as a teacher accreditation programme recognised by the Teaching Council² in accordance with Section 38 of the Teaching Council Act, 2001 and Regulation Five of the Teaching Council (Registration) Regulations 2009. This booklet describes a module of the programme called **Practicum in Teaching for Further Education** (also known as the **Placement**). This 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 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, provisional teaching. The Placement forms an integral part of the PGDLT where student teachers are required to demonstrate that they have achieved the appropriate level of competence in the practice of teaching. This requires that the student teacher is enabled and supported to gradually assume the role, responsibilities values and practices associated with professional teaching in the further sector.

The module provides student teachers with practical experience of working as a teacher in an authentic further education setting such as a college, centre or equivalent institution. This setting must facilitate the student teacher to fulfil the Placement requirements through teaching on FETAC further education accredited programmes or equivalent recognised qualification programmes.

The quality of the teaching practice placement and the quality of the workplace learning

¹ The Post Graduate Diploma in Arts in Learning and Teaching (PGDLT) is identical with Year One of the Master of Arts in Learning and Teaching.

² <http://www.teachingcouncil.ie/initial-teacher-education-ite/professional-accreditation-of-further-education-ite-programmes.1066.html> .

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environment is fundamental to the development of a competent, safe and effective practitioner. The **effective** governance of the programme requires a strong partnership between the academic and workplace personnel. The purpose of this booklet is to provide information on the processes and procedures involved.

OVERVIEW

The Practicum in Teaching for Further Education (also known as the Placement) is a module of the Postgraduate Diploma in Learning and Teaching (FE Track). The figure below shows all of the modules for this programme.

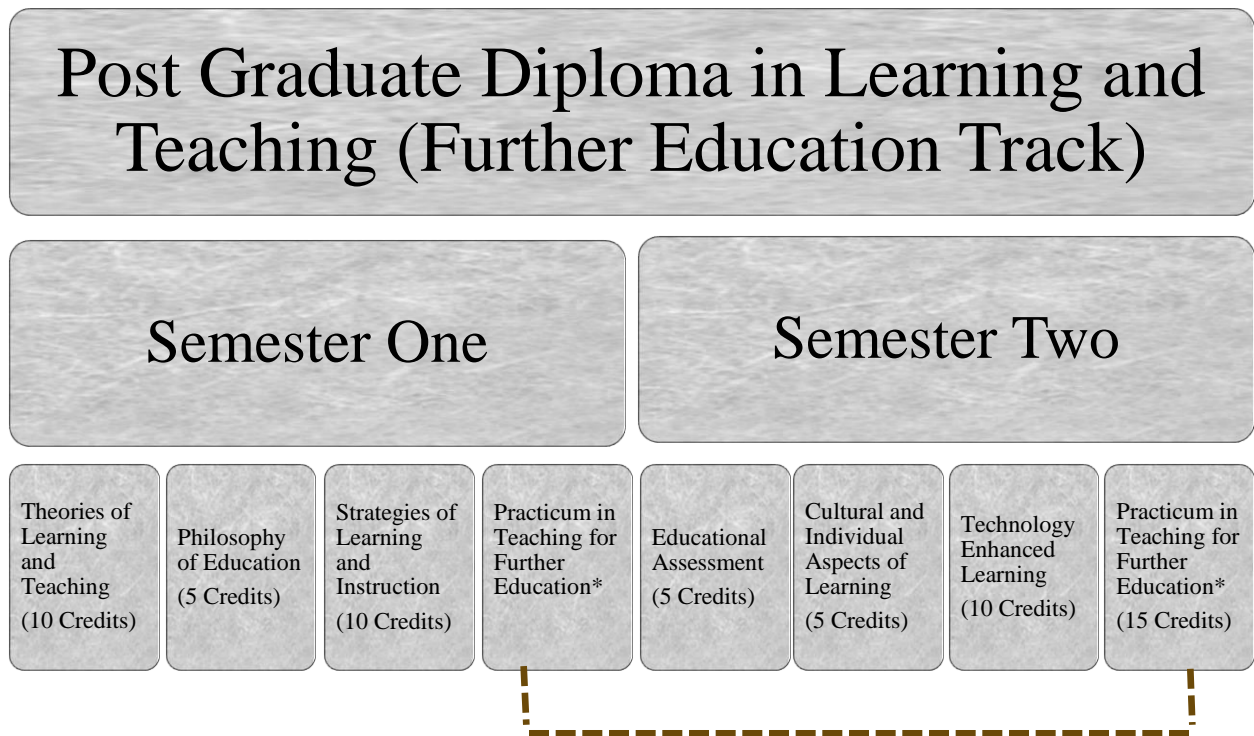


Figure 1 Overall structure of the programme

*The Practicum in Teaching for Further Education commences in Semester One from Phase One, Observation, and will continue in Semester Two in Phase Two, Team Teaching, and Phase Three, Provisional Teaching. The total credits for this module is 15.

All student teachers must complete a minimum of **130** hours of teaching placement as set out below.

The placement is divided into three phases as follows:

- The Observation Phase
- The Team Teaching Phase
- The Provisional Teaching Phase

Phases and the output of each phase are presented in the figure 2 below.

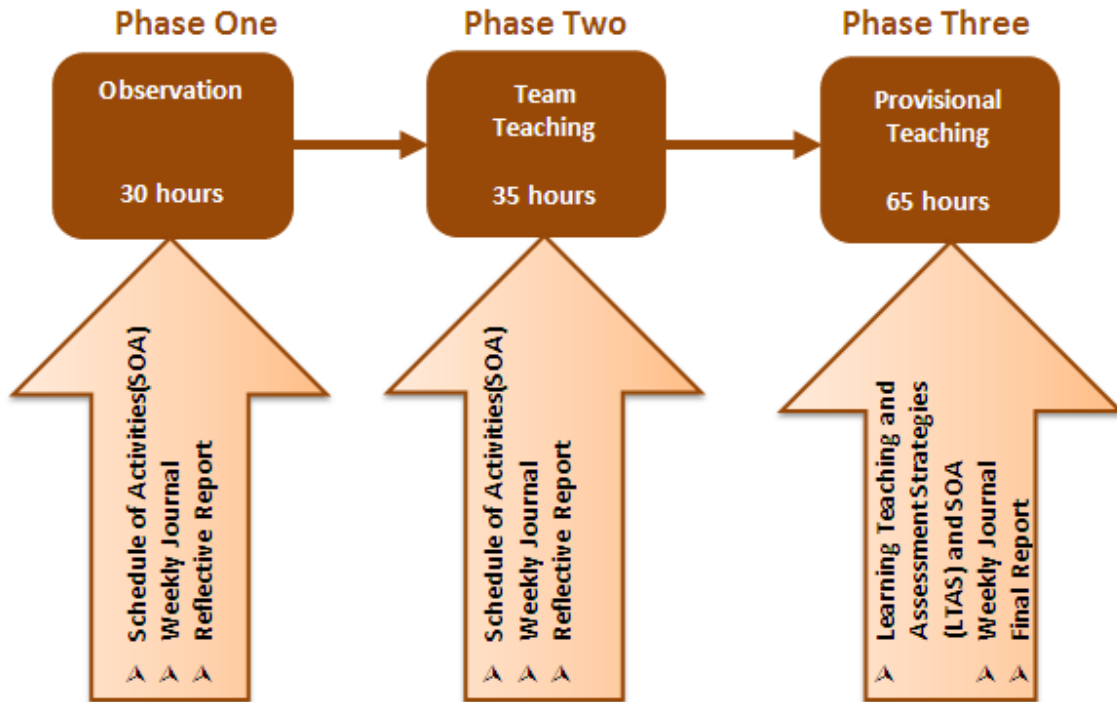


Figure 2 Phases and Outputs of Placement

The Observation Phase

The Observation Phase requires that the student teacher observes, and where feasible, provides support for the teaching of others in a structured further education setting. To complete this phase the student teacher must observe at least **30** hours of teaching or activities directly related to teaching. The observation may take place in any of the classes that occur in the college/centre/institution. The student teacher is expected to gain experience of the 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 the student teacher 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.

- The student teacher is required to maintain an on-line **Weekly Journal** throughout the entire placement. He/she must log his/her experience and brief reflections on this journal on a weekly basis. Extended reflections should be left for the End of Phase Reflective Report. The Placement Tutor and other members of the programme team have access to this journal and will monitor progress.
- At the commencement of this phase the student teacher will upload a **Schedule of Activities** which sets out the timetable of intended actions and clearly demonstrates how the outcomes of this phase will be achieved. The Schedule of Activities must be agreed with the college/centre/institution.
- The Placement Tutor will meet with the student teacher during the Observation Phase.
- In order to progress to the next phase the student teacher must complete a **Reflective Report**.
- Subject to satisfactory completion of this phase the student teacher may now move on to the Team Teaching Phase.

The Team Teaching Phase

The Team Teaching Phase involves the student teacher working in class together with the Mentoring Teacher³ and/or other teachers in the same subject area. To complete this phase the student teacher must complete at least **35** hours of team 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.

- At the commencement of this phase the student teacher will upload a Schedule of Activities which sets out the timetable of intended actions and learning outcomes of these actions. The Schedule of Activities must be agreed with the college/centre/institution.
- During this phase the student teacher must continue to maintain the on-line Weekly Journal and use this to document team teaching experience and brief reflections on

³ There is a section later in this booklet devoted to describing the role of the Mentoring Teacher

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those experiences. Extended reflections should be left for the Reflective Report.

- During the Team Teaching Phase the Placement Tutor will make a site visit to the host college/centre. The arrangements for this visit will be notified in advance to the student teacher.
- The Placement Tutor will meet with student teacher and the Mentoring Teacher to discuss progress.
- In order to complete this phase the student teacher must complete a Reflective Report on his or her experiences.
- The student teacher is required to develop a **Learning Teaching and Assessment Strategy** for the remainder of the placement in anticipation of proceeding to the Provisional Teaching Phase.
- In order for the student teacher to proceed to the Provisional Teaching Phase, both the Learning Teaching and Assessment Strategy and the Schedule of Activities must be approved by the Placement Tutor and the principal (or suitable designate) of the host college/centre.

The Provisional Teaching Phase

During the Provisional Teaching Phase the student teacher is expected to practice more and more as a self-directed teacher and to 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 the student teacher must remain under the auspices of the Mentoring Teacher throughout the phase.

- The student teacher is expected to complete at least **65** hours teaching during this phase.
- The student teacher shall provide a Learning Teaching and Assessment Strategy for each topic. Topics may be covered over a number of class periods. The LTA Strategy(ies) shall be posted on-line using the template provided. The student teacher is also expected to make the LTA Strategy and teaching materials available when required by the placement tutor.
- The student teacher must maintain the on-line Weekly Journal.
- The Placement Tutor will undertake two site visits and will observe the student teacher in class. A second marker may be present during the final site visit.
- To complete this phase the student teacher must write a **Final Reflective Report**.

PREPARING FOR THE PLACEMENT

In advance of participation on the programme, the student teacher is expected to identify and make arrangements with a suitable host setting. This will need to be a further education college or centre involved with the provision of teaching for further. In addition to the agreement of the college or institution to provide workplace learning as set out in this booklet, the student teacher is also required to name the Mentoring Teacher to which he/she is assigned.

The responsibility for arranging placement rests with each student teacher. However, to assist with this process the NCI Careers Office website will provide information on suitable locations for placement. They also have information and advice on preparing effective cover letters and CVs (the cover letter template is enclosed at the end of the booklet). The Careers Office also arranges information workshops to guide all students on effective job seeking strategies, CVs, cover letters and interview techniques.

National College of Ireland recognises that teaching for further education takes place in a wide variety of settings, locations and times. The PGDLT 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 the student teacher 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 following general guidelines apply:

- The Placement will normally have duration of one school year – this may be from September to June or from January to December.
- Students have an 18 month window from commencement of the programme within which to complete their Placement. This means that student teachers starting the Programme in September may start their Placement the following January. However, the following considerations apply: (i) student teachers will require a letter of intent from a host college/centre stating that they are willing to facilitate the Placement for the intended dates before they will be admitted to the Programme and (ii) a student will not be deemed to have completed the Programme until the Placement has been completed.
- 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 Programme Director.

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- 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.
- The Placement activities will normally take place on Monday to Fridays between 9am and 9pm. Saturday activities may also be accommodated by arrangement.
- Student teachers are strongly advised not to take on more classes than the required amount of teaching practice as the anticipated PGDLT workload involving class preparation, lectures and assessments is considerable.
- As a guideline a minimum of twelve 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 Programme Director will provide guidance on this if required.
- Student teachers are not paid for the Placement.

The intended setting, location and timeframe of the Placement will need to be identified and approved by the Programme Director before commencing the programme.

At the commencement of the Placement and at transitions between stages (e.g. from the Observation Stage to the Team Teaching Stage) student teachers are required to submit a Schedule of Activities. This is the timetable and plan that is agreed with the host and is used by NCI to monitor and manage the student Placement. The student is obliged to inform NCI of changes to the Schedule of Activities.

All student teachers participating on the Programme will require Garda vetting. The Garda Vetting Application Form is not available to download. The form and the instruction on this will be provided by the programme office before the programme commences each year.

Information Evenings

NCI will arrange information evenings for prospective student teachers. Details of these events will be posted on the NCI website.

Orientation Seminar

An Orientation Seminar on the Placement for the Practicum in Teaching for Further Education Module will take place in early September and January of each year – please consult the PGDLT web site for detailed dates and times. Attendance at this seminar is compulsory for all student teachers intending to undertake the module.

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Approved Schedule of Activities

Student teachers are required to attend at the host college/centre in accordance with an agreed Schedule of Activities for each phase of the Placement. The Placement Tutor must be provided with and agree with the Schedule of Activities at the start of each phase of the placement. The purpose is to outline how the planned activities meet the requirements (such as teaching hours) for each phase. It is the responsibility of the student teacher to ensure that the host college/centre and the Mentoring Teacher approve of and are provided with a copy of this schedule.

DURING THE PLACEMENT

Attendance at Host College/Centre

In circumstances where a student teacher is not able to attend in accordance with the schedule he or she must make contact with their Placement Tutor (by text or e-mail) and notify them of their absence and the reason for this. The student teacher must also notify the host college/centre in accordance with the local policies and procedures.

The Placement Tutor

The role of the Placement Tutor is not simply evaluative. S/he will act as a support and guide during the placement. Student teachers should share their ideas, intended strategies, challenges and reflections with the Placement Tutor.

The site visit and teaching observation will focus on the carrying out of teaching and associated tasks. The ability of the student teachers to critically reflect on his or her teaching and pupil learning is also emphasised.

The student teacher will be required to plan strategies for improvement, integrate ideas from theory, manage classroom activities and design assessments to provide feedback to pupils and learners. The Placement Tutor and mentoring Teacher will guide the student teacher in carrying out these tasks.

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.

On-Line Weekly Journal

Student teachers must maintain their Weekly Journal throughout the period of the Placement. This on line instrument serves two functions:

- (i) Documenting activities, sharing timetables and providing evidence of attendance and involvement in the many facets of teaching in an institutional setting; and
- (ii) It also serves as a means of scholarly reflection on practice to support the formation of professional teacher.

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The student teacher is required to:

- Update the Weekly Journal on a weekly basis
- Provide a Schedule of Activities for each phase
- Provide sample lesson plans and teaching materials in the provisional teaching phase (via the upload function)
- Use the journal to log details of the activities undertaken during the placement
- Use the journal to write a short reflection after each class session
- Use the Reflective Report to write a more complete reflection report at the end of each phase of the Placement

Student teachers are required to log and to document all activities undertaken during the placement – the information needs to be specific and verifiable – it is not acceptable to provide general descriptions without appropriate details. The Weekly Journal is an assessment document that may be accessed by members of the Programme Team.

The Mentoring Teacher

The Mentoring Teacher has a special role in the Placement. There is a separate chapter in this booklet that deals specifically with the role of the mentoring teacher. It is important that mentors and student teachers familiarise themselves with this section in preparation for the Placement.

The importance of the relationship between the mentoring teacher and the student teacher cannot be over emphasised. The student teacher will depend on the mentoring teacher to gradually introduce them to the professional practices of teaching in a college or organisational setting.

Meetings and Site Visits by the Placement Tutor

The Placement Tutor will meet with the student teacher once during the Observation Phase and once during the Team Teaching Phase. The first meeting (during the Observation Phase) will take place in National College of Ireland at an agreed time. The second and subsequent meetings will take place at the host college/centre.

During the Provisional Teaching Phase the Placement Tutor will also observe the student teacher during two class sessions.

These meetings and observations are used in conjunction with the Weekly Journal to assess the

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student teacher. The assessment criteria and grading scheme are provided in the appendix to this document.

Times for meetings, site visits and class observations are decided by the Placement Tutor and based on the Approved Schedule of Activities tabled by the student teacher. The student teacher is expected to be available at the times as set out in the schedule.

The student teacher needs to make sure that teaching observation visits can take place during the Provisional Teaching Phase. These visits must be completed before the end of the Placement. The times proposed by the Placement Tutor (based on the approved schedule of activities) will allow for this and provide some leeway for special circumstances. However, assessment of teaching practice through observation is an essential element of the module learning outcomes and regardless of the reason the student teacher must successfully complete the assessment by observation before being deemed to have passed the module.

Student teachers should note that arranged site visits by Placement Tutors are part of an evaluated module and absence is equivalent to not presenting at formal assessment/examination. Failure to present/submit for assessment without appropriate extenuating circumstances will result in a fail grade. Further details of NCI's policy on Extenuating Circumstances and the Personal Circumstance Form are available at the NCI's Student Portal⁴:

Should the Placement Tutor, or associated staff, find that a student teacher or his/her class are not present for an arranged on-site class observation, and none of the above have been employed, the student teacher will be requested to provide a written note to the Programme Director explaining the absence/change and requesting a replacement supervisory visit.

In addition, the programme team reserve the right to spot check, by the Placement Tutor, on the placement site to monitor attendance of student teachers and progress of placement.

⁴ <https://myncistudent.ncirl.ie/MyCourse/Computing/School%20of%20Computing/New%20PCF.pdf>

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Teaching Observation

The normal pattern for observation is that the Placement Tutor will arrive a little while before the student teacher's class begins. It is at the student teacher's discretion how (if at all) the student teacher introduces the Placement Tutor to the pupils in the class. It is usually best if the Placement Tutor sits at the back of the room and it is normal for Placement Tutors to make notes as the session proceeds.

Placement Tutors will not interrupt lessons in order to comment, ask questions or to take over from the student teacher. The length of the observation will be in the order of one teaching period not exceeding one hour or less than 30 minutes.

It is not acceptable for a student teacher to supervise an examination or class test during an observation visit. Student teachers are responsible for ensuring that teaching activities as set out in the Learning Teaching and Assessment Strategy /Schedule of Activities are capable of being observed during the visit.

Following the class observation the Placement Tutor and the student teacher will have a post-observation meeting where verbal feedback will be provided to the student teacher. As previously emphasised, there is both a formative and a summative aspect to this exercise.

Progress During Placement

Student teachers must pass the Placement in order to pass the Programme. In order to progress to the next phase of a Placement the student teacher must satisfactorily complete the earlier phase. Student teachers must prepare the Learning Teaching and Assessment Strategy for the Provisional Teaching Phase. This must be approved by the Mentoring Teacher and the principal of the college or centre (or designated nominee). Student teachers must pass the teaching observations.

Student teachers who fail the Placement are permitted to repeat the module subject to NCI's regulations for repeat students. This will mean that the maximum mark obtainable for the repeated module will be capped at pass mark. The repeated placement will be noted in student's transcript.

Student teachers who are unable to complete a Placement due to extenuating circumstances

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such as illness, bereavement etc. may repeat the module without penalty subject to their adherence to NCI's policies on the completion of the Personal Circumstance Form⁵ and the provision of evidence in a timely manner.

Student teachers will be allowed to repeat the placement without penalties where circumstances in the host college/centre have changed and the host college/centre will not be able to provide placement to student teachers any more.

Withdrawal

On the advice of the Principal of the host college/centre 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 or the code of practice of and for students on Placement occurs and/or where the student teacher fails to follow the 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 Programme.

⁵ <https://myncistudent.ncirl.ie/MyCourse/Computing/School%20of%20Computing/New%20PCF.pdf>

INFORMATION FOR THE HOST COLLEGE OR CENTRE

National College of Ireland runs the Post Graduate Diploma in Learning and Teaching (Further Education Track)⁶ as 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 (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 the student teacher is enabled and supported to gradually assume the role and responsibilities associated with the further education teaching profession.

The co-operation of host colleges/centres is an important aspect of the running of this programme and the information as set out here is intended to provide assurances on what is required and the supports and safe guards in place and to outline the benefits of such co-operation.

Why should a host college/centre support student 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 on-going professional development.
- Participating schools, colleges and centres will be invited to participate in professional

⁶ The Post Graduate Diploma in Arts in Learning and Teaching (PGDLT) is identical with Year One of the Master of Arts in Learning and Teaching.

development events on the theme of Furthering 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 throughout their placement.

What is required of the host college/centre?

- Provide the student teacher with Placement that facilitates fulfilment of the requirements of the programme (as 30 hours teaching observation, 35 hours team teaching and 65 hours provisional teaching).
- Facilitate the Mentoring Teaching – who is an employee of the host college/centre – to work with the student teacher and to facilitate the transition through the stages from observation to team teaching to provisional teaching.
- Facilitate site visits spot checks by the Placement Tutor for National College of Ireland and other staff involved in the Programme.
- Agree with the student teacher as follows (i) Schedule of Activities for the Observation Phase (ii) Schedule of Activities for the Team Teaching Phase and (iii) Learning Teaching and Assessment Strategy /Schedule of Activities 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 the NCI's Placement Tutor or the PGDLT Programme Director of any problems, in particular of any aspects of student teacher performance that are unsatisfactory.

What are the responsibilities of student teachers to their host colleges or centres?

- Student teachers are expected to act in a professional manner and in keeping with the Code of Professional Standards as set out by the Teaching Council⁷.
- Student teachers are expected to adhere to all policies and procedures at the host college/centre and to obey instructions given to them by the Principal, Deputy Principal

⁷http://www.teachingcouncil.ie/_fileupload/Professional%20Standards/code_of_conduct_2012_web%2019June2012.pdf

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and Mentoring Teacher.

- Student teachers are expected to inform the host college or centre of any unexpected absence due to illness or exceptional circumstance in a timely manner and in keeping with local procedures.
- Student teachers are expected to conform to the appropriate dress code and institutional policies on social networking and public behaviour.
- All student teachers participating on the placement will require Garda Vetting.

INFORMATION FOR THE MENTORING TEACHER

The Mentoring Teacher plays a significant role in the formation of the student teacher. The Mentoring Teacher is an employee of the host college or centre and he or she is part of an overall framework of support for the student teacher. This framework is represented in Figure 3 below and it represents the three pillars of support that allow the student teacher to gradually acquire the professional competence for teaching in a further education setting.

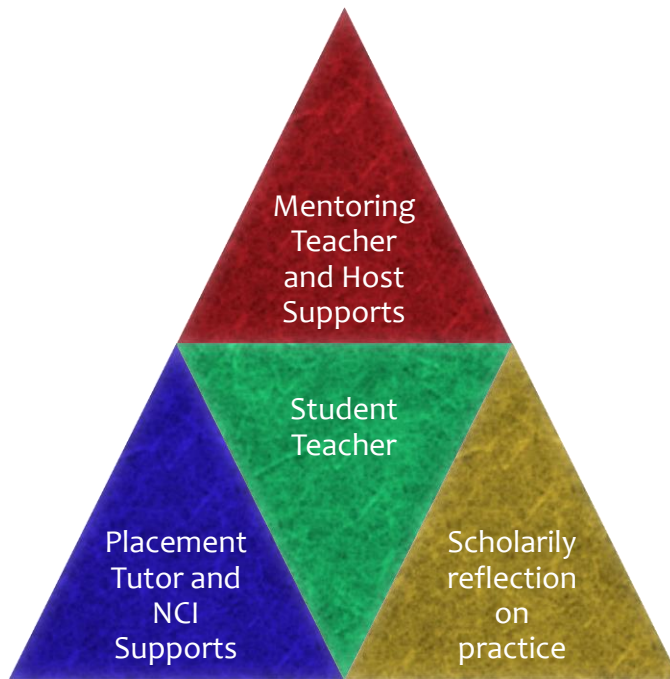


Figure 3 The Support Framework for Student Teachers on Placement

Who can become a Mentoring Teacher?

Mentoring Teachers need to satisfy three requirements as follows:

- (i) Be an employee of the host college or centre – 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”.
- (ii) Be an experienced teacher in the subjects for which the student teacher will be teaching during the Team Teaching and Provisional Teaching phases.
- (iii) Be willing to work with the student teacher and to help him or her develop as a competent professional teacher. This will also involve meeting with the Placement Tutor and completing a comment sheet at the end of the Team Teaching and Provisional Teaching phases.

Does the Mentoring Teacher participate in the assessment of the student teacher?

The Mentoring Teacher has a short private meeting with the Placement Tutor and may provide the feedback to the student teacher's placement. **However, the Placement Tutor and the course team at NCI determine the module marks.**

Why should a teacher agree to become a Mentoring Teacher?

- Mentoring Teachers are contributing to the future of your profession by the support and example you provide for the student teacher.
- Mentoring 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.
- Mentoring Teachers will be invited to attend a workshop on how the module operates and on teaching and learning. This workshop is intended as a professional development event rather than just an information session.
- The course team values the input of the Mentoring Teachers and will maintain contact with mentoring teachers after completion of the programme inviting them to attend a professional development workshop on an annual basis.

What does the Mentoring Teacher need to do next?

The Mentoring Teacher needs to familiarise himself or herself with the section in this booklet that outlines the three phases of the Placement. The student teacher will be required to complete a Schedule of Activities for each of the three phases and the mentoring teacher will need to agree that these schedules are realistic and achievable.

During the Observation Phase the student teacher is expected to observe (for 30 hours) different teaching contexts within the college or organisational setting. The observations should not be limited to the work of the Mentoring Teacher. It is desirable that the student teacher have opportunities to observe, support and experience as many teaching situations as possible. Attendance at staff and subject meetings will count toward the teaching observation hours.

During the Team Teaching Phase the student teacher is expected to team teach for at least 35

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hours. This is a further stage in the formation of the competence for professional teaching. The Mentoring 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 mentoring teacher how s/he gradually facilitates the student teacher to assume the responsibilities of class management. During this phase the Placement Tutor will visit and although all that is required at this stage is a site meeting the Mentoring Teacher may choose to invite the tutor to observe the team teaching in action.

During the Provisional Teaching Phase the student teacher will gradually assume control of the class. This transition should not be sudden and the Mentoring Teacher should remain in contact with the student teacher throughout. It is a good idea to 'debrief' the student teacher after classes. The student teacher has access to support from within the PGDLT Programme (the Placement Tutor, Programme Director and other members of the team). However, the Mentoring Teacher will be on-site and very familiar with the setting and so s/he is well placed to provide immediate support.

It is important to emphasise that if the Mentoring Teacher is concerned in any way about the behaviour and/or well-being of the student teacher the Mentoring Teacher should contact the Placement Tutor. The Mentoring Teacher will be provided with the contact details for the Placement Tutor at the onset. Further information on who to contact in National College of Ireland is provided at the end of this booklet.

Appendix

GLOSSARY OF TERMS

Schedule of Activities

This is a schedule of activities that must be agreed by the Placement Tutor with the student teacher at the start of each phase of the placement. The purpose is to outline the planned activities intended to meet the requirements for each stage.

RPEL

Stands for Recognition of Prior Experiential Learning – a process whereby some learning outcomes may be deemed to have been achieved through experience and evidenced through documentation and assessment.

Host Institution

The school or setting where the placement component of the Practicum in Teaching for Further Education (the Placement) takes place. This may be a college of further education or any organisation setting that provides a structured teaching environment for student teachers to achieve further education qualifications such as those recognised by FETAC or other equivalent awarding bodies.

Mentoring Teacher

An experienced professional who works in the co-operating institution and who agrees to act as a mentor for the student teacher while he or she is fulfilling the placement.

Weekly Journal

This is an on-line instrument which is used by the student teacher to plan and document his or her work, to support the process of reflection on his or her practice and to identify areas in which he/she may need support or guidance. The journal is kept up to date by the student teacher and is available to the Placement Tutor and the Programme Director.

Student Teacher/Student

In this document the term 'student' is taken to mean the student teacher. To avoid confusion with the recipient learners of the teaching practice the term "learners" or "pupils" is used to denote these.

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Placement Tutor

The Placement Tutor comes from the National College of Ireland Programme Team and supports and evaluates student teachers during the placement by means of meetings, site visits and portfolio assessments. The Placement Tutors work with the Module Leader and the Programme Director and are members of the Programme Team.

Programme Director

The Programme Director has overall academic responsibility and leadership of the Post Graduate Diploma in Learning and Teaching.

Programme Co-ordinator

The Programme Co-ordinator has overall administrative responsibility for the Post Graduate Diploma in Learning and Teaching. This person attached to the office of the School of Computing in National College of Ireland.

Programme

In this document 'the Programme' refers to the Post Graduate Diploma in Learning and Teaching (Further Education Track).

Placement

In this document 'the Placement' refers to the Practicum in Teaching for Further Education a module of the Post Graduate Diploma in Learning and Teaching (Further Education Track).

Learning Teaching and Assessment Strategy

This document is prepared by the student teacher at the end of the Team Teaching Phase and in preparation for the provisional Teaching Phase. It will also outline the classes for which the student teacher will assume responsibility and the intended teaching strategies. This document will clearly outline how the requirement for 65 hours of provisional teaching will be achieved. It will be used as a basis for planning site visits and teaching observations by the Placement Tutor. It will need to be agreed with the Mentoring Teacher and the college principal (or equivalent responsible person within an organisation involved in the provision of further education).

IMPORTANT CONTACT INFORMATION

PLACEMENT TUTOR

NAME

EMAIL

CONTACT NUMBER

PROGRAMME DIRECTOR

NAME

EMAIL

CONTACT NUMBER

PROGRAMME CO-ORDINATOR

NAME

EMAIL

CONTACT NUMBER

PLACEMENT OFFICER OF NCI

NAME

EMAIL

CONTACT NUMBER

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MODULE ASSESSMENT STRATEGY

Module Assessment Strategy

Weightings	Rules
Observation Phase: Weighting 15% Team Teaching Phase: Weighting 15% Provisional Teaching Phase: Weighting 70%	(1) All phases must be passed (2) The Learning Teaching and Assessment Strategy must be approved by the school Principal or nominee (3) Teaching Observation Summative Assessment must be passed
OBSERVATION PHASE (MAXIMUM 100 MARKS – WEIGHTING 15%)	
Assignment	
<ul style="list-style-type: none">• Schedule of Activities for Observation Phase (maximum 10 marks)<ul style="list-style-type: none">○ Must meet observation hours criteria○ Must be agreed by the host college/centre○ Must be approved by Placement Tutor• Weekly Journal kept up-to-date each week with meaningful reports on observations and activities. (maximum 20 marks)• Observation Phase Reflective Report (maximum 50 marks)	
Meeting with Placement Tutor (maximum 20 marks)	
TEAM TEACHING PHASE (MAXIMUM MARKS 100 – WEIGHTING 15%)	
Assignment	
<ul style="list-style-type: none">• Schedule of Activities for Team Teaching Phase (maximum 10 marks)• Weekly Journal kept up-to-date each week (maximum 20 marks)• Team Teaching Phase Reflective Report (maximum 50 marks)	
Site meeting with Placement Tutor(maximum 20 marks)	
PROVISIONAL TEACHING PHASE (MAXIMUM MARKS 100 – WEIGHTING 70%)	
Assignment	
<ul style="list-style-type: none">• Learning Teaching and Assessment Strategy and Schedule of Activities for Provisional Teaching Phase (maximum 10 marks)	

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- Must be approved by Principal of College or Head of Centre
- Weekly Journal kept up to date (maximum 10 marks)
- Final Reflective Report (maximum 30 marks)

First Placement Tutor Observation

Formative feedback report (completed by the Placement Tutor)

Second Placement Tutor Observation

Formative feedback report (completed by the Placement Tutor)

Teaching Observation: Summative Marking Scheme (completed by the Placement Tutor) (maximum 50 marks – student teacher must pass this element (at least 20 marks when weighted))

Classroom Observation Student Teacher Formative Feedback Report

Student teacher _____ Date of Observation _____

Location _____ Class size _____

Subject area _____ Topic _____

Placement Tutor _____

Feedback Scheme:

- 1 No evidence or minimal of this practice
- 2 Practice observed but substantial improvement needed
- 3 Good practice observed but room for improvement
- 4 Good practice observed
- NA Practice not applicable

Note: This scheme is used to provide feedback to student teachers see other sheet for the summative marking scheme.

The student teacher has:

Defined the Intended Learning Outcomes (ILOs) for the class

1 2 3 4 NA

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Effectively organised learning situations to meet the ILOs

1	2	3	4	NA
---	---	---	---	----

Used teaching methods to encourage relevant pupil participation in the Learning process

1	2	3	4	NA
---	---	---	---	----

Used class time effectively

1	2	3	4	NA
---	---	---	---	----

Demonstrated enthusiasm for the subject matter

1	2	3	4	NA
---	---	---	---	----

Communicated clearly and effectively to the level of the learners

1	2	3	4	NA
---	---	---	---	----

Explained important ideas simply and clearly

1	2	3	4	NA
---	---	---	---	----

Demonstrated command of subject matter

1	2	3	4	NA
---	---	---	---	----

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Responded appropriately to learner questions and comments

1	2	3	4	NA
---	---	---	---	----

Encouraged critical thinking and analysis where appropriate

1	2	3	4	NA
---	---	---	---	----

Other Feedback

Did the student teacher have a lesson plan?

Have you spoken to the Mentoring Teacher about the student teacher's progress and what comments would you like to pass on?

What specific suggestions would you make concerning how this particular class could have been improved?

What general advice would you give this student teacher on how to improve his/her teaching approach?

Has the student teacher taken on board previous feedback?

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Summative Marking Scheme For Teaching Observation Summative Assessment (to be completed by the Placement Tutor)		
Criteria	Weighting	Marks
Does the student teacher demonstrate an ability to teach including understanding of and proficiency in effective classroom management in Further Education contexts?	40%	
Does the student teacher demonstrate an understanding of and ability to decide when different teaching strategies should be used and an ability to effectively implement such strategies?	20%	
Does the student teacher show evidence of an ability to analyse and evaluate one's own teaching, discuss this analysis and evaluation with experienced professionals, and identify ways in which the teaching session could be improved?	20%	
Does the student teacher demonstrate a commitment to the values and standards as outlined in the Teaching Council Code of Professional Conduct?	20%	
Total		

Using RPEL for Assessment of Placement

A student teacher may use Recognition of Prior Experiential Learning (RPEL) to fulfil some of the requirements of the Placement module as follows:

Student teachers may provide evidence of completion of the Observation Phase by means of work related experiences completed prior to the commencement of the PGDLT programme. In such cases the student teacher will complete a portfolio of evidence that demonstrates that they have achieved the equivalent learning outcomes for this phase. The evidence must be provided in detail and must be independently verifiable. Statements of a job function are not sufficient the requirement is for a portfolio of evidence of 'activities and experiences' and an explicit connection with learning outcomes. Please consult the Programme Director on the RPEL process with respect to part-fulfilling the Placement module..

Student teachers regardless of prior experience are required to complete the Team Teaching and Provisional Teaching Phases.

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INFORMATION ON STUDENT PLACEMENT FORM

Name of Student Teacher		
Host College/Centre	Name	
	Address	
Principal of the Host College/Centre	Name	
	Contact Number	
	email	
Mentor in Practicum	Name	
	Contact Number	
	email	
Intended Subject		
Intended Duration	Start Date	
	End Date	
Intended Teaching Time (please tick as many as you can)	Evenings	
	Saturdays	
	Online	
	Others (please describe)	

TEACHING PLACEMENT LETTER TEMPLATE

Re: Further Education Teaching Placement

Dear xxxx:

I am undertaking a Post Graduate Diploma in Teaching and Learning (Further Education) with National College of Ireland and am writing in the hope that you will consider my application for a Further Education Teaching Placement. This placement would involve 30 hours teaching observation, 35 hours team teaching and 65 hours provisional teaching. I am available to start placement in XXX 2013 and am very willing to fit in with appropriate timetables in relation to placement times.

The enclosed booklet provides details of the Teaching Placement and there is a section with information for the host college or organisation.

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

Yours sincerely,

CODE OF CONDUCT FOR STUDENT TEACHERS

High standards of professional conduct are central to the role of teaching and the Code of Professional Conduct published by the Teaching Council⁸ 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.

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http://www.teachingcouncil.ie/_fileupload/Professional%20Standards/code_of_conduct_2012_web%2019June2012.pdf

1. Professional Values and Relationships

Teachers should:

- 1.1. be caring, fair and committed to the best interests of the pupils/students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
- 1.2. acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development
- 1.3. be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.
- 1.4. seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement
- 1.5. work to establish and maintain a culture of mutual trust and respect in their schools.

2. Professional Integrity

Teachers should:

- 2.1. act with honesty and integrity in all aspects of their work
- 2.2. respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- 2.3. represent themselves, their professional status, qualifications and experience honestly
- 2.4. use their name/names as set out in the Register of Teachers, in the course of their professional duties
- 2.5. avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students.

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3. Professional Conduct

Teachers should:

- 3.1. uphold the reputation and standing of the profession
- 3.2. take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare
- 3.3. work within the framework of relevant legislation and regulations
- 3.4. comply with agreed national and school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection
- 3.5. report, where appropriate, incidents or matters which impact on pupil/student welfare
- 3.6. communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
- 3.7. ensure that any communication with pupils/ students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites
- 3.8. ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format
- 3.9. ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format
- 3.10 ensure that they do not practise while under the influence of any substance which impairs their fitness to teach.

4. Professional Practice

Teachers should:

- 4.1. maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback

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- 4.2. apply their knowledge and experience in facilitating pupils'/students' holistic development
- 4.3. plan and communicate clear, challenging and achievable expectations for pupils/students
- 4.4. create an environment where pupils/ students can become active agents in the learning process and develop lifelong learning skills
- 4.5. develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/ students
- 4.6. inform their professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
- 4.7. in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance
- 4.8. act in the best interest of pupils/students.

5. Professional Development

Teachers should:

5.1. take personal responsibility for sustaining and improving the quality of their professional practice by:

- actively maintaining their professional knowledge and understanding to ensure it is current
- reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
- availing of opportunities for career-long professional development.

6. Professional Collegiality and Collaboration

Teachers should:

6.1. work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students

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6.2. work in a collaborative manner with pupils/students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students

6.3. cooperate with the Inspectorate of the Department of Education and Skills and other statutory and public non-statutory educational and support services, as appropriate

6.4. engage with the planning, implementation and evaluation of curriculum at classroom and school level.