



Professional Placement 1 (PME649)

Information Sheet

In the Professional Master of Education programme, *professional placement* occurs over two years and positions the classroom and school as places to learn *to* teach and to learn *about* teaching. PME School Placement 1 (PME649) is generally a paired placement where students engage in a series of observation and teaching tasks designed to develop their understanding of pupils as learners. Students will have an opportunity to teach lessons from the curriculum areas which are explored earlier in Semester 1. Students will plan for the implementation of the Primary Curriculum (1st – 4th class), reflect upon strategies for teaching and learning employed, and assess pupil learning. Throughout the placement, students will engage with college tutors and class teachers in critical reflection in respect of how their teaching influences pupil learning.

Overview

- Partnered placement (two students per class)* in Middle Classes (1st – 4th)
- Focus of placement: *Beginning to Teach* – gradual increase in teaching workload, each student will teach 2/3 lessons per day
- Students teach a range of curricular areas
- College tutor supervision engagements to mentor and assess students on placement (Pass/Fail module)
- Class teacher as informal mentor and provides verbal advice/feedback to students

Teaching Schedule

During PME School Placement 1, students will each teach a minimum of 2 lessons per day (13 lessons each week) across a range of curricular areas that have been explored during the semester.

- Micro-lesson (2 x lesson @ 30 – 45 min)
- Mathematics (4 x lessons @ 40 - 45 mins each)
- Drama (2 x lessons @ 45 - 60 mins each)
- Music (2 x lessons @ 30 mins each)
- PE (2 x lessons @ 30 mins each)
- Science (2 x lessons @ 45 - 60 mins each)
- English (4 x lessons @ 45 mins each)
- RE (4 x lessons @ 30 mins each)
- Visual Art (2 x lessons @ 45 - 60 mins each)
- SPHE (2 x lessons @ 30 mins each)

Teaching Focus

- Students will teach all areas of the curriculum (topics to be agreed with the teacher) Incrementally increasing teaching schedule

Co-operating Teacher's role

- Facilitating the student's observation and teaching and providing informal non-evaluative feedback. Guidance to be provided to all co-operating teachers.

College Tutor

- Supervision engagements to mentor and assess students on placement (Pass/Fail).

Please read in conjunction with our leaflet Supporting the Student Teacher on Placement.

Thank you for making your class available to MIC student/s for this placement. The College is most appreciative of co-operating teachers who accept student teachers into their classes and of the guidance and support provided to them. I hope that they will make every effort to make it a worthwhile and enjoyable experience for the pupils, themselves and for you. This information is provided to you as an indication of general guidelines provided to students and is provided solely for your information.

Each placement combines class observation and assisting, teaching and whole-school undertakings differently, depending on the Year group. The student will discuss all aspects of the **Placement Schedule** with you at the beginning of the placement.

Professional Approach: Students are expected to be professional in their approach to Placement, not only in terms of planning and preparation but also in terms of punctuality, deportment and interaction with all school personnel. Students have been requested to present themselves in a manner appropriate to the school setting and in keeping with the school ethos and norms. Students have been requested to switch off mobile phones during class time. They have been requested to clarify photocopying arrangements and have been requested not to ask you, the class teacher, to photocopy materials. Students should discuss the use of all class materials and school facilities with you.

Providing feedback to students: Our students receive valuable and constructive informal feedback from teachers on all placements and this is most re-assuring for students. As a host teacher you are welcome to observe and provide feedback to the students. Students have been asked to be receptive of such advice, when offered. To assist your provision of informal feedback to students, please refer to our *Supporting the Student Teacher on Placement* leaflet which provides guidance on providing feedback to students. Your feedback is given in a voluntary capacity and is provided to improve the capability of the student and consequently the pupils' learning and is not related to assessment of the student. Above all, any feedback provided should be affirming and constructive.

Supervision: Typically students receive a minimum of three visits on a placement. Team supervision is conducted on the Extended Placements. The tutor will use the following headings to guide the discussion with the student: **Planning and Preparation, Classroom Management, Strategies for Teaching and Learning, Assessment and Evaluation, Personal Qualities and Professionalism.** As the pupils' welfare and learning is the central concern on placement, please bring any noteworthy issues of professional competence to the attention of the tutor and/or principal as you deem appropriate.

MIC regards the teaching and learning discussions between teachers and students to be valuable and deserving of recognition in the spirit of the Teaching Council's Cosán policy.

Thank you again for facilitating our students and for your co-operation with School Placement.

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Léigh, led' thoil, i dteannta lenár mbileog Ag tacú leis an ábhar-oide ar Thaithí Scoile

Go raibh maith agat as ucht suíomh a thabhairt id'rang don mhac léinn/dona mic léinn tabhairt faoin Socrúchán Scoile seo leat. Tá an Coláiste an-bhuíoch do mhúinteoirí atá in ann suíomh a chur ar fáil do mhic léinn agus as ucht na tacaíochta de gach saghas a tugtar dóibh. Tá súil agam go ndéanfaidh siad a ndícheall ionas go mbeidh an tréimhse taitneamhach agus tairbheach do na páistí, dóibh féin agus duitse. Cuirtear an bhileog seo chugat mar sampla de na treoracha a tugtar do na mic léinn agus is ar mhaithe led' eolas amháin a chuirtear chugat í.

Bíonn breathnóireacht, tacú leis an rang, ag múineadh an ranga mar aon le hobair timpeall na scoile mar chuid de gach socrúchán scoile. Pléifidh an mac léinn gach ghné de **Sceideal an tSocrúcháin** leat ag tús an tsocrúcháin.

Cur Chuige Gairmiúil: Ba chóir go dtabharfadh mic léinn faoi gach ghné den tsocrúcháin ar bhonn gairmiúil, ní hamháin ó thaobh na planála agus an teagaisc de, ach ó thaobh na poncúlachta agus an chaidrimh le muintir na scoile de chomh maith. Ba chóir go bpléifidh siad le gach duine ar fhoireann na scoile go cúirtéiseach agus go gairmiúil agus é soiléir ón a n-iompar go dtuigeann siad go bhfuil an scoil ag feidhmiú mar éascaitheoir an tsocrúcháin scoile. Iarrtar ar mhic léinn a bheith cinnte go gcuireann said fhéin i láthair ar bhonn atá oiriúnach don láthair scoile agus atá ar aon dul le héiteas agus le noirm na scoile. Tá sé ráite leis na mic léinn na fóin phóca a mhúchadh agus iad i mbun ranga. Iarrtar orthu gan iarradh ar an múinteoir ranga ábhair a ollrú dóibh agus na socrúithe atá déanta acu féin chun ábhair a ollrú a chur in iúl duit. Pléifidh siad úsáid gach ábhair ranga agus áiseanna scoile leatsa.

Aiseolas a thabhairt do mhic léinn: Faigheann ár mic léinn aiseolas neamhfhoirmeálta luachmhar agus cabhrach ó mhúinteoirí ar gach socrúchán scoile agus is mór an chabhair dóibh é. Mar óstmhúinteoir cuirfead fáilte romhat breathnú ar na mic léinn agus aiseolas a thabhairt dóibh. Iarrtar ar na mic léinn fáilte a chur roimh aiseolas den tsaghas seo nuair a chuirtear ar fáil é. Chun cabhrú leat aiseolas neamhfhoirmeálta a thabhairt do mhic léinn, déan tagairt, led' thoil, don mbileog *Ag tacú leis an ábhar-oide ar Thaithí Scoile* ina bhfuil treoracha faoi aiseolas a thabhairt do mhic léinn. Is ar bhonn deonach a tugtar an chomhairle seo agus is ar mhaithe le feabhas a chur ar inniúlacht an mhic léinn agus ar fhoghlaim an dhalta dá réir a tugtar é agus ní bhaineann sé le measúnú an mhic léinn. Thar aon rud eile, ba cheart go mbeadh aiseolas dearfach agus cabhrach.

Tá CMGS den tuairim go bhfuil luach ag baint le haon phlé ar theagasc agus ar fhoghlaim a déantar idir na múinteoirí agus na mic léinn agus ba cheart aitheantas a thabhairt don bplé seo de réir mheon bheartais 'Cosán' de chuid na Comhairle Múinteoireachta.

Táimid thar a bheith buíoch díot as ucht a bheith sásta ár mic léinn a thógáil ar Shocrúchán Scoile agus as ucht do chomhoibriú leanúnach linn. Déan teagmháil linn:
schoolplacement@mic.ul.ie

Socrúchán Scoile,
Coláiste Mhuire gan Smál,
An Cuarbhóthar Theas, Luimneach.
Guthán: +353 61 204532
Rphost: schoolplacement@mic.ul.ie

Feitheoireacht - Gheobhaidh mic léinn ar a laghad trí chuairt ó fheitheoir. Déantar Feitheoireacht Foirne ar na Socrúcháin Leathnaithe. Bainfidh an feitheoir úsáid as na ceannteidil seo a leanas chun an plé leis an mac léinn a threorú: **Pleanáil agus Ullmhúchán, Bainistíocht Ranga, Straitéis do Theagasc agus d'Fhoghlaim, Measúnacht agus Meastóireacht agus Cáilíochtaí Pearsanta agus Gairmiúlacht.** Toisc gurab iad leas agus foghlaim na ndaltaí príomhchúraimí an tsocrúcháin, ardaigh aon cheisteanna suntasacha a thagann chun solais maidir le hinniúlacht ghairmiúil leis an teagascóir agus/nó leis an bPríomhoide de réir mar is cuí.



School Placement for Student Teachers

The Teaching Council's *Guidelines on School Placement* (2013) provide an outline of the roles and responsibilities of the key stakeholders involved in School Placement. Below are the roles and responsibilities listed for the co-operating teachers.



School Placement for Student Teachers

A Quick Reference
Guide for Schools

- Introduce the student teacher to: the learners, the classroom, the teacher's plan of work for that class, class rules and procedures, and the roles of other staff directly involved with the learners in the class.
- Afford the student teacher opportunities to observe their teaching (and that of their colleagues).
- Inform the student teacher regarding learners' needs and attainments.
- Assign the teaching of areas of the curriculum to the student teacher while retaining the primary responsibility for the progress of the learners.
- Discuss the student teacher's planning and resources with him/her, as appropriate.
- Observe the student teacher's practice and provide oral or written feedback to the student teacher in an encouraging and sensitive manner.
- Encourage, support and facilitate the student teacher in: critical reflection on his/her practice, the use of a variety of teaching methodologies and in engaging with and responding appropriately to feedback from learners.
- Encourage the student teacher to seek advice and support where necessary.
- Allow student teachers to teach independently, as their competence develops (in line with HEI requirements for the particular placement), and as deemed appropriate by the co-operating teacher and the principal.
- Work collaboratively with the student teacher, the HEI placement tutor and the school principal.
- Advise the principal of any serious concerns regarding a student teacher's practice or professional conduct.
- Have discretionary time while student teachers teach independently to facilitate engagement with the student teachers at other times.

The full document is available at
<http://www.teachingcouncil.ie/en/Publications/Teacher-Education/Guidelines-for-School-Placement-.pdf>.



Thank you for allowing the student complete this placement in your class

Prior to teaching the class, the student has an opportunity to observe and assist in your class. The student has a 'consultation document' to discuss with you to ensure that he/she plans topics in accordance with your termly plan. Thank you for assisting with the student's observation/assisting and consultation.

PROVIDING FEEDBACK

Providing feedback to the student, though valuable, is at your own discretion. How often you do so is at your discretion.

Remind the student that your feedback is non-evaluative and is not assessment related. It is sufficient to offer verbal feedback.

Discuss with the student if you intend to observe a specific lesson or engage in general observation. Agree on a specific time for the provision of the feedback.

Consider asking the student if there is a particular aspect of his/her practise on which he/she would like to receive feedback.

Affirm the student's commendable practise and identify aspects which can be improved.



SUGGESTED AREAS OF FEEDBACK

- **Planning and Preparation:**
 - Ability to use appropriate resource material to support pupils' learning
 - Ability to identify clear learning objectives
- **Classroom Management:**
 - Ability to communicate clearly and effectively
 - Ability to monitor pupils' engagement
- **Strategies for Teaching and Learning:**
 - Ability to progress a lesson from introduction to development and conclusion
 - Ability to phrase and distribute questions
 - Ability to probe understanding through questioning
- **Assessment and Evaluation:**
 - Ability to conclude lessons
 - Ability to monitor pupils' learning
- **Personal Qualities and Professionalism:**
 - Punctuality
 - Manner of communication with pupils and school personnel

These five areas of competence guide the observation and mentoring conducted by MIC tutors. You are welcome to structure your feedback to students around these competences as you deem appropriate. It is sufficient to focus on one area – you need not confine yourself to the indicative prompts.