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The Professional Master of Education (PME) in  
**Primary Education**

**Student Handbook:  
School Placement Blocks 1 and 2**



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## **Preface**

This School Placement Handbook has been created as a supportive guide for Hibernia College student teachers on the Professional Master of Education (PME) in Primary Education Programme.

Students Teachers (STs) are required to undertake to read all elements of the School Placement Handbook prior to School Placement 1 and School Placement 2. Please note, there is a separate School Placement Handbook for Advanced School Placement. Students are reminded that it is their responsibility to ensure that they are aware of their responsibilities of STs and aware of the requirements of the placements.

STs will find further useful information on the FAQs section on MyHELMS and are encouraged to review FAQs prior to contacting the College with a query.

## Section 1: Introduction

This School Placement Handbook will guide STs through the School Placement Modules on the PME course. It includes information relating to the module, the requirements for each block of School Placement 1 and 2 and assessment of School Placement. It also outlines the supports available during School Placement.

The information provided should be used in conjunction with the module online content, preparation events, workshops, webinars, seminars and independent study. All placement documentation and placement-related forms can be downloaded from **MyHELMS**. Please note that the most up-to-date information is found in the Briefing Documents and School Placement preparation webinar(s) prior to each block.

### Key Contacts:

Queries relating to placement procedures should be addressed to our School Placement Co-ordinator:



Amy McGuire

School Placement Co-ordinator

Email: [amcguire@hiberniacollege.net](mailto:amcguire@hiberniacollege.net)

For assessment, curricular or regulatory queries, **please log a ticket on MyHELMS**. Queries will be delivered to the appropriate department.

## The Academic Team:



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## Section 2: Overview of School Experience/School Placement

School Experience (also referred to as School Placement) is at the heart of the Professional Master of Education (PME) in Primary Education programme at Hibernia College. Over the course of the two-year programme, STs complete 24 weeks of School Placement in line with Teaching Council requirements.

School Placement is a period of professional development for the ST.

It enables the ST to:

- Acquire the teaching skills and professional dispositions required in the modern classroom
- Actively participate in all aspects of school life
- Link theory and practice and acquire the understanding and skills necessary for teaching effectively in a range of classroom situations

School Placement is a rewarding but challenging aspect of the programme. Consider the following suggestions and reminders prior to embarking on School Placement. It is worth printing out this table and completing it for your own consideration. You do not need to complete this online or share with the College:

<b>Have I considered this?</b>	<b>What are the possible challenges for me?</b>	<b>What steps will I take to support myself in this process?</b>
The onus is on the ST to manage their time and other commitments to ensure that they can commit to the experience.		
It is not possible to engage in other work during School Placement		

<p>Teacher Agency: STs must be able to act as advocates for the College and themselves while on School Placement. STs are strongly encouraged to engage in supportive/voluntary activities for their host schools</p>		
<p>Professionalism: conducting all engagements with pupils, school staff and College staff in a polite and respectful manner, even when feeling under pressure.</p>		
<p>Respect the trust and responsibility granted to them by the host school and to create a learning environment that will appropriately facilitate children in their learning.</p>		

## Section 3: Introduction to School Placement

### What is School Placement (SP)?

School Placement is a critical part of initial teacher education (ITE) and is designed to give the ST an opportunity to experience teaching and learning in a professional environment. The ST practices applying educational theory in a variety of teaching and learning contexts and participates in school life in a way that is structured and supported (The Teaching Council, 2013).

Please note:

- School Placement is a period of assessment and as such STs are required to attend school every day of placement. STs must contact the College directly in the event of any absences (please see Section 19).
- STs are not permitted to work as a substitute during any placement.
- STs are required to teach in a class with a co-operating teacher present at all times during each placement.

### School Placement Modules

#### Module 1

School Experience Research and Evidence-Based Practice

(School Placement 1 and School Placement 2)

Placement 1 Theme: Developing a teacher identity

Placement 2 Theme: The Universal Classroom (20 credits)

#### Module 2

Advanced School Experience: Using Evidence-Based Research to Inform Practice

Advanced School Placement (ASP) Theme: Reaching for Excellence as a Reflective Practitioner

(20 credits)

## Section 4: Module 1: School Experience Research and Evidence-Based Practice

### What are the General Aims of Module 1: School Experience and Evidence-Based Practice?

Aim: Module 1 includes School Placement 1 and School Placement 2. It aims to provide STs with the essential pedagogical **knowledge, skills** and **competencies** to become **effective, reflective and reflexive** primary school teachers in a modern classroom.

### Learning Outcomes:

On successful completion of this module, STs should be able to:

- Evaluate critically factors that contribute to creating and maintaining a safe, interactive and challenging learning environment for pupils with diverse needs and abilities
- Critically assess and employ appropriate content and methodologies to enhance the learning experiences of pupils across selected areas of the curriculum
- Evaluate critically and employ appropriate content, assessment and teaching and learning strategies across selected areas of the curriculum
- Demonstrate ability to be a reflective practitioner in displaying a willingness to seek, accept and act on constructive advice
- Demonstrate ability to identify effective research methods that would provide evidence to inform and improve teaching and learning in selected curricular areas



**It is absolutely essential that STs engage in comprehensive study of the On-demand sessions. All STs are required to view this material in full prior to School Placement.**

Session	Module	On-demand session
1	Preparing for School Experience/Placement 1	The Role of Questioning in Preparation and Delivery of a Lesson
2	Preparing for School Experience/Placement 1	Planning for School Placement 1
3	Preparing for School Experience/Placement 1	Classroom Management
4	Preparing for School Experience/Placement 2	Assessment
5	Preparing for School Experience/Placement 2	Successful Group Work
6	Preparing for School Experience/Placement 2	Universal Design for Learning

Module 1 is divided into two blocks: School Placement 1 and School Placement 2:

School Placement Block 1	7 weeks
1 week of Observation as part of Foundation of Education	
1 week: <ul style="list-style-type: none"> <li>▪ 3 days of observation</li> <li>▪ 2 days of teaching 2 lessons per day</li> </ul> The exact structure and length of the Observation Period is subject to change. This takes place in your host class.	
4 weeks of teaching 3 lessons per day	
1 week of structured reflection	

## School Placement Block 2

7 weeks

1 week of Observation in a Special Needs setting (prior to starting placement block 2)

1 week:

- 3 days of observation
- 2 days of teaching 2 lessons per day

The exact structure and length of the Observation Period is subject to change. This takes place in your host class.

4 weeks of teaching 4 lessons per day

1 week of structured reflection

What qualifies as a 'Special Needs setting'?

- A reading school
- A special class in a mainstream school
- An SET setting in a mainstream school
- A language setting in a mainstream school
- A learning support setting in a mainstream school
- A behavioural support setting in a mainstream school
- A Home School Community Liaison Co-ordinator
- An early start setting in a mainstream school
- A school-based school completion programme
- A setting for children with emotional and behavioural problems
- A school in a hospital
- A centre for education in a care facility
- A school for children with special/additional needs

- The mainstream school can be the same as the school in which SP 2 will be completed

STs should be prepared to receive an **un-graded visit** from a School Placement Tutor during the SEN observation period; this is for quality control and monitoring purposes and will be a random selection. Such visits will be formative and will serve to check that requirements are being met. While students will not be teaching during this placement, they will complete a reflective learning journal.

## Securing a School

Requirements of School Placement:

- STs must teach in a minimum of two different schools over the three School Placement periods
- ST must teach at Infant level (Junior-Senior Infants), Middle level (1<sup>st</sup>-4<sup>th</sup> Class) and Senior level (5<sup>th</sup>-6<sup>th</sup> Class) over the course of the three placements.
- Infants may only be taught on School Placement 2 or Advanced School Placement. Please do not request to teach infants on School Placement 1 as this will not be possible.



STs must secure their own school placement. **Failure to do so may result in the deferring of School Placement. The College accepts no responsibility for securing placement.**

## Class Levels

Over the three blocks, each ST must complete one block in each of the following categories:

- **Infant Classes** (Junior and Senior Infants)
- **Middle Classes** (First, Second, Third and Fourth Classes)
- **Senior Classes** (Fifth and Sixth Classes)

This allows STs to gain experience with children of different age groups and fulfils Teaching Council requirements.



STs are not permitted to teach an Infant Class on their first placement. STs cannot teach at Infant level until they have completed their Early Childhood training as part of the PME programme.

### **School Placement Module 1: SP1 and SP2**

Middle Classes (First, Second, Third and Fourth Classes)

Senior Classes (Fifth and Sixth Classes)

Infant Classes (Only for SP2-Junior Infants, Senior Infants)

Please Note: STs may split Advanced School Placement between two different class levels. Therefore, it is possible to teach 4 different class levels over 3 placements (exp. Junior Infants, First Class, Fifth Class, Sixth Class) but it is a requirement to teach at least one middle class, one senior class and one infant class over the 3 placements.

### **School Placement Module 2: ASP**

Infant Classes (Junior and Senior Infants)

Middle Classes (First, Second, Third and Fourth Classes)

Senior Classes (Fifth and Sixth Classes)

## Securing a Placement in a Gaeltacht School or Gaelscoil

STs wishing to teach in a Gaeltacht school or Gaelscoil must contact the College prior to securing this placement. **STs may not teach in these settings without being granted explicit permission to do so.**

An Irish oral interview will be conducted with a faculty member of the School of Education. In addition to the interview, STs may be required to complete a written task in order to demonstrate their proficiency in written Irish. A Student's Nua-Ghaeilge continuous assessments (CAs) will also be viewed as part of this interview process. The student's overall performance must be deemed to be at a first-class level by Hibernia College in order to be permitted to teach in a Gaeltacht school or Gaelscoil. STs should re-apply for this setting prior to each placement.

## Teaching Council School Placement Requirements

Over the full programme, the school-based element must incorporate, at a minimum, 100 hours of direct teaching which may include some team-teaching experience. The programme should include at least one block placement for a minimum of ten weeks. Non-teaching hours in schools should be well structured so as to facilitate greater emphasis on classroom observation, collaborative work with experienced staff, and greater engagement with the life of the school.

(Teaching Council, 2016)

## Section 5: Types of Primary Schools in Ireland

The national school system in Ireland was established in 1831. The *Education Act 1998* uses the term 'primary school' as opposed to 'national school'. A 'primary school' can be private or state aided, while a 'national school' is state aided. As an ST, you will teach in a variety of school types while on school placement. You may gain experience in some of the following types of schools as part of your school experience modules:

Catholic primary schools	In Catholic primary schools, the ethos of the school is informed by the teachings of the Catholic faith. Religion is taught through 'The Primary Religious Education Curriculum for Ireland (2015)' and the Grow in Love programme.
Church of Ireland, Methodist Church in Ireland and Presbyterian Church in Ireland	In Church of Ireland, Methodist Church in Ireland and Presbyterian Church in Ireland primary schools, Religion is taught through the 'Follow Me' Curriculum.
Educate Together Schools	A multi-denominational approach is taught through the 'Learn Together' Curriculum. Educate Together Schools are run according to the Educate Together Charter which 'guarantees equality of access and esteem to children irrespective of their social, cultural or religious background'.
DEIS School (Delivering Equality of Opportunity in Schools)	These schools participate in the DEIS national programme, supporting the educational needs of children and young people from disadvantaged communities.
Gaelscoileanna	Irish is the language of instruction in these schools. Staff and pupils communicate through Irish in all aspects of school life. Irish is a 'living language' in these schools. All lesson plans and relevant school placement documentation must be completed through Irish in this context.

<p>Scoileanna Gaeltachta</p>	<p>Irish is the medium of instruction, while English may also be used as a language of instruction and communication. Many Gaeltacht schools have adopted the Policy on Gaeltacht Education 2017-2020.</p> <p><a href="https://www.gov.ie/en/policy-information/57458-policy-on-gaeltacht-education-2017-2022/">https://www.gov.ie/en/policy-information/57458-policy-on-gaeltacht-education-2017-2022/</a></p> <p>The main aim of the policy is to support and promote the use of the Irish language in Gaeltacht communities through strengthening Irish-medium educational provision in Gaeltacht language planning areas.</p>
<p>Steiner National School</p>	<p>These schools deliver the Irish curriculum in accordance with the principles of the Steiner pedagogy and are non-denominational.</p>
<p>Community National Schools</p>	<p>The first Community National School opened in Dublin in 2008.</p>
<p>Private Primary Schools</p>	<p>These are fee-paying private schools.</p> <p>It is possible to complete your School Placement in a private school; however, the school must first be approved by the College. Send details by e-mail to <a href="mailto:studentadmin@hiberniacollege.net">studentadmin@hiberniacollege.net</a> for approval prior to accepting the placement. If you are considering a private school, please ensure that they are teaching the Primary Curriculum before contacting studentadmin.</p>

## Section 6: School Placement Block 1 and Block 2

### Foundations Observation in School: School Placement 1

- As part of the Foundations of Education Module STs observe for five full days in a mainstream national school.
- This may be the same school as the School Placement 1 host school or any other mainstream national school.
- STs complete a Foundations Observation Report.
- The observation may be completed in different classes any day during the week as requested by the Principal.

### Observation in School: School Placement 1 and 2

At the start of each block of assessed placement, STs observe their host class and co-operating teacher. Please note that this is separate to your Foundations and SEN observations. Observation Tasks include:

- Familiarisation with school policies, procedures and practices, for example, School Plan, Child Protection Policy (Designated Liaison Person-DLP)
- Systematic classroom observation
- Planning for teaching, learning and assessment
- Involvement in extracurricular activities
- Critical reflection with a peer or co-operating teacher
- STs are encouraged to become actively involved in the classroom environment during this week and make themselves a support to the co-operating teacher and school.
- STs engage in teaching towards the end of the observation period

## School Placement Folder: School Placement 1 and 2

- STs create a School Placement folder for each placement. This acts as a portfolio of evidence of the ST's commitment to the programme and to their chosen career as a primary school teacher.
- Achievement of programme learning outcomes and module learning outcomes is evidenced by this portfolio of work.
- It must contain all relevant documentation as outlined by the College.
- The College also requires that all documentation is uploaded to the VLE platform MyHELMS, for school placement supervisors to monitor throughout the placement block.



**Failure to present your folder for inspection may result in 0% being awarded for the visit.**

## Planning Requirements for School Placement 1 and School Placement 2

Folder Requirements: please refer to your Briefing Document for most updated information as these may vary with different Cohorts)

- ✓ Title Page
- ✓ Contents Page
- ✓ Attendance/ Schedule of lessons taught - signed
- ✓ Tutor Feedback Form and Response to Tutor Feedback
- ✓ Weekly Timetable – one for each week including Observation Week
- ✓ SP 1: Integrated Flow Diagram - one for each week, including Observation Week

- ✓ SP2: Scéim Seachtaine -one for each week, including Observation Week
- ✓ SP 1: Daily Lesson Plans: Two lesson plans per day for days 4 and 5 during the first week of School Placement (Observation Week), 3 per day thereafter each teaching week
- ✓ SP 2: Daily Lesson Plans: Two lesson plans per day for days 4 and 5 during the first week of School Placement (Observation Week), 4 per day thereafter each teaching week
- ✓ Assessment Records: Checklists attached to appropriate lesson plans
- ✓ Previous Lesson Plans (filed in subject sections with assessment records completed and teacher designed tasks and checklists attached)
- ✓ Weekly Self-Reflections



An Assessment Notebook is required to be completed each day by all STs. This must be present in school each day. Your SPTs may review this notebook during their visits. Information will be given at preparation events on the content of this notebook.

## How do I Plan my Timetable?

- Generally, the ST follows the Co-operating Teacher's timetable.
- Daily lesson plans should be discussed with the Co-operating Teacher as part of the planning process.
- The ST is requested to teach a lesson in the morning, mid-morning and after lunch.
- A balance of subject areas should be covered.
- The core subjects of English, Irish and Maths should be taught in blocks of five each week (exp. teach Maths Monday, Tuesday, Wednesday, Thursday and Friday).

## How many Lessons will I Teach?-

On Block 1 (School Placement 1), STs plan and prepare for a minimum of 3 lessons per day.

Subjects to be Taught on School Placement 1	
Gaeilge	Visual Arts
English	Music
Mathematics	Drama
Physical Education (PE)	

On Block 2 (School Placement 2), STs plan and prepare for a minimum of four lessons daily.

Subjects to be Taught on School Placement 2	
Gaeilge	Visual Arts
English	Music
Mathematics	Drama
Physical Education (PE)	
Religion	Social Personal and Health Education (SPHE)
Play-based learning sessions if teaching in a junior/senior infant class	

## How do I Upload Documents during my School Placement 1 and 2 Blocks?

The following are minimum requirements, and failure to adhere to these will be considered inconsistent with commitment to the course and a serious neglect of duty to the pupils.

Documents to be Uploaded to MyHELMS – SP1	Due
Children First E-Learning Certificate	Orientation period
Consent Form	As per MyHELMS
Garda Vetting	As per MyHELMS
Micro-teaching lesson plan (SP1)	As per MyHELMS
Foundations Observation Report (SP1)	As per MyHELMS
MyHELMS lesson	As per MyHELMS
Weekly Timetable	Each previous Friday by 8.00 p.m. (amend and upload new timetables if changes occur)
Observation Report	Friday of Observation Week by 8.00 p.m.
Integrated Flow Diagram (SP 1) Sceim Seachtaine (SP 2)	Each Sunday by 8.00 p.m.
Weekly Reflections	Each Sunday by 8.00 p.m.
Final Reflection Report	Friday following completion of school placement
Tutor Feedback Form	The following night by 8.00 p.m.

## Weekly Plans:

STs create a weekly integrated flow diagram (IFD) based on a theme for School Placement 1. The IFD is a weekly scheme of work and includes a plan for all subjects to be taught. A template is available on the SP hub on MyHELMS. STs create a Scéim Seachtaine each week of School Placement 2. This is a more detailed thematic plan.

## Resource Folders

STs should have a hardcopy or softcopy resource folder present with them at all times. The hardcopy resource folder should be arranged using dividers and should have a section for each curricular subject. It should contain resources used during that block. Some STs may prefer to store their resources on a USB key. The folders on the USB key should also be divided by curriculum subject and be presented in an orderly fashion. School Placement Tutors (SPTs) will need access to a PC/Laptop in the classroom/school to view this material should a student opt to present it in soft copy.

Examples of resources that might be filed in this folder include:

- Research
- Flashcards
- Worksheets/teacher-designed tasks
- Photographs used
- Pictures
- Task cards
- Posters
- Games
- Work sheets
- Pictures of displays

## Pupil Portfolios

Work completed by pupils should be stored in an individual Pupil Portfolio. This may be two A3 sheets of paper stapled together to make a folder, or a manila cardboard / plastic folder. Each piece of completed work should have a title to indicate the subject and all work should be corrected and dated. This should be made available to the SPT.

## Displays

Take photographs of displays as a record of work completed.

Show SPTs your displays (you can put the HC logo on the display area).

Be aware of data protection concerns-never show pupil specific identifiers

## Retention of Materials

All folders and planning documentation from each block of School Placement should be retained securely as STs may be required to submit all or parts of it at a later point during the course. Work in pupil portfolios should be returned to the pupils.

## Aistear and Play

STs should engage in play-based learning during School Placement 2 if they are in an infant class setting. They should make use of the play/Aistear template. STs are reminded to bring play into all curricular areas. All STs are required to engage with The Aistear Framework as part of Early Childhood Ped 3.

## Section 7: Writing a Lesson Plan

The Primary School Curriculum objectives will inform **all** planning. Please consult [curriculumonline.ie](http://curriculumonline.ie)

The 'Plean Scoile' is a whole-school planning document. This informs all a teacher's long-term planning in a school. The ST must collaborate with the co-operating teacher before initiating planning for School Placement.

STs should write Lesson Plans the day prior to teaching the lesson. This is to ensure that the content reflects learning. STs should not write Lesson Plans in advance of this.

### Theme

Thematic planning is a feature of School Placement. Possible themes include:

- Myself/Mé Féin
- Food/Bia
- My Community
- Spring
- Aimsir
- Water
- Animals
- Countries, i.e. Australia
- People Who Help Us
- Transport
- World War I/II

### Constructing the Lesson Plan

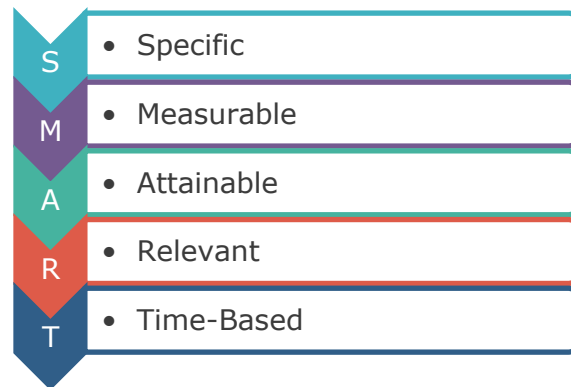
Guidance in creating lesson plans will be provided by Hibernia College through online learning content, webinars and regional on-sites. Course assessments are designed to support the ST in creating lesson plans. Please find an overview of Lesson Plan content below:

<b>Date:</b>	Each lesson plan should be dated.
<b>Subject:</b>	The specific curricular area must be identified and described.
<b>Time:</b>	The time the lesson will be taught must be noted here.
<b>Class:</b>	The class level(s) is/are indicated here.
<b>Duration of Lesson:</b>	Time and duration should be indicated. It is important that the Graduate Student Teacher develops his/her own timing skills and the ability to judge the pace of the lesson, perfecting this skill over the three blocks of School Placement.
<b>Number of Pupils:</b>	The number of pupils in the class should be stated here.
<b>Strand/ Strand Unit/ Element/ Content Objectives/Learning Outcomes:</b>	This should be taken directly from the Curriculum. Curriculumonline.ie is your starting point.
<b>Learning Objectives:</b>	SMART (Bloom's Taxonomy) Re-frame Content Objects into precise/attainable Learning Objectives for this lesson. Consider in terms of knowledge, skills, attitudes and dispositions.
<b>Assessment</b>	<ol style="list-style-type: none"> <li><b>Method:</b> SP1: Teacher Observation, Teacher Designed Task SP2: Also Questioning, Learning Logs, Pupil Led Assessment</li> <li><b>Assessment of:</b> Outline the new learning, skills, attitudes or</li> </ol>

	<p>dispositions developed during the lesson and how these will be demonstrated</p> <p>3. To be recorded by: Assessment Notebook and Checklist (checklist should be used a minimum of twice per week and stapled to the lesson)</p>
<p><b>Language/Literacy Development</b></p>	<p>Specific new vocabulary</p> <p>Oral, Written or Writing</p> <p>May be English or Gaeilge</p>
<p><b>Teaching Methodologies</b></p>	<p>Indicate which methodologies you will make use of and where you will use them in your lesson:</p> <ul style="list-style-type: none"> <li>▪ <b>Talk and Discussion:</b> listening, questioning, brainstorming, think, pair, share.</li> <li>▪ <b>Collaborative/Co-operative Learning:</b> group work.</li> <li>▪ <b>Active Learning:</b> hands on experience.</li> <li>▪ <b>Skills Through Content:</b> observing, predicting, investigating and experimenting, estimating and measuring, analysing, synthesising, describing, categorising, recording and communicating.</li> <li>▪ <b>Using Local Environment:</b> use of pupil environment and lived experience.</li> <li>▪ <b>Problem Solving:</b> apply logic and rationality to given situations</li> </ul>

## Lesson Content

Lesson Objectives should be 'SMART':



The lesson plan consists of **three elements**:

### 1. Introduction

Three parts: Stimulus, prior Knowledge and Learning Intention.

### 2. Development

This is the main body of the lesson. All new learning content is explored in this section through a range of active methodologies and collaborative work.

The central methodologies of the 1999 Irish Primary School Curriculum are:

- Talk and discussion
- Co-operative and collaborative learning
- Active learning
- Skills through content
- Use of the environment
- Problem solving

### 3. Conclusion

The Cognitive Conclusion is the pupil-led recap of the learning objectives. The Social Conclusion is the transitional activity that leads to the next lesson and should include reference to classroom management strategies employed.

<b>Universal Design for Learning</b>	Ensure that you are providing an inclusive learning environment. You may consider how you use Lesson Content, Activities, Resources, Product/Expectations, Class Environment, Teaching Strategies, Pace or Groupings to provide appropriate Teaching, Learning and Assessment. Remember to consider different interests, learning styles, experiences and abilities.
<b>Learning Environment</b>	Note how the physical environment is adapted for the lesson.

## Assessment Methods

Assessment methods develop from placement to placement to ensure ST progression.

### Assessment Methods on School Placement

<b>School Placement Block 1</b>
<b>Teacher-led Assessment:</b> Teacher Observation, Teacher-Designed Tasks

<b>School Placement Block 2</b>
<b>Teacher-led Assessment:</b> Teacher Observation, Teacher-Designed Tasks, Teacher Questioning
<b>Child-led Assessment:</b> Learning Logs and Portfolio Assessment

**Teacher Observation:** Formal and informal observations of the children engaged in group and individual learning activities.

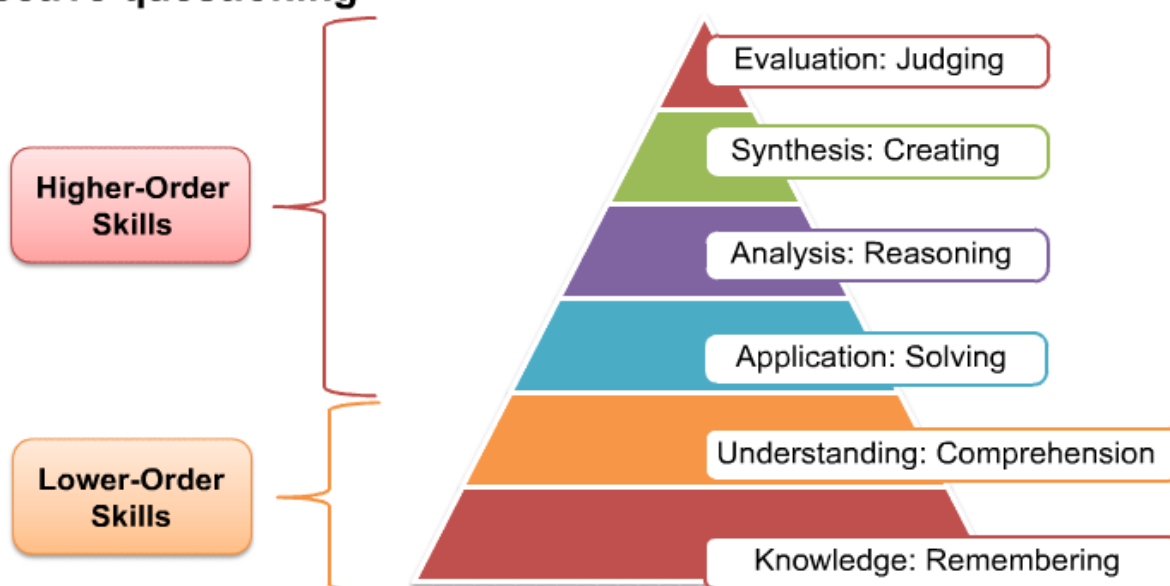
**Teacher-Designed Tasks:** Tasks, tests and activities which can be written or oral and help to assess children's learning.

**Learning Logs:** This is a way for pupils to record their own progress and learning in a subject. The children record their responses to challenges set by the teacher. It may be written or pictorial or in some case include oral elements. Learning Logs can be adapted for different class levels.

**Portfolios:** This is a collection of pupil work. Pupils should be asked to include their favourite work and their responses to the work can be attached. STs should start developing the portfolios on the Monday of the final teaching week.

**Teacher Questioning:** Higher and Lower Order Questioning. Lower-order questions have a pre-determined right or wrong answer, and higher-order questions require responses that express a personal opinion, idea or point of view. It is a common misconception that lower-order questions are easier than higher order questions.

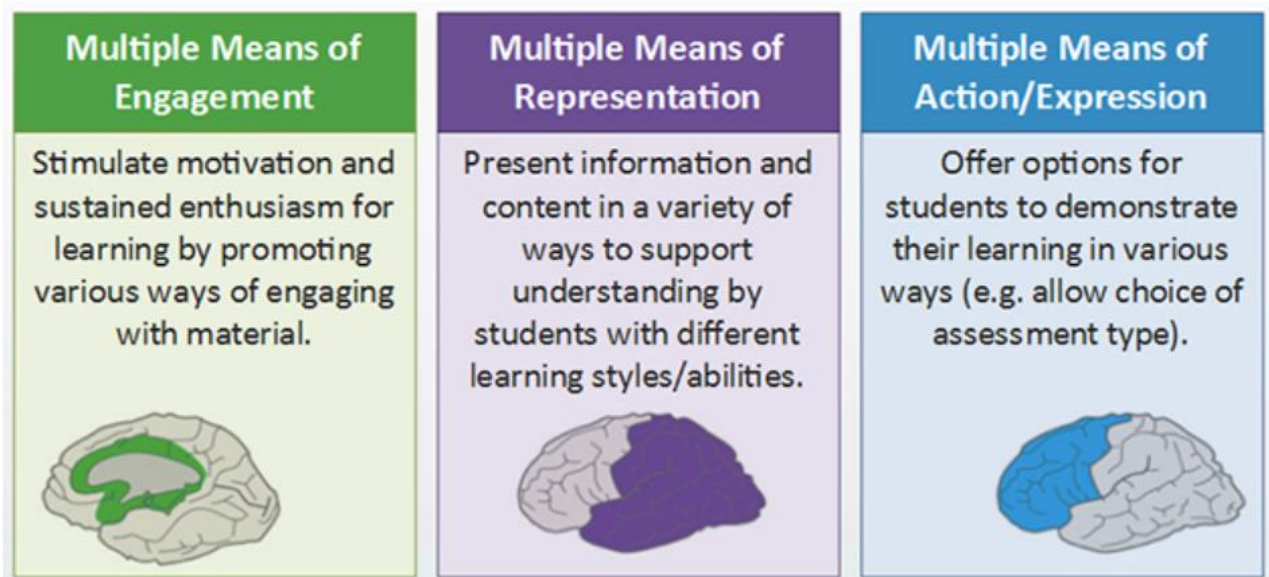
## Effective questioning



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## Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development. The aim is to provide all pupils with equal opportunities to learn. This includes (but is not limited to) students with disabilities, more able students and students with physical, emotional or cognitive support requirements. UDL aims to improve the educational experience and learning environment for all pupils rather than focusing only on some students by fostering an inclusive environment. The ST introduces and supports flexible methods of teaching, learning and assessment to support the diversity of learners.



Source: <https://www.cast.org/impact/universal-design-for-learning-udl>

<https://www.ahead.ie/udl-framework>

## Resources

Resources are stored in the resource folder/box for inspection by the SPT. They should include a wide variety of resources, including ICT resources, concrete resources and kinaesthetic resources. The needs and interests of the pupils should be considered.

## Assessment Notebook:

STs note each Learning Objective (L.O 1, L.O2, L.O3) and report on the findings and interpretation of the assessment for each one. Vague or uninformed comments such as, 'All students achieved the objectives and really enjoyed the lesson' should be avoided. Assessment notes are used to inform Action Plans. Each entry (one for each lesson) should follow this structure:

Subject:

Date:

Learning Objectives

Comments on assessment and attainment of each Learning Objective

Additional reflections (if useful)

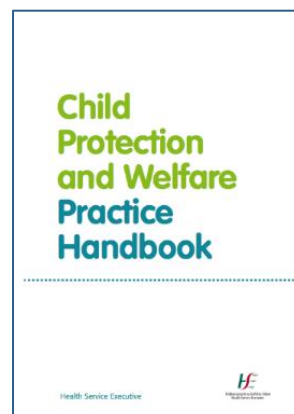
## Action Plan SP1 and 2

This is hand-written at the end of each lesson after the lesson is taught. It is informed by the Assessment Notebook. The Action Plan notes specific actions the student will take to support learning and attainment of Learning Objective going forward.

## Section 8: Child Protection and Welfare

Social, Personal and Health Education (SPHE) 'provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society' (DES, 1999, P.2). STs engage with the SPHE curriculum as part of the Pedagogy 3 module.

The *Children First Act* (Government of Ireland, 2015) was enacted in 2015 and Children First (HSE, 2011) is the national guidance that protects children from all abuse and neglect. The guidance can be accessed by all individuals; however, its contents apply primarily to staff working directly with children in a variety of sectors, including schools, clubs, and hospitals and so on. The Child Protection and Welfare Practice Handbook (HSE, 2011) is designed to accompany Children First: National Guidance for the Protection and Welfare of Children (Department of Children and Youth Affairs, 2017). These child protection procedures came into effect from 11 December 2017 and apply to all school personnel and school authorities.



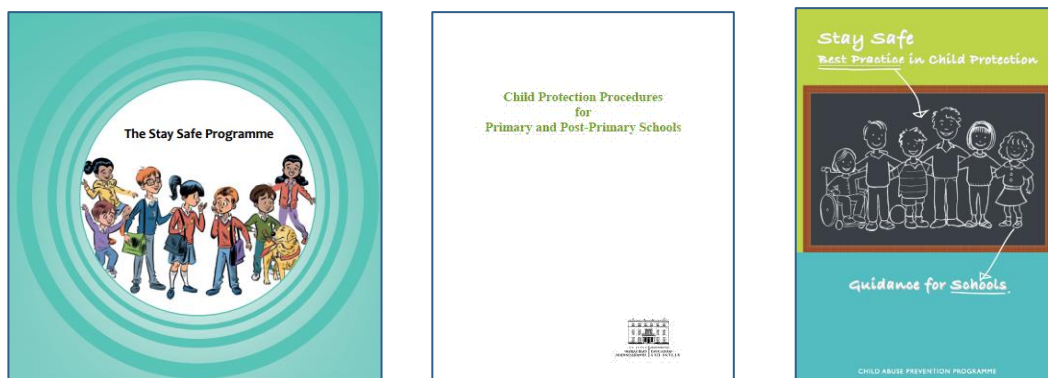
Child Protection and Welfare is an aspect of the SPHE curriculum and is delivered through the Stay Safe Programme (DES, 2016).

The Child Abuse Prevention Programme (CAPP), more commonly referred to as Stay Safe (2016), must be delivered in all primary schools within Ireland in accordance with

the DES Child Protection Procedures for Primary and Post Primary Schools (2011) and circular 0065/2011.

The aim of Stay Safe (DES, 2016, p.1) is to 'reduce vulnerability to child abuse and bullying through the provision of personal safety education for children and training for teachers, school management and parents'. Every school is obliged to have a Child Protection Policy.

- The Policy should cover three areas:
- Prevention (SPHE/Stay Safe)
- Procedures (DES Guidelines)
- Good practice guidelines (specific to school but covering areas such as supervision of children, changing for PE, one-to-one teaching, intimate care)



## Summary

You will be required to familiarise yourself with the Child Safeguarding Statement of each of the schools on your school placements prior to teaching. In addition, you must be aware of the Designated Liaison Person (DLP) in each school in the event that you have any child protection or welfare concerns while you are on school placement.

Each school has a DLP to whom all concerns regarding child protection and welfare ought to be addressed. This person is responsible for ensuring that the appropriate reporting procedure is followed in suspected cases of child protection and welfare concern. All GSTs are required to make themselves aware of whom carries out this role

in the school in which they complete their placement. It is to this person that a student must report any concerns they hold regarding the welfare of a child (HSE, 2016).



Each ST must have completed the Children First E-Learning Programme as part of the online orientation. The certificate must be uploaded to MyHELMS on or before the date stated in order to be permitted to begin school placement.

## Section 9: Teaching in a Multi-Grade Class

Multi-class teaching 'refers to the practice of placing pupils of a different standard or grade under the care of a single teacher' (INTO, 2003). Literature refers to terms such as 'multi-grade', 'multi-level' and 'composite class' when discussing a learning environment where one teacher teaches children learning in two or more grades or age groups within the same classroom. Little (1995, p.5) defines multi-grade teaching as 'the teaching of different grades and abilities in the same group'. In contrast, the term 'mono-grade'/'single-grade' refers to a classroom where children are learning within the same grade/class level and are of a similar age group (INTO, 2003).

STs may experience teaching in a multi-grade setting while on school placement.

As part of 'The Growing Up in Ireland Study', a longitudinal study of infants and children in Ireland, Quail and Smyth (2014) obtained data from 8,568 nine-year-old children and found that over one-third of these children (35%) were learning in a multi-grade setting. Of these, 71.1% are taught in two-class groups, 20.2% in three-class groups and 8.7% are taught in four or more class groups within the same class. Therefore, multi-grade classes are a common feature of the Irish educational system. The study also found that multi-grade classes do not affect the overall academic performance of pupils compared to single-grade classes. However, the effect of being in a multi-grade class had a more negative impact on girls than on boys. In this instance, girls tended to perform lower in standardised reading and maths tests compared to girls who were taught in a single-grade class. In addition, girls had poorer behaviour and tended to create negative self-images of their abilities and popularity compared to girls in single-grade classes.

## Advantages and Disadvantages of Multigrade Classes:

Advantages	Disadvantages
Collaborative, co-operative and integrated learning facilitated by this model	Additional planning requirements
A more natural learning situation where pupils learn from one another	Classroom Management while balancing different tasks
Children often develop healthier social relationships	Time Management and keeping different groups of children engaged
Supports the development of independent learning skills	Ensuring the Curriculum is adhered to at all class levels
May provide greater scope for individuality and catering to different needs and learning styles	

## Characteristics of an Effective Multi Class Setting:

Teacher is proactive and energetic	Teaching style is dynamic, creative and adaptable
Teacher is highly organised	In-depth knowledge of the Curriculum
Excellent and orderly classroom management	Confident teacher presence
Teacher has keen awareness of pupil abilities	Full engagement with the Curriculum

## Section 10: Station Teaching: A Co-Teaching Experience

Station teaching is a type of co-teaching, which is a teaching strategy you may use while on school placement. Cook and Friend (1995, p.1) define co-teaching as 'two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space'.

Other co-teaching strategies include the following (INTO, 2007, pp.47-48):

- One teaches, the other supports: One teacher leads and other supports.
- Alternative teaching: The class is divided into two groups. One teacher teaches a large group and another teacher teaches a small group, which generally involves learning support.
- Parallel teaching: Two teachers teach two groups the same content within the same classroom.
- Team teaching: Two teachers plan collaboratively and are involved in an equal way in the delivery of the lesson, for example, one teacher may introduce new vocabulary and the other teacher may give examples of how to use the vocabulary in sentences. This involves exceptional planning and a good working relationship between teachers.

### Station Teaching

- The class teacher may request that you assist him/her in a station teaching lesson while on school placement, and this lesson will be open to supervision by your school placement tutor.
- STs will generally be required to work at a particular station and will be responsible for the learning that takes place at the station.
- The children will rotate from station to station, and it will be your responsibility to teach new content and observe and assess the children's learning and engagement at your station.
- Station teaching can be used at any class level and as part of any subject area.

There are a number of guidelines that you must follow when engaging in station teaching while on school placement:

- You must lead the station teaching lesson: setting up, introduction, development and conclusion.
- You must have a knowledge of the programme and the role of all staff members who are involved during station teaching. Your observation week will allow you to familiarise yourself with any station teaching that takes place within the classroom.
- A lesson plan must be written for station teaching using the template available on MyHELMS. You may adapt this template to suit the situation in your host school.
- The lesson plan should reflect the learning objectives that you are implementing at your specific station and should clearly outline the teaching of new content.

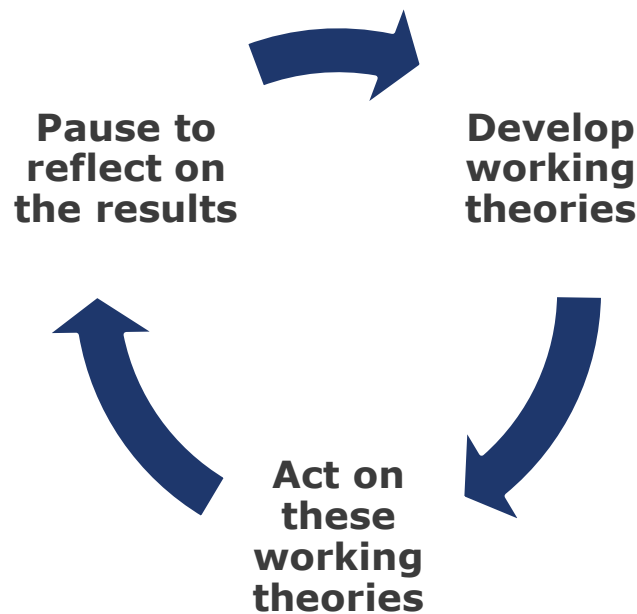
## Section 11: Reflective Practice

### What is Reflective Practice?

According to Moon (2004, p.80) 'we reflect in order to learn something, or we learn as a result of reflecting – so 'reflective learning' as a term simply emphasizes the intention to learn as a result of reflection'. In other words, we reflect with the intention to learn.

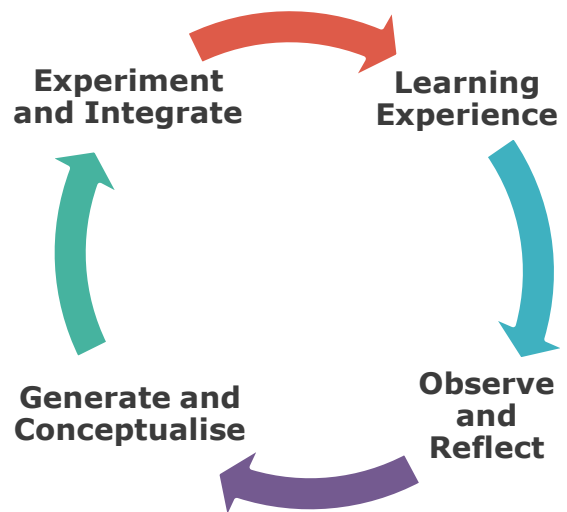
Reflective practice in teaching involves questioning in a critical way in order to improve the learning environment of all pupils. Scales (2013, p.26) states that 'reflection is an activity that teachers undertake, primarily for themselves and the benefits of their learners'. Attributes such as empathy and honesty are vital in order to evolve as a reflective teacher (Scales, 2013).

Schön (1983) believed that successful learners work in continuous cycles, as outlined below:



## Models of Reflective Practice

There are many models of reflective practice which, if used effectively in a learning environment, allow the teacher to be a critically reflective practitioner. For example, Kolb (1984) outlined the 'experiential learning cycle' in which he outlines four phases of the learning process, as demonstrated:



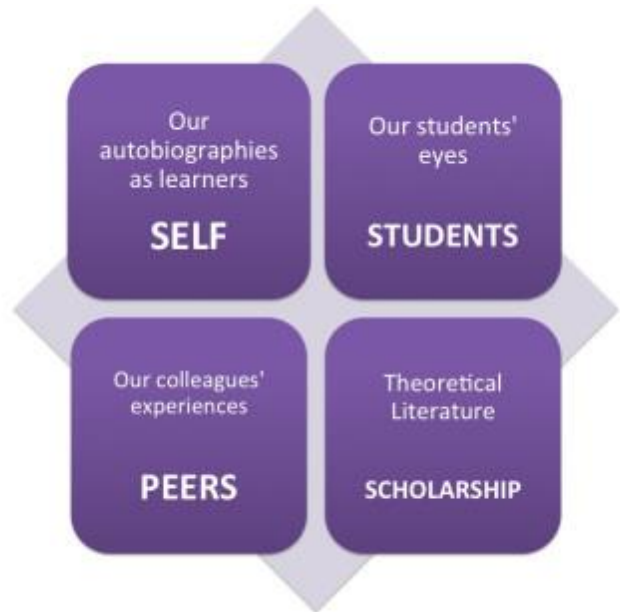
## Gibbs' Reflective Cycle

Gibbs' (1988) reflective cycle includes six stages of reflection and is a popular model for reflective practitioners. The model can be used to reflect on successes and challenges of your lessons or unexpected events that may occur within the learning environment. The model is outlined below:



## Brookfield – four lenses

Brookfield (1995) developed a model containing what he describes as 'four lenses' which can assist teachers in the process of critical reflection. Brookfield proposes that teachers view their own practice from four critical viewpoints: their own, their pupils, their colleagues and from educational literature, as outlined below:



According to Brookfield (1995), a good teacher will engage in the first two lenses, while an excellent teacher will engage in all four lenses and will therefore be a critically reflective teacher. You are encouraged to engage in all four lenses as a GST at Hibernia College while on school placement. It is envisaged that your ability to engage in all four lenses above will develop over the course of each school placement and that on completion of your advanced school placement you will have grasped the skill of critical reflection that will continue to develop during your career as a teacher.

## Reflective Practice on School Placement

Reflective practice is a significant component of school placement. The Teaching Council Guidelines on School Placement (2013, p.19) states that it is the role of STs to 'work towards becoming critically reflective practitioners'. Your ability to critically reflect will develop over the course of each school placement and 'you should become more confident in recognising how you can apply the skills of reflection over time' (Scragg, 2016, p.132).

Reflection	Description
Reflection requires some reasoning and analysis.	A description may just outline the problem.
A reflection should focus on solving (or attempting to solve) a problem.	A description deals with the present or the immediate past.
With reflection, one asks questions about matters of concern.	A description does not imply follow on action
A reflection moves on to resolutions for action in the future.	A description excludes analysis

## How will I Reflect?

STs are enabled and encouraged to critically reflect while on school placement using a variety of strategies:

<ul style="list-style-type: none"> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Tutor Feedback</li> </ul>
<ul style="list-style-type: none"> <li>Assessment Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Peer Feedback</li> </ul>
<ul style="list-style-type: none"> <li>Personal observations which may be recorded in a personal observation notebook</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Week Webinars</li> </ul>
<ul style="list-style-type: none"> <li>Weekly Reflections/Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Final Reflection Report</li> </ul>
<ul style="list-style-type: none"> <li>Pupil Feedback</li> </ul>	

## Observation and Reflection

- Foundations Observation Week
- School Placement Observation Period
- Non-mainstream Observations (SEN)

## Observation Report

STs are required to keep an Observation Report as part of each School Placement. The Observation Report and Weekly Reflections enable STs to keep note of achievements and reflect on performance as well as apply theoretical learning to practical situations. This, in turn, allows STs to set meaningful Action Plans. STs should be mindful of GDPR requirements and data protection.

## Weekly Reflections

These enable the ST to reflect while on School Placement and adapt their practice accordingly. It is important to make these specific to the placement context and to avoid vague or repetitive language.

## Tutor Feedback

STs receive oral and written feedback from SPTs. STs should note that written feedback is a summary of some aspects of the placement and may not include commentary on every aspect of placement. STs may request further clarification if a point is unclear however the SPT is entitled to make a professional judgement on the quality of a student's work.

## Peer Feedback

This is facilitated via micro teaching sessions. Peer feedback can be an invaluable experience and is dependent on the establishment of a mutually respectful environment.

## Final Reflection Report

The Final Reflection is another form of written reflection which allows STs to reflect on the entire experience.

## Section 12: Early Childhood Education

Early childhood education is a subject area in the Pedagogy 3 module.

Early childhood refers to children from birth to 6 years and therefore Junior and Senior Infant classes encompass early childhood education in the primary school.



You are not permitted to teach an infant class on school placement 1.

The importance of addressing the learning needs of young children is clearly identified by providing a curriculum that is child-centred and is 'based on the uniqueness of each child and the particular needs of individual children at this stage of development' (DES, 1999, p.30). In addition, it promotes the use of play to enhance literacy and numeracy and encourages the use of activities that promote motor and sensory development.

### Síolta and Aistear

Síolta (2006) is designed to define, assess and support the improvement of quality across all aspects of practice in Early Childhood Care and Education, including infant classes in the primary school. Aistear: the Early Childhood Curriculum Framework (2009) is the curriculum framework for children from birth to six years in Ireland and is implemented in a variety of early childhood educational settings. As it is a framework, Aistear complements, scaffolds and extends the Primary Curriculum in infant classes in the primary school. The framework identifies how children should learn in an enjoyable and challenging way through partnership with parents and other practitioners. All STs must ensure they are familiar with Síolta and Aistear in advance of teaching infants.

## Length of the Infant School Day

The school day in an Infant class is shorter than that in classes from First to Sixth Class. As a GST, Hibernia College advises you to use this extra free time as 'planning time', for example, prepare resources for the following day, source art/PE resources that are needed for a lesson, complete an entry in your reflective journal, ask the class teacher for feedback on your lessons.

## Play-based learning

Play is essential to the healthy development of the child's social, emotional, physical and intellectual development. Play can be used as a teaching methodology across all subject areas. Please review Ped 3 Early Childhood content.

## Section 13: Assessment and School Placement

Each block of School Placement will be assessed by School Placement Tutors (SPTs).

Over the three blocks of School Placement, all STs are required to be supervised in at least one lesson, from each of the curricular subjects of English, Mathematics and Gaeilge.

**It is the STs responsibility to alert SPTs to this at the start of each block.**

### Assessment of School Placement

- STs are required to pass each block independently of the other and independently of any other assessment.
- Pass by compensation cannot apply to this module.
- Students are normally provided with a maximum of one repeat opportunity per placement block in the case of failing at the first attempt.
- Exceptions may apply in cases of extenuating circumstances in line with the College policy on this.
- Special regulations apply to each of these modules (as detailed in the proposed programme schedule and within the module descriptors) to ensure compliance with Teaching Council and QQI requirements. A 'no option repeat for honours' applies to each module.

In completing the placements, students are expected to demonstrate attainment of the learning outcomes. On completion of each block, the tutor determines the final grade against the demonstration of attaining the specified learning outcomes and how far these have been exceeded, to what degree, how consistently and in how many areas. In addition to these, when assessing the placement performance, tutors will look for demonstration of compliance with and commitment to the [Teaching Council's Code of Professional Conduct for Teachers](#) (2016, see page 6).

In some cases a mentor may be assigned to a ST. Mentor tutors conduct virtual and/or on-site visits (ungraded). They can provide personalised, school and class-specific feedback, advice and guidance to assist them in satisfying the professional and academic requirements of the placement. Mentor tutors may also meet with a student before a school placement block begins. Please note that this is at the discretion of the College. STs may request mentoring support and their request will be reviewed by the School Placement team.

A specially trained team of experienced placement tutors undertake the role of grade moderator and carry out moderation visits to ensure the standards of assessment grading of all placement tutors are consistent. Further to this, an expert school experience external examiner is appointed to the programme, in line with College policy and QQI guidelines, to undertake specialist external examining and ensure the professional and academic integrity of the professional practice elements.

## What is the role of the School Placement Tutor?

The role of the placement tutor is to act as a point of contact for students and to support, guide and assess them throughout their school placement.

SPTs undertake regular visits, virtual and face to face, to support and assess students in the work setting.

SPTs are required to provide feedback after all virtual and face-to-face visits which includes identification of strengths and areas for development. They should also include suggestions for strategies and resources to assist in further development. SPTs are required to be mindful of the specific learning outcomes of the block and module when providing feedback as well as when making assessment decisions. In addition, they must be knowledgeable and cognisant of the Teaching Council Code of Professional Conduct for Teachers and use this knowledge to inform and guide the ST appropriately.

All SPTs are required to participate in a series of training workshops to maintain their knowledge and understanding of the assessment requirements and standards of the programme.

## Areas of Assessment

Each SPT will examine five specific areas, outlined in the table below.

Area of Assessment	Skills the ST should display
Professionalism, Planning and Preparation	<ul style="list-style-type: none"><li>✓ Well prepared, with a thorough knowledge of the curriculum</li><li>✓ School Placement folder fully up to date</li><li>✓ Imaginative use of quality resources</li><li>✓ Understanding of long-term planning and integration evident in planning</li><li>✓ Comprehensive, well-prepared lessons</li><li>✓ Integration of ICT where appropriate</li><li>✓ Clear and logical introduction, development and conclusion in lessons</li><li>✓ Weekly Reflections should inform future planning</li></ul>

<p>Quality of Teaching, Learning and Assessment in the Classroom, including a variety of methodologies in line with the six central methodologies of the curriculum</p>	<ul style="list-style-type: none"> <li>✓ Effective communication, good diction, voice projection and teacher presence</li> <li>✓ Effective questioning</li> <li>✓ Evidence of differentiated learning objectives in action that support new learning</li> <li>✓ Talk and Discussion</li> <li>✓ Collaborative/Co-operative Learning</li> <li>✓ Active Learning</li> <li>✓ Skills Through Content</li> <li>✓ Using Local Environment</li> <li>✓ Problem Solving</li> <li>✓ Lessons pitched and paced appropriately</li> <li>✓ Accommodation of individual difference</li> <li>✓ Effective use of assessment methods in the classroom to enhance teaching and learning</li> <li>✓ Effective development of both language and literacy</li> <li>✓ Effective knowledge and application of curriculum subjects</li> </ul>
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<p>Classroom Management Skills</p>	<ul style="list-style-type: none"> <li>✓ The creation of an enriched, secure, challenging learning environment</li> <li>✓ Good motivational strategies</li> <li>✓ Positive reinforcement of good behaviour</li> <li>✓ Pre-empting misbehaviour</li> <li>✓ Effective management of minor interruptions</li> <li>✓ Effective management and monitoring of group work</li> <li>✓ Engaging with the children during active learning</li> <li>✓ Effective management of resources</li> <li>✓ Effective management of movement of pupils inside and outside the classroom</li> </ul>
<p>Differentiation</p>	<ul style="list-style-type: none"> <li>✓ Detailed and comprehensive Observation Report</li> <li>✓ Lesson Plans to include appropriate strategies for effective differentiation through adapting teaching and learning methodologies and strategies</li> <li>✓ Lessons to include adaptations to at least one of the following areas: Content, Activities, Resources, Product, Environment, Teaching Strategies</li> </ul>
<p>Ability to Evaluate, Reflect and Adapt</p>	<ul style="list-style-type: none"> <li>✓ Detailed and comprehensive Weekly Reflections</li> <li>✓ Evidence of reflection and ability to link theory and practice</li> <li>✓ Evidence of adaptation in response to information gathered during prior assessments</li> <li>✓ A reflective practitioner: action in response to own observations</li> <li>✓ Evidence of reflective practice throughout the Assessment Notebook</li> </ul>

## Additional Visits

As well as receiving visits from SPTs, the ST can expect visits from other visits during their School Placement blocks:

### 1. Mentor Placement Tutors

As above. Please note that STs who do not attend their face-to-face classes prior to a placement will not be eligible to receive a mentor tutor during school placement.

### 2. Grade Moderator

STs may receive a visit from an additional tutor from the College, referred to as a 'float'. The float will observe the lesson — however, no feedback will be provided to the ST following this visit. The purpose of this visit is to provide feedback to the College on the quality of supervision provided by SPTs and to ensure grades reflect the College grade descriptors.

### 3. Shadow Placement Tutors

The purpose of such shadowing is to facilitate faculty development and training as well as to ensure a standardised approach to grading.

### 4. External Examiners

As above. Such visits are unannounced and they may take place at any time during the block. External examiners do not usually provide feedback to the student.

### 5. Quality Monitoring and Review

STs may receive an additional visit from a member of the College supervisory team. Such visits are unannounced and they may take place at any time during the block. Quality monitoring and review visits do not afford the student with the opportunity for feedback or grading; the purpose of these visits is to monitor the overall quality and assessment procedures of School Placement.

## School Placement Grading Procedures

Each student will receive a written report following each school visit. Each report contains formative comments and an overall judgement of the progress made by the student. Students will be marked 'satisfactory' or 'unsatisfactory'.

**In the event that a student receives an unsatisfactory grade, it is the student's responsibility to contact the College at the following email address [studentadmin@hiberniacollege.net](mailto:studentadmin@hiberniacollege.net), or by phoning the College directly.**

The College reserves the right to terminate a School Placement where it deems it unfeasible/inappropriate for the student to continue with the block. In such circumstances, a fail grade will normally be awarded for the block. In such incidences, the College will invite the ST to a support meeting to discuss their future progression.



Please note that **two unsatisfactory grades** on one block of school placement constitutes **unsatisfactory progress overall** at that stage.

This will result in the placement being terminated from the date of the second unsatisfactory grade. A support meeting will be arranged to discuss future progression on the programme. **It is the responsibility of the student to inform the school principal that their placement is over. STs should not return to school after two unsatisfactory visits.**

## Recheck and Review on School Placement

The same quality assurance processes apply to School Placement grades as apply to all other assessments. The policies regarding recheck and review are available in The Hibernia College Quality Framework.

## Additional Feedback and School Placement

Students may require clarification on written feedback received. As School Placement is a performance-based assessment, the process for requesting additional feedback differs from more traditional assessments. Students should request additional feedback

on their School Placement performance directly from their School Placement Tutor during the feedback session or via the response to feedback form. Please note that the Response to Feedback form may inform any Review procedure.

Therefore, there will be no opportunities for students to receive additional feedback once a School Placement visit has been assessed and written/oral feedback has been provided beyond those described above.

## Section 14: Student Support during School Placement

### Attendance at Preparation Events

All STs are required to attend preparation webinars and Face-to-Face events in full. While the College offers ST several supports during School Placement, these are only available to students who attend preparation events in full.

### From the College

- As part of preparation for School Placement, Hibernia College provides online sessions for STs for each School Placement block. The sessions should be consulted on a regular basis in preparation for School Placement and also during the block.
- School Placement is a time for learning. The School Placement Tutor is there to promote professional development.
- **Queries relating to School Placement should be directed to the ST's Programme Administrator or by logging a ticket on MyHELMS.**
- The discussion forums on MyHELMS are a great place for STs to pose questions and to discuss how School Placement is progressing. These forums are monitored by College personnel in advance of School Placement to ensure that the correct information is communicated, especially around requirements. During School Placement, they are not monitored. However, it is important to review previous queries to prevent the forum content becoming highly repetitive.
- **Students should make use of the FAQs on MyHELMS and always check these prior to contacting the College.**
- Contact may be made with the student support officer at the following email address: [studentsupport@hiberniacollege.net](mailto:studentsupport@hiberniacollege.net).

## College Counsellor

- School Placement can be a stressful time and it can help to have someone to talk to. All Hibernia College students have access to a student counsellor. Contact Anne Butler at [annebutler@live.ie](mailto:annebutler@live.ie) or by phoning 087 2050514 and identifying yourself as a Hibernia College student.

## From the School

- STs are strongly advised to make an appointment with the principal to familiarise themselves with policies and procedures and to volunteer their assistance with school activities.
- Collaborative practice and open dialogue are at the heart of the ST's preparation for School Placement. Teaching is a true profession in the sense that experienced teachers will become new colleagues. Sometimes personalities differ and approaches vary. The onus is on the student to be respectful of the co-operating teacher at all times.
- The teaching staff in your host school can be a tremendous resource of professional experience. Be respectful and open to collegial conversations however remember at all times that STs must represent Hibernia College professionally while on School Placement.
- STs are reminded that they are visitors to the school and should carry out all the formalities and respect that this implies. They are also ambassadors of Hibernia College.

## Section 15: Professional Conduct and Attendance

### Attendance

School Placement is a period of examination. STs must attend school on a full-time basis. It is the student's responsibility to notify the school principal, visiting School Placement Tutors and the College of any absence from placement due to ill health or any other reason, whether planned or unplanned.

For **every day** absent the ST must:

1. Telephone the school office as soon as you are aware that you are going to be absent
2. Email your School Placement Tutor or if you might be due a visit soon you may phone your SPT
3. Email or phone the College



Absences of 3 or more consecutive days require a medical certificate.

STs will be contacted directly by the College if frequent uncertified absences occur during placement. All absences must be made up during Reflection Week and a long period of absence may result in a ST having to repeat the placement.

### Student Absences

Public Holiday	ST does not need to make up the day or lessons
In-Service Days, School Tours, Religious Sacraments	If the student attends: Make up the lessons on another day If the student does not attend: Make up the day and the lessons
Illness	Make up the days. More than 3 days: medical cert required

Planned Absence	As this is a period of examination, it may not be granted. Permission is required. Contact the College with supporting evidence
Bereavement	Spouse, daughter, son, parent, sibling: 2 free days. Additional time should be made up Mother-in-law, Father-in-law: 1 free days. Additional time should be made up
Missed lessons due to testing, scheduled events	Make up on another day

## Professionalism on School Placement

A professional is a person who has a specific qualification to engage in a specific form of work. STs are required by the College to behave in a professional manner at all times. This includes:

Contact with any College staff member (phone, email or real life)

Contact with school staff (phone, email or real life)

Interactions with fellow students (online and at Face-to-Face days)

Interactions with pupils and parents while on School Placement

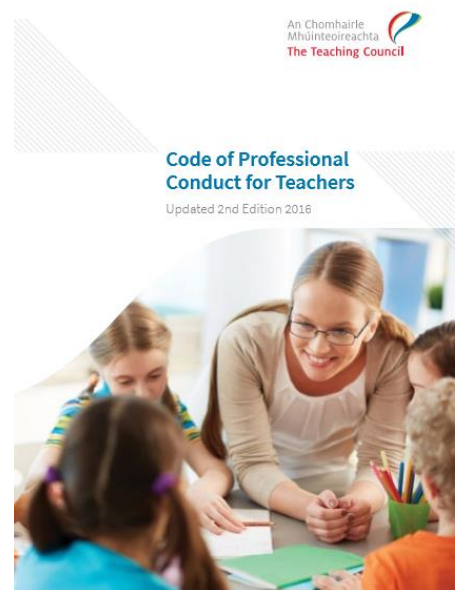
STs are reminded to maintain a professional, polite and respectful tone in all correspondence with the College.

**Attributes of a professional teacher** (Whitton et al. 2004, p.46)



## Professional Conduct

Hibernia College endorses the Code of Professional Conduct for Teachers as outlined by the Teaching Council (2016). **All STs should carefully read the points below.** They should also download the full [Code of Professional Conduct for Teachers](#) . All STs must conduct themselves in a manner wholly consistent with this code of conduct.



## Professional Appearance

During School Placement, STs should consider their own professional appearance. It is a period of assessment and STs should present professionally.

## 1. Professional Values and Relationships

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 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

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 well-being of an individual
2.3	Represent themselves, their professional status, qualifications and experience honestly
2.4	Use their name(s), 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 that could reasonably be deemed to impact negatively on pupils/students

### 3. Professional Conduct

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 that aim to promote pupil/student education and welfare and child protection
3.5	Report, where appropriate, incidents or matters that impact 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 that impairs their fitness to teach

### 4. Professional Practice

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

5.1	Take personal responsibility for sustaining and improving the quality of their professional practice by: <ul style="list-style-type: none"> <li>▪ Actively maintaining their professional knowledge and understanding to ensure it is current</li> <li>▪ Reflecting on and critically evaluating their professional practice in light of their professional knowledge base</li> <li>▪ Availing of opportunities for career-long professional development</li> </ul>
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## 6. Professional Collegiality and Collaboration

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



Please note that School Placement may be conducted in a family member's school but a family member may not act as co-operating teacher or principal during any placement.

## Section 16: Reference List

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## Appendix: Grade Descriptors

Award	H1		H2.1	H2.2	P	F
Level	85 - 100%	70 - 84%	Second Class Honours Grade 1 60 - 69%	Second Class Honours Grade 2 50-59%	Pass Grade 40 - 49%	Fail 0 - 39%
<b>Professionalism, Planning and Preparation (20 Marks)</b>	<p>Exceptionally well prepared with a comprehensive knowledge of the curriculum.</p> <p>School Placement folder fully up to date and of an exceptional standard.</p> <p>Exceptional and imaginative provision of unique and highly appropriate resources.</p> <p>Exceptional level of understanding of long-term thematic planning and integration.</p> <p>Exceptional ability to formulate SMART lesson objectives with clear success criteria.</p> <p>Exceptionally well designed, comprehensive lessons which facilitate</p>	<p>Excellent preparation with an excellent knowledge of the curriculum.</p> <p>School Placement folder is up to date and of an excellent standard.</p> <p>Excellent provision of very well-designed and very appropriate resources.</p> <p>Excellent understanding of long-term thematic planning and integration.</p> <p>Excellent ability to formulate SMART lesson objectives with clear success criteria.</p> <p>Excellent level of detail in lesson plans to facilitate</p>	<p>Very well prepared with a very good knowledge of the curriculum.</p> <p>School Placement folder is up to date and of a very good standard.</p> <p>Very good provision of some well-designed resources.</p> <p>Very good understanding of long-term thematic planning and integration.</p> <p>Very good ability to formulate SMART lesson objectives with clear success criteria.</p> <p>Very good level of detail in lesson plans which</p>	<p>Well prepared with a good knowledge of the curriculum.</p> <p>School Placement folder is up to date and of a good standard.</p> <p>Good provision of some appropriate resources.</p> <p>Good understanding of long-term thematic planning and integration demonstrated but scope for further development.</p> <p>Good ability to formulate SMART lesson objectives and clear success criteria in most lessons.</p> <p>Lesson plans are sufficiently detailed</p>	<p>Adequately prepared with an adequate knowledge of the curriculum.</p> <p>School Placement folder up to date and of an adequate standard.</p> <p>Adequate but limited provision of adequate resources.</p> <p>Understanding of long-term thematic planning and integration fulfils minimum requirements.</p> <p>Lesson objectives are SMART but further development is needed to indicate clear success criteria.</p>	<p>Inadequate knowledge of the curriculum and inadequate preparation of lesson plans</p> <p>School Placement folder is of a poor standard.</p> <p>Lesson objectives are consistently not SMART and lack clear success criteria.</p> <p>Inadequate, unsuitable, inappropriate or no provision of resources.</p> <p>Inadequate understanding of long-term thematic planning and integration.</p> <p>Inadequate detail in lesson plans hinders</p>

	<p>excellent lesson delivery.</p> <p>Classroom displays and samples of pupils' work reflect the exceptional ongoing work of the student teacher.</p>	<p>excellent lesson delivery.</p> <p>Classroom displays and samples of pupils' work reflect the excellent ongoing work of the student teacher.</p>	<p>facilitate very good lesson delivery.</p> <p>Classroom displays, and samples of pupils' work reflect the ongoing very good work of the student teacher.</p>	<p>to facilitate good lesson delivery.</p> <p>The classroom displays, and samples of pupils' work reflect the ongoing good work of the student teacher.</p>	<p>Adequately detailed lesson plans which fulfil minimum requirements, but more thought needs to be given to lesson delivery.</p> <p>Some but limited classroom displays and samples of pupils' work to reflect the ongoing work of the student teacher.</p>	<p>effective lesson delivery.</p> <p>Classroom displays and samples of ongoing work are absent or inadequate</p>
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Level	85 - 100%	70 - 84%	60 - 69%	50 - 59%	40 - 49%	0 - 39%
<b>Quality of Teaching, Learning and Assessment in Classroom (30 Marks)</b>	An exceptional level of teacher enthusiasm, an exceptionally strong teacher presence and outstanding rapport with the class.	Very high levels of enthusiasm, an excellent teacher presence and excellent rapport with the class.	Very enthusiastic teacher, a very strong teacher presence and very good rapport with the class.	Good teacher presence, suitable enthusiasm and a good rapport with the class, most of the time but lacks confidence at times	Adequate teacher presence some of the time but lacking in confidence.	Inadequate teacher presence and enthusiasm is demonstrated.
	Exceptional use of a stimulus and other resources including ICT to motivate pupils and to enhance teaching.	Excellent use of a stimulus and other resources including ICT to motivate pupils and to enhance teaching.	Very good use of a stimulus and other resources including ICT to motivate pupils and to enhance teaching	Good use of a stimulus and other resources including ICT to motivate pupils and to enhance teaching but further scope for development	An adequate stimulus and other resources are provided but more consideration of the purpose of the resource is necessary.	Inadequate or no use of stimulus and other resources and inadequate activation of prior knowledge.
	Exceptional ability to activate pupils' prior knowledge and to share learning intention.	Excellent ability to appropriately activate pupils' prior knowledge and to share learning intention.	Very good ability to appropriately activate pupils' prior knowledge and to share learning intention.	Good ability to appropriately activate pupils' prior knowledge and share learning intentions but this can be further developed.	Adequate ability to activate prior knowledge but the learning intention needs to be clearer.	Voice projection, pace, pitch tone and pace are inadequate.
	Exceptional projection of voice, and exceptional variety in pace, tone and pitch.	Excellent projection of voice, excellent variety in pace, tone and pitch most of the time.	Very good projection of voice, very good variety in pace, tone and pitch.	Good projection of voice and some variety in pace, tone and pitch but this can be developed	Adequate manner with the class but limited engagement with the pupils	Questioning techniques are inadequate.
	Questioning techniques are exceptional.	Excellent questioning techniques	Questioning techniques are very good.	Questioning techniques are generally good but not always utilised when the	Adequate projection of voice and adequate variety of pace, tone and pitch on some occasions but is not consistent.	Lesson objectives and activities are unsuited to the class level.
	Learning objectives and learning activities are exceptionally well suited and paced	Excellent ability to ensure that learning objectives and learning activities are appropriately pitched and paced	Very good ability to ensure that learning objectives and learning activities are appropriately pitched and paced	Questioning techniques are generally good but not always utilised when the	Questioning techniques are adequate but not always utilised when the	Inadequate ability to respond, affirm and effectively manage pupils' contributions as the lesson progresses.
						Inadequate introduction, development, and

	<p>and pitched to challenge all pupils.</p> <p>Exceptional ability to enhance teaching and learning through responding, affirming, adapting, and effectively managing student contributions as the lesson progresses.</p> <p>Consistently facilitates an exceptionally clear, logical, and effective introduction, development, and conclusion of the lesson.</p> <p>Exceptional ability to explain and model tasks.</p> <p>Consistently uses highly effective and innovative strategies to challenge and promote critical thinking and active learning for all levels/individuals.</p>	<p>to challenge all pupils.</p> <p>Excellent ability to enhance teaching and learning through responding, affirming, adapting and effectively managing student contributions as the lesson progresses.</p> <p>Excellent ability to consistently facilitate a very clear, logical and effective introduction, development, and conclusion to lessons.</p> <p>Excellent ability to explain and model tasks.</p> <p>Consistently uses very effective and innovative strategies to challenge and promote critical thinking and active learning for all levels/individuals.</p>	<p>to challenge most pupils.</p> <p>Very good ability to enhance teaching and learning through responding, affirming, adapting and effectively managing student contributions as the lesson progresses.</p> <p>Very clear, logical and effective introduction, development, and conclusion of the lesson.</p> <p>Very clear explanations and teacher modelling of tasks.</p> <p>Uses very effective and appropriate strategies to challenge and promote critical thinking and active learning for all pupils.</p>	<p>opportunity presents itself.</p> <p>Good ability to ensure that some learning objectives and learning activities are appropriately pitched and paced to challenge some pupils.</p> <p>Good ability to enhance teaching and learning through responding and affirming student contributions some of the time.</p> <p>Clear and logical introduction, development, and conclusion of the lesson most of the time.</p> <p>Uses some appropriate strategies on occasions to challenge and promote critical thinking and active learning for all pupils.</p>	<p>opportunity presents itself.</p> <p>Learning objectives and learning activities are adequate lessons must be pitched and paced to challenge all pupils.</p> <p>Student teacher responds, affirms and manages some contributions of pupils some of the time</p> <p>Adequate teacher explanation and modelling of tasks but further development and clarity is demanded.</p> <p>Some adequate but limited strategies to promote critical thinking and active learning.</p>	<p>conclusion of the lesson.</p> <p>Inadequate explanation and modelling of tasks.</p> <p>Inadequate measures taken to promote critical thinking and active learning.</p>
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Level	85 - 100%	70 - 84%	60 - 69%	50-59%	40 - 59%	0 - 39%
<b>Classroom Management (30 Marks)</b>	Consistent and exceptional ability to motivate and sustain interest and attention and constantly encourage pupils to strive for excellence in all aspects of classroom life.	Excellent ability to motivate to sustain interest and attention and constantly encourages pupils to strive for excellence in all aspects of classroom life.	Very good ability to motivate and sustain interest and attention most of the time.	Good ability to motivate and sustain interest and attention but further awareness of the whole class is needed.	Adequate ability to motivate and sustain interest and attention but awareness of the whole class is not consistent.	Inadequate ability to motivate and to sustain interest and attention.
	Exceptional positive reinforcement of expected behaviour through a wide variety of different strategies,	Excellent positive reinforcement of expected behaviour using a wide variety of different strategies.	Very good positive reinforcement of expected behaviour using a variety of different strategies.	Good ability to reinforce expected behaviour most of the time.	Adequate ability to reinforce expected behaviour some of the time using some suitable strategies	Inadequate ability to positively reinforce expected behaviour.
	Consistently communicates high expectations to pupils and employs a very calm fair but firm approach	Excellent ability to communicate high expectations to pupils and employs a very calm fair but firm approach.	Very good ability to communicates high expectations to pupils and employs a calm and fair but firm approach.	Good ability to communicate expectations and makes use of adequate classroom routines.	Adequate but inconsistent ability to communicate expectations and /or use effective classroom routines.	Inadequate ability to communicate expectations and /or use effective classroom routines
	Consistently demonstrates exceptional ability to manage interruptions/minor disturbances	Excellent management of interruptions/minor disturbances.	Very good ability to provide and monitor activity-based learning experiences where most pupils are motivated, on task and engaged.	Generally good management of interruptions/minor disturbances most of the time.	Adequate management of interruptions/minor disturbances some of the time.	Ineffective management of interruptions/minor disturbances.
	Exceptional ability to provide and monitor activity-based learning experiences where all pupils are	Excellent ability to provide and monitor activity-based learning experiences where all pupils are	Very good ability to provide and monitor activity-based learning experiences where all pupils are motivated, on task and engaged.	Good ability to provide and monitor activity-based learning experiences where pupils are motivated, on task and engaged.	Adequate ability to provide and monitor activity-based learning experiences but this is not consistent.	Inability to provide and monitor activity-based learning experiences where all pupils are motivated, on task and engaged.
			A very good ability to pre-empt off-task behaviour.	Good ability to provide and monitor activity-based learning experiences where pupils are motivated, on task and engaged.	Adequate ability to provide and monitor activity-based learning experiences but this is not consistent.	Absence of strategies for pre-empting off-task behaviour
			Group work is very well managed and monitored with a	Good evidence of an ability to pre-empt	Adequate ability to pre-empt off-task	

	<p>motivated, on task and engaged.</p> <p>A consistent and exceptional ability to pre-empt off-task behaviour.</p> <p>Group work is exceptionally well managed and monitored with an extremely high level of confidence.</p>	<p>motivated, on task and engaged.</p> <p>An excellent ability to pre-empt off-task behaviour most of the time</p> <p>Group work is excellently well monitored and managed with a very high level of confidence.</p>	<p>very high level of confidence.</p>	<p>off-task behaviour on some occasions.</p> <p>Group work is generally well managed and monitored but sometimes limited in its application or usage and the student lacks confidence on occasions.</p>	<p>behaviour on some occasions.</p> <p>Group work is adequately managed and monitored but limited in its application or usage</p>	<p>Inadequate ability and competence to manage and monitor group work, and lacks confidence when engaging with pupils.</p>
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Level	85 - 100%	70 - 84%	60 - 69%	50-59%	40 - 59%	0 - 39%
<b>Inclusive Practice/UDL( 10 Marks)</b>	Exceptional awareness of diverse needs, experiences, interests and learning styles of the class.	Excellent level of awareness of diverse needs, experiences, interests and learning styles of the class.	Very good awareness of diverse needs, experiences, interests and learning styles of the class.	Good awareness of diverse needs, experiences, interests and learning styles.	Some but limited awareness of diverse needs, experiences, interests and learning styles of the class.	Unaware of diverse needs, experiences, interests and learning styles of the class.
	Exceptional and consistent variety in the presentation of learner experiences during lessons	Excellent and consistent variety in the presentation of learner experiences during lessons.	Very good variety in the presentation of learner experiences during lessons.	Good variety in the presentation of learner experiences during lessons but a wider range of teaching strategies could be employed.	Adequate variety in lesson presentation and activities but scope for further development.	Inadequate variety in lesson presentation and activities.
	Exceptional and imaginative provision of materials/tasks to challenges all pupils.	Excellent and imaginative provision of materials/tasks to support and challenge all pupils.	Very good provision of materials/tasks to ensure all pupils are supported/challenged.	Provision of some suitable materials/tasks to ensure some pupils are challenged but more awareness of pupils' needs is demanded.	Adequate provision of some adequate materials/tasks to challenge/support some learners some of the time but development is needed.	Inadequate provision of materials/tasks or suitable scaffolding to support/challenge pupils.
	Exceptional ability to use records of assessment to inform subsequent lesson planning.	Excellent ability to use records of assessment to inform and adapt subsequent lessons.	Very good ability to use records of assessment to inform and adapt subsequent lessons.	Good ability to use records of assessment to inform and adapt some subsequent lessons.	Provides adequate scaffolding during lessons and some ability to adapt the pace of lessons but this is not consistent.	Inadequate ability to use records of assessment to inform and adapt subsequent lessons
	Exceptional ability to adapt lessons in response to assessment.	Consistently provides scaffolding. Excellent ability to adapt the pace of lessons to meet pupil needs.	Provides very good scaffolding. Very good ability to adapt the pace of lessons to meet pupil needs.	Suitable scaffolding of teaching. Some developing ability to adapt the pace of lessons when necessary	Adequate ability to use records of assessment to inform and adapt some subsequent lessons.	Inadequate provision of scaffolding and /or inadequate ability to adapt the pace of lessons to meet pupils' needs.
	Consistently provides scaffolding. Exceptional ability to adapt the pace of lessons to meet pupil needs.					

Level	85 - 100%	70 - 84%	60 - 69%	50-59%	40 - 59%	0 - 39%
<p><b>Ability to Reflect and Adapt (10 Marks)</b></p>	<p>Exceptionally confident and consistent reflective practitioner with a very keen ability to identify successes and challenges</p> <p>Assessment records are of an exceptionally high standard and assess learning using a wide variety of appropriate tools.</p> <p>Exceptional ability to plan extremely appropriate action in response to personal observations made during teaching and assessment</p> <p>Weekly Reflections are of an exceptional standard, highlighting how reflection has been used to inform and enhance professional practice.</p> <p>Exceptional ability to link reflection to educational theory</p>	<p>Excellent evidence of an ability to identify and reflect on successes and challenges</p> <p>Assessment records are of an excellent standard and assess learning using a range of appropriate tools.</p> <p>Excellent ability to plan highly appropriate action in response to personal observations made during teaching and assessment.</p> <p>Weekly Reflections are of an excellent standard, highlighting how reflection has been used to inform and enhance professional practice.</p> <p>Excellent ability to link reflection to educational theory.</p>	<p>Very confident reflective practitioner with a very good ability to reflect on successes and challenges</p> <p>Assessment records are of a very high standard and assess learning using a range of appropriate tools.</p> <p>Very good ability to plan very appropriate action in response to personal observations made during teaching and assessment</p> <p>Weekly Reflections are of a very good standard, highlighting how reflection has been used to inform and enhance professional practice.</p> <p>Very good ability to link reflection to educational theory</p>	<p>Good ability to reflect on successes and challenges and to plan to address issues</p> <p>Good assessment of the proposed learning outcomes of the lessons, using given assessment tools but assessment needs more detail.</p> <p>Some evidence of appropriate action in response to personal observations made during teaching and assessment.</p> <p>Weekly Reflection is completed to a good standard but is descriptive in places.</p> <p>Reflection is sometimes linked to theory, but this can be further developed.</p>	<p>Adequate potential to reflect on successes and challenges but is overly reliant on description.</p> <p>Adequately assesses the proposed learning outcomes of some lessons, using some assessment tools but more detail is needed.</p> <p>Weekly Reflection is completed to an adequate standard, but it needs to be more evaluative than descriptive.</p> <p>Adequate but inconsistent action in response to personal reflection but this must be better reflected in subsequent lessons.</p> <p>Reflection indicates some but limited awareness of theory, but better links need to be made between theory and practice.</p>	<p>Inadequate ability to reflect on successes and challenges of teaching.</p> <p>Assessment of the proposed learning outcomes of the lessons, is inadequate or incomplete.</p> <p>Inadequate ability to plan appropriate action in response to observation.</p> <p>Weekly reflections are incomplete or inadequate.</p> <p>Inadequate ability to forge appropriate links between theory and practice.</p>