



Field Placement Handbook

MFL students

Department of Leadership for Learning & Innovation
Faculty of Education
UNIVERSITY OF MALTA

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Introduction

This *Field Placement Handbook* provides guidance for University of Malta MTL student teachers, together with school staff and Faculty of Education Examiners who are involved in the Field Placement and Block Practicum sessions.

Our aim is to enable student teachers to acquire competences as new teachers. These competences are being enhanced through the introduction of Teacher Mentors at school level. Providing the right conditions for effective learning and formative development to take place involves a close partnership between staff in school and the Faculty. This Handbook explains the roles, responsibilities and procedures to ensure that all those involved are aware of their rights and obligations.

As a student teacher, you become an integral contributor to the present and future directions in education. Maltese education is not new to you, neither is the classroom. However, your perspective of education, schooling, teaching and learning will be challenged throughout your course and directly once you are in class. Naturally, embarking on this adventure will involve a certain degree of insecurity and concern. Every Faculty Examiner, Teacher Mentor and co-operating school with its professional members of staff, can offer you guidance. No question is too frivolous and no concern should go without a response.

As a student teacher you will have opportunities to discuss, observe, experiment, and to apply what you learn at the Faculty and in schools. The Field Placement is also a time during which you will learn to face difficulties and challenges. These will help you in your personal and professional growth, and through your endeavour you will succeed.

It will be a time when you make a few mistakes as well as a time when you succeed. Student teaching will give you opportunities to start understanding our profession: the commitment and the rewards. Your entry into the teaching profession comes at this exciting and challenging time facing educators in general. As a teacher you are called to play an important role in society. The Maltese schools will be served admirably by each of you if you put your mind and heart into it.

Prof Christopher Bezzina FCCEAM

Deputy Dean

Head of Department

Department of Leadership for Learning & Innovation

Faculty of Education

“Who dares to teach must never cease to learn”

John Cotton Dana

Prof Christopher Bezzina

On Becoming an Effective Teacher

You have embarked on a journey which will introduce you to the exciting and challenging world of teaching. In the next few paragraphs I would like to share with you some points which should help you start reflecting on issues which are central to the role you will be called to play as the weeks and months progress.

I subscribe to the description put forward by Good and Brophy (1997, pp. 376-377) who state that effective teachers share three main characteristics. An effective teacher:

- has positive expectations for student access
- is an extremely good classroom manager
- knows how to design lessons for student mastery

What is interesting and important to note is that these characteristics can be learnt. Whilst you may express an eagerness to present your lessons, to conduct exciting activities and share your hard-earned knowledge, none of these will be successful until you become skilled in the characteristics techniques and artistry of an effective teacher.

Let us briefly explore each one of them:

Positive expectations

Having positive expectations means that the teacher believes in the learner and that in turn the learner can learn. The belief in positive expectations is based on the research that whatever the teacher expects from the learner is what the learner will produce.

If we engage in ways that nurture positive expectations through appropriate strategies students will make the effort to do well and rise to the challenge. If, on the other hand, we do not believe in our students and refrain from setting challenging targets students will perform below their standards.

It is essential that the teacher exhibits positive expectations towards all students. It can only benefit the teacher and the student, as well as the total classroom environment.

Classroom management includes all of the things a teacher must do towards two ends:

1. To foster student involvement and cooperation in all classroom activities
2. To establish a productive working environment.

To foster student involvement and cooperation in all classroom activities, the effective teacher plans a variety of activities that are appropriate for learning. These activities may include

reading, taking notes, participating in games, and producing materials. An effective teacher has every student involved and cooperating in all of these activities.

For all students to work on their activities, the environment must be conducive to learning. Students must pay attention, be cooperative and respectful of each other, exhibit self-discipline, and remain on task. In addition, the room must have a positive climate, all materials must be ready and organized, and the furniture must be arranged for productive work.

Classroom management

Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place.

Research indicates that the amount of time that students spend actively engaged in learning activities is directly linked to their academic achievement. It also shows that teachers who are good classroom managers are able to maximize student engaged time or academic learning time.

All surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much.

Lesson mastery

The student must learn or comprehend. The student must master the subject or skill. The student must show achievement. Mastery is the student's demonstration that a concept has been comprehended or a skill can be performed at a level of proficiency determined by the teacher. If the student cannot demonstrate learning or achievement, the student has not failed - we have failed the student.

To teach for mastery, an effective teacher must do two things:

1. Know how to design lessons in which a student will learn a concept or a skill.
2. Know how to evaluate the learning to determine if the student has mastered the concept or the skill.

Student success in the subject matter of the class will be the result of how well the teacher designs lessons and checks for mastery.

As you start going through the various stages of teaching try to reflect on the following statements. How do you relate to them? Can you develop such traits, such abilities, such expectations?

Has an inviting personality
 Is flexible and adaptable
 Praises and encourages students
 Has a goal of striving for excellence
 Listens, listens, listens
 Thinks and behaves globally
 Prepares, prepares, prepares
 Works co-operatively and learns from colleagues
 Is caring and understanding
 Affects and touches lives
 Learns from self and others
 Reflects on practice
 Cultivates a positive reputation
 Is a role model for students
 Uses language and actions to nurture positive behaviour
 Is able to articulate why s/he is an educator
 Goes to work appropriately dressed
 Is focused on the student as individual

Creates a classroom climate that communicates positive expectations
 Creates an environment for all students to succeed
 Designs lessons for student learning
 Exhibits positive expectations for all students
 Establishes good classroom management techniques
 Knows how to support student learning
 Develops a set of rules and responsibilities
 Ensures the mental and physical safety of all students
 Has well-thought-out and structured procedures for every activity
 Has students working on task with no waste of time
 Has a classroom full of activity and hands-on teaching and learning

Engages with theory that is reflected in classroom practices
 Know the difference between an effective and an ineffective teacher
 Knows what assessment and results should be recorded and how
 Teaches with proven research-based practices

Please feel free to add your own

Source: Bezzina, C. (2001) *On Becoming an Effective Teacher*. Indigo Books: Malta

PHASES OF SCHOOL-BASED WORK

The MTL Programme includes university-based work and school-based work. During each academic year you will be engaged in particular school-based work, either directly related to your academic programme or else as part of the Block Practicum.

What follows is a typical year plan which shows the involvement of MTL students in schools.

Year Plan:

	1st Semester (14 weeks)	2nd Semester (First 4 weeks)	2nd Semester (Weeks 5 - 9)	2nd Semester (Weeks 10 - 14)
MTL Early & Primary Education (Years 1- 6)	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00	5 weeks Block Practicum	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00
MTL Secondary Education	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00	5 weeks Block Practicum	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00
MTL Primary & Secondary Education	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00	5 weeks Block Practicum	Themes 15.00 – 17.00 CPLÉ Mon 3-5 Friday 2-4 14.00 – 16.00

Field Placement

- The Field Placement comprises a period of observation and teaching in schools and/or other educational settings, under supervision, as determined by the Faculty of Education, in each of the two years of the course. Your placement in each school will be for a whole year during which you will be required to be in schools for the whole day observations. During these two days you are expected to engage in observing your Teacher Mentor and other teachers within that school delivering lessons, discuss pedagogy and lesson preparation, gradually take up activities and lessons until you can teach during the Block Teaching Practice as well as work on the theme tasks you will be assigned to do by your Faculty of Education examiner.

Block Practicum Component

- This part of Field Placement shall take place over a period of 5 weeks each year during the two year course period.
- This part of the course is intended to give you experience of a substantial stretch of teaching practice in which you can apply the theories you have covered during the course and the experience you gained through your observations in a classroom setting.
- You will normally only teach in classrooms where you would have visited and for the most time mentored by your Teacher Mentor.
- Only under exceptional circumstances you may be asked to be teaching unaccompanied by a warranted teacher in your class.
- You shall be assessed by at least two examiners as provided for by the University Assessment Regulations.¹
- There will be a *minimum of 4 visits* for those specialising in a single curricular subject and a *minimum of 6 visits* for those specialising in two curricular subject areas. These may increase according to the need and circumstances.
- Examiners' visits are not, as a rule, pre-announced.
- Before your Block TP you will have learnt who your examiners are going to be. It is advisable to meet them before teaching practice starts.
- Examiners will fill in their feedback on the electronic Block Practicum Assessment Sheets and these will be forwarded to you within 24 hours. Some examiners will also discuss your performance with you immediately after the end of the lesson, when circumstances permit. Others will fix an appointment to see you at a later date.
- Towards the end of the final Block Practicum session – in the second year of your course - you may have a visit from the external examiner. The external examiner normally sees a cross-section of students, and you will be informed of his/her visit.
- Field Placement shall be assessed on a Pass/Fail basis.²
- If you are unable to attend school, or, if for some reason a lesson(s) is/are not going to be held, you should inform the Faculty Examiner and Field Placement secretary in good time. You are also to inform the school and our office of your absence with immediate effect.
- Where students are away from school for up to four days for health reasons or for any other reason which the Field Placement Committee considers valid, as well as in special circumstances for which prior approval would have been given by the Field Placement

¹ Educ Act (CAP.327)13(4)

² Educ Act (CAP.327)13(2)

Board of Examiners, they may be required to make up for any missed teaching duties as directed by the Field Placement Committee.³

- Students who fail to attend five days or more shall, either be required to repeat the whole TP in an additional year or, at the discretion of the Faculty of Education Board, may be required to carry out additional days of supervised practice during the same academic year as directed by the Board of the Faculty of Education.⁴ Students who fail a TP component shall be allowed to repeat the TP once only in an additional year of study under those conditions established by the said Board, provided that:
 - (i) students whose Block Practicum includes the teaching of two teaching areas and who fail to satisfy the examiners in the teaching of one of the teaching areas shall be considered to have failed the Block Practicum but may be allowed to repeat the Block Practicum in the failed teaching area only, if eligible in terms of the Principal Regulations and of these bye-laws, and
 - (ii) students shall only be allowed to repeat one of the two Block Practicums.⁵
- Students shall only be declared to have passed the Block Practicum by the Field Placement Board of Examiners. The academic and professional judgement of the Field Placement Board of Examiners is not reviewable.⁶
- A few days before you start the Block Practicum, a member of the Department of Leadership for Learning and Innovation will hold a briefing session during which more details will be given and during which you will be able to clear up any difficulties or queries that you may have.
- Remember that during the whole of the Field Placement you should consider yourself under the authority of the Head of School and you should abide with the rules and regulations of the school (e.g. dress code, school policies, supervision, school hours etc.). You are encouraged to participate, where possible, in activities organised by the school (eg. Celebration day, concerts, Parents' Day, School Development Days, Staff Meetings, briefings, school outings and others). You are also encouraged to develop a healthy educational relationship with your Teacher Mentor to reap the maximum benefits in teaching and learning.

³ Educ Act (CAP.327) 8 (c)

⁴ Educ Act (CAP.327) 8 (d)

⁵ Educ Act (CAP.327) 9

⁶ Educ Act (CAP.327) 10

Changes in timetable during Block Practicum

Changes in timetable should be immediately communicated to your Faculty Examiners.

The Final Assessment

A meeting of the Board of Examiners is convened during each Block Practicum session. At this meeting the progress of all students, including those students who are 'at risk' of not meeting standards set by the Faculty is fully discussed. All 'at risk' students will be examined by an additional examiner.

All 'failing' students will be able to repeat their failed Block Practicum the following year. Failing students in the 1st Year will repeat their Block Practicum in the 2nd Year.

Absences during Block Practicum

- Students who, for health reasons, fail to attend for up to four days during their Block Practicum should present a medical certificate within 24 hours to the Faculty Office. The medical certificate, drawn up by a Medical Doctor, should clearly state the ailment which is preventing the student from attending school and should include the name, signature and the Medical Registration Number of the Medical Doctor.⁷
- Certificates which do not state the reason for absence are not acceptable (i.e. it is not enough for the certificate to state that the student was sick or unwell on a certain date).
- Certificates issued by a family member of the student or National Insurance medical certificates or pre-printed certificates for the purpose of exempting students from attending school are not acceptable for this purpose.
- If you need to be excused from attending school for some reason or other, prior permission is to be sought from the Head of School and from our office.

Professional Misconduct or Unsuitability

The Dean of the Faculty may at any time suspend or preclude from the Field Placement any student who, following appropriate investigatory procedures that the University Disciplinary Board may establish for such cases, is deemed to have acted or be acting in a manner which jeopardises the welfare of pupils or which contravenes the relevant professional codes of conduct (i.e. professional misconduct), or whose behaviour is deemed to be incompatible with that required by the profession (i.e. professional unsuitability).⁸

⁷ Educ Act (CAP.327)8 (b)

⁸ Educ Act (CAP.327) 15

Placement of Gozitan students

Gozitan students may be placed in a Gozitan school during their 1st Field Placement ONLY. Placement of primary and/or secondary students in Gozo is subject to the availability of placements in schools, Teacher Mentors and examiners who will examine students in Gozo.

The Field Placement Observation Sessions

Themes Programme

The Themes Programme and Block Practicum

The Themes I and Themes II Module

Rationale: The Themes I and Themes II Module is designed to tackle the most pressing issues of education in our time. It is interdisciplinary - fostering reflective inquiry and professional practice. Across all the MTL courses, students come together for keynote lectures and professional development seminars. The Modules take a life-long learning orientation to children and young people's learning. Its pedagogic mode fosters collegiality and collaboration. It emphasises the connectivity of key theoretical and substantive issues, of disciplines and of practices and is iterative. Specific reflective and presentation skills as well as dispositions (of care, inclusion, equality amongst others) are nurtured.

The following are the Theme I and Theme II topics.

THEMES I – 1 st YEAR	THEMES II – 2 nd YEAR
1. Becoming a teacher	1. Low- incidence disabilities
2. Schools as communities of learning	2. High-incidence disabilities I
3. Social and cultural diversity	3. High-incidence disabilities II
4. Creating positive classroom climates	4. Approaches to challenging/meaningful behaviour
5. Student teacher relationships	5. Working in teams with other professionals
6. Developing respectful schools and classrooms	6. Language across the curriculum and teaching through L2
7. Parents and parental involvement	7. Promoting a Sustainable Society

Objectives of observation sessions

The Themes in Education Programme together with the Block Practicum, has a central position in the MTL programme. It is through school experience that you are given opportunities to acquaint yourself with the world of the school and the classroom. Through observation of teachers at work as well as conversing with them you will be able to explore the various challenges and issues of professional practice in actual school and classroom situations.

The Themes in Education observation sessions will focus on tasks based on themes that students will discuss during their Tutorial sessions. Each theme will be discussed during two Tutorial sessions that are held at times that Examiners identify with their respective groups. These will take place on Monday and Thursday.

Your observations will be focused on a set of issues and challenges which teachers have to deal with as they go about their work. Some of these issues and challenges will include: student motivation, managing the class, communicating effectively, planning curriculum activities, organising a learning environment, marking students' work, assessing and keeping records, self-appraisal and so on. The Teacher Mentor will be supporting you in all this and s/he will be modelling good practice. The weekly Tutorials in the Faculty, then, will be an occasion for you to analyse classroom observations and interview data with the help of appropriate readings. You will also be encouraged to develop a reflective attitude towards issues of professional practice.

The Themes Programme is meant to introduce you to the nature of schools and classrooms, seen from the perspective of prospective teachers. As such, you will adopt the role of a reflective observer, drawing on theoretical insights in order to make pedagogical sense of the varieties of experiences that arise and are constructed within a school setting. During the two year course, you will focus on the school as an institution, on the classroom, on the curriculum, on teachers and on learners. By focusing on the cultures of the school, you will become more aware of what it means to be educated at school level, and pursue the construction of your identity as prospective teachers on the basis of experience and critical reflection.

As a student teacher, you will be developing further your experience through general and subject-specific methodology, with particular reference to your one or two subjects of specialisation. Therefore you must familiarise yourself with the objectives, evaluation, tasks and learning outcomes for your Field Placement. You are expected to integrate yourself as a member of the school community. You will also need to demonstrate at all times a clear sense of moral and professional responsibility. You will need to show a sense of awareness of your influence as role models for adolescents.

Gradually, your Teacher Mentor will engage you more actively in the teaching and learning process. For instance, you will do this by teaching small groups, helping individual students with learning difficulties, co-teach with your Teacher Mentor and, when you have developed enough confidence, taking the whole class for a lesson. By the time you will take the classes for Block Practicum, therefore, you will already have acquired some of the rudimentary skills of teaching.

Accordingly, you will:

- arrive punctually and regularly at the beginning and remain until the end of each day as designated by the Faculty/school;
- interact positively with students and school personnel;
- address tasks based on themes assigned during your tutorials;
- maintain an open dialogue with your Teacher Mentor or co-operating teacher;
- seek and accept responsibilities for the Field Placement in consultation with your Examiner, teacher(s), and the school administrator who is responsible for student teachers in the school;
- participate, as much as possible, in certain aspects of school life including extra-curricular activities, parent-teacher sessions, staff meetings, professional days, etc.

Subject Tutorials

Each week students will participate in a subject Tutorial with their subject Examiner. The topics to be covered, but not exclusively, should include:

- Basic Planning
- Designing a lesson-plan
- Designing a single lesson and a sequence of lessons
- Developing a scheme-of-work
- Self Evaluation
- Remote Preparation
- Basic Classroom Management
- Questioning Techniques.

Students are to be set tasks throughout the course.

Assessment

The Field Placement is assessed on a PASS or FAIL basis. It is a compulsory study-unit during which students will be engaged in different learning experiences and need to successfully complete them to pursue the programme during the 2nd Year. If they fail to pass any one of the two components made up of 2 ECTS they will be given the opportunity to recycle that component in the 3rd Semester (Summer). If the failing component is the block TP they would be required to undertake the 1st TP in their 2nd Year and complete the 2nd TP in a recycle year.

All 3 components are compulsory.

ROLES AND RESPONSIBILITIES

The delivery of an effective Field Placement depends on a well co-ordinated partnership, with all participants having clear and mutually understood roles and responsibilities.

The main participants are:

- the student teacher
- the university Faculty Examiner
- the Teacher Mentor
- Heads of School

Their respective roles and responsibilities are summarised below.

The Student Teacher

The student teachers at the University of Malta are, from the start of the course, introduced to issues of professionalism in teaching. They are expected to use their time on placement to develop both their understanding and their own practice.

Partner schools and colleges can expect that student teachers will:

- adopt a professional approach to all aspects of their school/college experience;
- attend regularly and punctually;
- familiarise themselves with institutional policies and procedures, and adhere to them;
- conform to appropriate professional standards of dress and demeanour;
- be available to discuss progress with Examiners and school-based personnel at agreed times, and engage constructively with feedback offered;
- seek to take a full and active part in the wider aspects of a teacher's role within and out of the school.

The University Examiner

Examiners are pedagogy specialists and experts in their main teaching subject. They assist student teachers by carrying out focused observation of their teaching and providing feedback and advice. During the Block Practicum examiners may carry a number of supervisory conferences, of at least an hour's duration, with the allocated group of students as a whole or individually. These develop the student teacher's thinking about teaching in ways that can be incorporated into subsequent performance and assist them in detailed challenges to their thinking.

Responsibilities

- Before the start of the Block Practicum, the Faculty Examiner should meet with the allocated group of student teachers to discuss Teaching Practice related issues.
- The main Examiner and second Examiner are to keep in touch and plan together to ensure a fair distribution of visits.
- Before the start of Block Practicum, the Faculty Examiner should meet the Teacher Mentor to discuss and plan accordingly.

- During the placement, the University Examiner should:
monitor the student teacher's progress by:
 - observing the student teacher teaching.
 - conducting at least two visits (unless advised otherwise).
 - discussing the Block Practicum File / Portfolio with the student teacher.
 - conducting post conference sessions with the student teacher observed.
 - providing a completed copy of the electronic Block Practicum Assessment Sheets for the student teacher either straight after the lesson or within 24 hours of the observed session.
- Calling an additional conference in the case of any significant difficulties. These are to be held at the Examiner's office or at other mutually agreed location.
- Hold discussions with the Second examiner during and after the Teaching Practice phase.
- Discuss the student teacher's progress with the Head of School/Teacher Mentor.
- A final summative report will be compiled for those students who fail their Teaching Practice.

School Management Team

It is encouraged that during the Field Placement the Head of School, together with the School Management Team, ensures that the student teacher has been welcomed into the school and provided with appropriate information about:

- Key people and roles
- Details of the class/es and duties assigned
- Details of teaching responsibilities, curriculum and time table
- Relevant school policies
- Resources and amenities of the school.

Pastoral Care

The School Management Team is encouraged to:

- support the student teacher as necessary by:
 - helping her/him to feel welcomed and accepted in the school community
 - monitoring student teacher's school-based work
 - visiting the student teacher in class
 - discussing the student teacher's placement, involvement and progress with the University examiners.

Conferencing

The School Management Team is encouraged to:

- ensure that student teachers are able to converse regularly with the Teacher Mentor or class/subject teacher.
- arrange a weekly opportunity when the student teacher(s) will discuss progress in terms of teaching competence and in terms of specific dimensions of teaching with a member of the Senior Management Team.

The Teacher Mentor

- The Teacher Mentor's overall role is to promote the growth and development of the student teacher to improve student learning. S/he is ready to share her/his knowledge and good practice with potential teachers.
- She/he is considered as critical support in guiding student teachers to link theory and practice and help prevent student teacher isolation by supporting their morale, communications and collegiality.
- The Teacher Mentor has available copies of schemes of work, class timetables (if appropriate) etc., to give to the student teacher at the preliminary visit.
- During the placement the Teacher Mentor as class/subject teacher should discuss with the student teacher:
 - The curriculum being followed (by the class organisation of teaching and learning).
 - The resources available and their management.
 - The scheme of work, programme to be developed during the Block Practicum Phase and lesson planning.
 - Other matters raised by the Faculty Examiner.

The chart below shows ways in which University Examiners, Teacher Mentors/school-based personnel and student teachers can work together to make Field Placement as successful as possible.

Student Teacher	Teacher Mentor	University Examiners
Observe teachers teaching in order to see how they manage different lessons in different curriculum areas.	Advise the student teacher on the resources available, their storage and the procedure for their use.	Make sure that the student teacher is properly prepared and resourced for any work planned.
Plan and prepare efficiently and effectively, preparing and checking out resources in ample time.	Liaise with other staff to provide a variety of teaching experience. Model teaching strategies for the student teacher, in particular those identified as aspects requiring development.	Discuss with student and Teacher Mentor any additional help that might be required by the Faculty. Help the student teachers to adapt their approach to the needs of the placement.
Have plans for each day readily available for discussions and comment.	Discuss and comment upon a student teacher plan.	Check that the student teacher is sustaining level of planning.
Working from their own plans: a) explain what it is they are trying to achieve. b) Ask for advice about their plans and the level of outcome to be expected and achieved.	Make suggestions about how planning and preparation can match with intentions for learning (class specific knowledge)	Assist student teacher in relating choice of teaching strategy to achievement of selected learning intentions. Respond with appropriate advice to student teacher written evaluations.
Use their assessments and records, where appropriate, to recognise how individual pupils are progressing and consult with the class teacher about acceptable levels of achievement.	Discuss pupils' work, levels of achievement and ways of managing activities to achieve differentiated work for individual children.	Help the student teacher to use the records they keep to inform their teaching, and to differentiate the tasks set to match pupil/group needs.
Identify aspects of their teaching to discuss with the teacher and gain feedback.	Watch the student teacher teach and discuss the session afterwards.	Watch the student teacher teach and give written and oral feedback as soon as possible following the observation.
Set targets for development at the start and review these in discussion with the class teacher and Examiner. Continue to review targets regularly.	Discuss how initial targets might best be met in the specific class situation. Work with the student teacher to identify further targets as necessary.	Help the student teachers to set targets and develop relevant action plans.
Work to fit in with the life of the school, by helping in as many ways as possible.	Help the student teacher and the examiner to understand the requirements of the school.	Help the student teacher to set targets and develop relevant action plans.
Involve themselves in extra-curricular activities and aim to take over an aspect of that work.	Facilitate student teacher work in the extra-curricular areas. Provide relevant information and give advice as needed.	Oversee the breadth of the student teacher experience. Encourage student teachers to take every opportunity offered whilst ensuring they do not take too much on.
Be aware and alert to Health and Safety procedures and practices.	Ensure that the student teacher is provided with the relevant information about Health and Safety policies and practices.	Monitor progress and development in Health and Safety.

CODE OF PRACTICE FOR TP EXAMINERS DURING TEACHING PRACTICE

In order to ensure the highest possible standards of supervision and promote educational quality, Examiners are advised to adhere to the following Code of Practice.

Preamble

1. Examiners are to respect the rights of student teachers and colleagues in accordance with relevant regulations and organisation requirements.
2. Examiners are to act in a manner which recognises diversity as an asset and does not discriminate in respect of race, gender, disability, age, sexual orientation or religion and belief.

Working with student teachers

3. Examiners should make the Faculty's expectations known to the students before the visits start, preferably through a preliminary meeting held prior to Teaching Practice or in the first week of Teaching Practice.
4. Examiners are expected to conduct the first visit by not later than the 2nd week of the Block Practicum.
5. During the Block Practicum period it is advisable that Examiners maintain contact with the students assigned to them to reflect on their classroom practice.
6. Examiners are advised to make their presence known to the School Administration when visiting schools.
7. Examiners are expected to respect the student's time-table/daily schedule unless special circumstances prevail.
8. Examiners are expected to allow the student teacher to complete the lesson without interrupting. If an examiner deems an intervention as vital, this should be carried out in the most discreet way possible.
9. Examiners are expected to give both verbal and electronic feedback:
 - Verbal Feedback on the electronic TP Assessment Sheets should be given after the observed lesson. When not possible, fix an appointment to see the student later.
 - Electronic feedback is provided by filling in the TP Assessment Sheets - which is a formative type of assessment - and these will be forwarded to you within 24 hours

10. Examiners who are concerned about a student's progress should clearly express this concern and note it in the electronic TP Assessment Sheets.
11. Examiners should not accept gifts or in any way let themselves be influenced in their assessment.

Working with fellow examiners

12. Examiners are expected to maintain contact with each other so as to establish and respect the dates of their visits, which should be spread over the five-week period, and ensure that a variety of lessons are observed.
13. Examiners are to uphold the reputation of the profession by never unjustly or knowingly damaging the professional reputation of another or furthering their own position unfairly at the expense of another.
14. Examiners are to adopt a collegial and professional attitude.
15. University examiners are to engage with Teacher Mentors on a regular basis and can involve them during discussions with the student teacher.

Working with the Department of Leadership for Learning & Innovation

16. As soon as practicable, examiners shall immediately notify the Field Placement co-ordinator - within the Department of Leadership for Learning and Innovation - of any actions or behaviour by student teachers that constitute grounds for concern vis-à-vis the learners under their care.
17. In the case of a potentially failing student, Examiners should request a third examiner to carry out an additional visit as per Assessment Regulations.
18. At the end of the Block Practicum Examiners must attend the Board of Examiners convened by the Field Placement co-ordinator to assess the performance of each student.
19. Examiners should attend the meeting called by the Field Placement coordinator to communicate the result to a failing student.

CODE OF PRACTICE FOR STUDENT TEACHERS DURING TEACHING PRACTICE

Preamble

To maintain the honour and dignity of the profession, and promote educational quality, student teachers should observe core ethical values and adopt appropriate professional conduct at every stage of their development during their course.

The main objective of this Code of Practice is to provide guidelines to you, the student teacher, in relation to your duties and obligations during your Field Placement. In addition to this document, you are strongly advised to read the *Teachers' Code of Ethics and Practice* (2012, Ministry of Education and Employment) paying particular attention to the Key Principles.

It is important to understand that once you are a student teacher at University aiming to become a teacher and visiting schools, you will immediately be looked at as a role model and therefore it is of utmost importance that you adhere to the principles in the above documents whether you are on Block Practicum, at university or in the community.

Working with the school

1. You should respect the hosting school's aims and policies, including its dress code.
2. You should adopt a professional attitude towards your hosting school and fellow student teachers.
3. During Field Placement you should regard yourself as part of the school's teaching staff.
4. You are expected to conform to the established ethos of the hosting school and should respect and follow the school's code of ethics.
5. You must arrive at school at a time stipulated by the school administration every day of the Field Placement and be present at school all day.
6. You are encouraged to join in the various activities – professional and extra-curricular – organised by the school.
7. While you are encouraged to plan your own material, you should ensure that the overall programme of learning is not interrupted. It is therefore crucial for student teachers to liaise with the mentor/class/subject teacher.
8. You should seek to develop effective working relationships with the cooperating teacher, the learning support assistant, the rest of the staff, including ancillary staff, and other student teachers.
9. If your Block Practicum is in a primary school, you may be asked to release the class for one afternoon a week so that the classroom teacher can keep contact with the learners. You are to remain in class to observe and support the mentor/class/teacher.

Working with learners

10. You should seek to promote the intellectual, physical, moral, social, emotional, creative, and cultural development of all learners.
11. Your learners should see you as an approachable person, however you should maintain professional distance inside and outside school. You should avoid inappropriate physical contact and any other intimacy. This includes inappropriate social media communication. Only institutionally approved network communication sites (such as Fronter) should be used to communicate with learners, and the content of communication should not be of a personal nature but of a professional nature.
12. You should not take advantage of the professional relationship that develops during Teaching Practice for your own personal benefit by giving private tuition to your own learners in any form.
13. As student teachers you should be responsible for providing good quality learning opportunities for the learners in your class/es during your Field Placement and Block Practicum in particular.
14. You are to attain good knowledge of the learners under your care, their needs and potential so as to plan your teaching in a manner that addresses their unique processes of growth.
15. You are to have a good understanding of the aims and objectives of the whole syllabi of the particular levels and subjects you are teaching to be able to connect your teaching within the Block Practicum period with previous and future learning experiences of the learners.
16. You are expected not to stigmatise or label any learner, nor engage in unfair or discriminatory treatment of them on any grounds. Any sexist, racist, homophobic or disablist comments or behaviour could lead to disciplinary measures taken against you. You are also expected to ensure that learners in your class do not discriminate on these grounds.
17. Should you observe any unusual behaviours or symptoms in a learner that could indicate an underlying health or social problem, refer to the School Management Team for guidance. It is not your responsibility to speak about such matters to parents/guardians.
18. Physical, verbal, emotional and sexual abuse of learners will lead to disciplinary measures.

Working with parents

19. You are encouraged to develop and maintain a positive relationship between home and school **under the guidance** of the Head of School or a member of the Senior Management Team.
20. You are expected to respect parents, guardians and carers in their capacity as partners in the educative process.
21. You are encouraged to promote the active participation of parents, guardians and carers in the education and welfare of children.

Working with your Examiners

22. You should send a copy of your timetable and calendar of events to your Examiners and the Field Placement secretary as soon as these are made available to you by the school.
23. You must always inform your Examiners in good time of any activities and or changes to your timetable.
24. The Teaching Practice File and other materials/resources including all Examiners' reports should always be available in class during Block Practicum.
25. Student teachers encountering difficulties in their Block Practicum should attempt to resolve the situation by discussing it immediately with either Teacher Mentor, University Examiners, the school administrators, and/or the Field Placement Coordinator.

Working with your Teacher Mentor

26. You should consider your Teacher Mentor as someone who has your interest at heart and would like to see you grow into a mature professional.
27. Be open to ideas and constructive criticism which will enrich your teaching strategies.
28. Consider the Teacher Mentor as someone whom you can trust and therefore feel free to be open with her/him and discuss any issues which you feel will help you better your teaching strategies.
29. Always keep your Teacher Mentor informed if for some reason or other you will not be able to attend school.

Procedures

30. You are strongly advised not to engage in activities (e.g. employment) which could interfere with the time and energy required to prepare lessons and teach effectively during the Teaching Practice period.

31. In case of absence from school due to illness, you should inform your Examiners, the School Management Team, and the Field Placement secretary as early as possible. You must also submit an original medical certificate, together with a medical note to the Field Placement secretary within 24 hours. The medical note should clearly indicate the nature of the condition and the doctor's medical number.

32. In exceptional circumstances, student teachers may seek to obtain permission from the Field Placement coordinator to absent themselves from school. Unapproved absences from school during Field Placement are not tolerated. Student teachers will be required to make up for approved absences.

Any breach of this Code of Practice brought to the attention of the Field Placement co-ordinator shall be referred to an *ad hoc* Disciplinary Board appointed by the Board and may result in a recommendation to Senate for dismissal from the Course.