

Role of Principal and Class Teacher

- The school placement schedule has been designed to meet with the criteria set out by the Teaching Council
- Role of principal and co-operating teacher as outlined in the *Teaching Council Guidelines on School Placement, 2013*
- MIC provides guidance to co-operating teachers to support their feedback to students
- The mentoring relationship between the teacher and student teacher is very valuable. MIC would like this to continue and recognises that assessment is not a feature of the role of the principal or of the co-operating teacher

MIC is very grateful to schools for facilitating students on school placement.



Professional Masters in Education

Students on the two-year PME follow a similar School Placement programme.

Features of School Placements

- Four school based placements over four years
- Both college-sourced and student-sourced placements
- Acknowledgement of the expertise of the class teacher as mentor of student teachers
- Opportunity for students to teach all class bands
- Opportunity for students to teach in a range of school-types and with various Patron Bodies
- Student choice of placement location
- Emphasis on school-based learning
- A focus on the benefit of observing best practice
- Both partnered and non-partnered placements
- An integrated approach to inclusion



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School Placement

4 Year B.Ed

4 Year B.Ed in Education & Psychology



The four year B.Eds. have been designed to fulfil the Teaching Council's criteria for Initial Teacher Education programme providers. The school placement element of the four year B.Eds. combines observation, specific class teaching and participation in whole-school teaching and learning activities. Placements are designed to ensure that students experience all aspects of school life and are guided and empowered in the process of becoming a teacher.

SCHOOL PLACEMENT OVERVIEW

Placement 1

Year 1, Autumn Semester

Lectures and tutorials

- In College preparation for placements
- Lectures and tutorials addressing
 - Professionalism
 - Preparation
 - Reflective practice
 - Engaging with school personnel

Placement 2

Year 1, Spring Semester

February/March

Mondays and two-week block

- **Focus of placement:** Beginning to teach
- Gradual introduction to whole class teaching
- Middle classes: 1st to 4th
- College sources classes
- Partnered



Placement 3

Year 2, Spring Semester

April/May

Six weeks

- Observation, teaching and participation in whole school learning initiatives
- Teaching one class (1st – 6th) for three weeks
- Student sources school
- Non-partnered



Placement 4

Year 3, Spring Semester

Additional Educational Experience/Applied Placement

Alternative education setting as selected by the student

The Extended Placement

Year 4, Autumn Semester

September - November

12 week placement

- Observation, teaching and participation in whole school learning initiatives
- Teach two classes for three week blocks - a class from 1st – 6th and an infant class
- Integrated focus on inclusion and differentiation
- Student sources school
- Non-partnered

