



Strand work- teaching and learning initiatives September 16th – 30th 2024

Sept. 9th – 13th: Assisting with Infants and Strand planning; Sept. 16th – 27th Strand engagements

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Inclusive Practice	Team Teaching	Curriculum Focus	Assisting and Observing in Teaching Block 1 class	Other Engagements

From Sept. 16th – 27th, the student is engaged in a variety of teaching and learning initiatives (Strands). Students' experiences will vary according to the school context. **Ideally, students will engage in as many Strands as possible and with a range of classes.** For example, a student may be assigned to particular classes for Strand 1 and Strand 2, while he/she may do Strand 3 in different classes. Students are required to plan their Strand work in Week 2 (Sept. 9th – 13th) and at all times students should follow teachers' guidance. There is no minimum requirement for each Strand as it is expected that students will avail of every opportunity afforded to them to be fully engaged in teaching and learning each day.

Strand 1: Inclusion/SEN Focus: Learning about inclusive practice and the school's approach to Special Education are features of the Extended Placement. Students will be expected to become familiar with the approaches to learning support in operation in the school and make a contribution to this approach **as deemed appropriate by the school.** Under the guidance of the class teacher and the Special Education Team (resource/learning support teachers), students will work throughout the school with a view to understanding how all pupils, and in particular pupils with special educational needs, engage in learning in the inclusive classroom.

Strand 2: Team Teaching: participating in team-teaching initiatives as they occur in the school: Their contribution to team teaching, or similar approaches operated by the school, is not confined to particular classes and the students can become involved throughout the school, as deemed appropriate.

Strand 3: Curriculum focus: planning and running a small scale project: Having completed all compulsory curriculum modules (and all *Bachelor of Education* students have completed two education elective modules), students are asked to identify a curriculum area in which they have a particular interest. In collaboration with the staff, the student develops a plan for their chosen curriculum focus. The plan should reflect the aptitudes and skills of the student and be responsive to the school's needs in that area. It is recommended that at least five Curriculum Focus sessions are conducted.

Strands 4 : Observing, Assisting and Teaching in Teaching Block 1 class. Complete the Teaching Block 1 Observation and Consultation Portfolio; become involved in class activities; if permitted by the teacher, teach a few lessons.

Strand 5: Other: Any other teaching and learning initiative deemed appropriate by the school in which you have been actively involved.



Obair Shnáithe- Gníomhaíochtaí Éagsúla Teagaisc, 16 - 27 Meán Fómhair 2024

Meán Fómhair 9 – 13: Ag tacú le Naíonáin agus Pleanáil Snáithe ;
Meán Fómhair 16– 27: Obair Snáithe timpeall na scoile

Snáithe 1	Snáithe 2	Snáithe 3	Snáithe 4	Snáithe 5
Cleachtas Ionchuimsitheach	Teagasc Foirne	Fócas Curaclaim	Ag tacú sa rang tagaisc	Gnéith Eile

Ó 16 – 27 Meán Fómhair bíonn an mac léinn páirteach i réimse gníomhaíochtaí teagaisc (Snáitheanna). Tuigtear go mbeidh cúinsí éagsúla i scoileanna éagsúla. De ghnáth tarlaíonn na gníomhaíochtaí seo ar fud na scoile ach beidh éagsúlacht ann ó scoil go scoil. Beidh éagsúlacht ann ó thaobh ama a caitear ar na Snáitheanna éagsúla ó scoil go scoil agus ar an aschur oibre. Táthar ag súil go mbeidh an mac léinn gnóthach an t-am ar fad agus go mbainfidh sé/sí leas as gach deis a tugtar dó/di. Pléifidh na mic léinn an obair shnáithe go mion sa chead seachtain (MF 9 – 13) agus déanfar athbhreithniú ar na tuairimí go rialta le foireann na scoile ina dhiaidh sin.

Snáithe 1: Cleachtas Ionchuimsitheach le fócas ar Oideachas Speisialta

Is gné ar leith den socrúchán leathnaithe í foghlaim faoi chur chuige na scoile maidir le hOideachas Speisialta. Ag leibhéal ranga, le cabhair an mhúinteora agus le cabhair múinteoirí oideachais speisialta caithfidh na mic léinn am ag cur aithne ar na daltaí d'fhonn tuiscint a fháil ar conas mar a théann daltaí, daltaí le riachtanais oideachais speisialta san áireamh, i ngleic leis an bhfoghlaim i seomra ranga ionchuimsitheach. Cuirfear béim ar thimpeallacht foghlama atá fuinniúil agus freagrach a chothú ina mbaintear úsáid as teagasc ranga uile, teagasc i ngrúpaí beaga agus teagasc aonair. Beifear ag súil go gcuirfidh mic léinn iad féin ar an eolas maidir leis an gcur chuige atá i bhfeidhm sa scoil agus cur leis an gcur chuige ag leibhéal na scoile uile mar is cuí.

Snáithe 2: Teagasc Foirne: Ag glacadh páirt san Teagasc foirne ar fud na scoile faoi mar is cuí sa scoil.

Snáithe 3: Fócas Curaclaim – togra beag a phleanáil agus a chur i bhfeidhm

Tá gach modúl curaclaim éigeantach déanta ag na mic léinn agus dhá mhodúl roghnach oideachais, agus iarrtar ar mhic léinn limistéar den churaclam a aithint ina bhfuil spéis ar leith acu. Forbróidh an mac léinn, i gcomhar leis an bhfoireann scoile, plean dá rogha limistéir spéise. Beidh inniúlachtaí agus scileanna an mhic léinn léirithe sa phlean agus freagróidh sé do riachtanais na scoile sa limistéar sin. Ar mhaithe le leanúnachas a chinntiú, ba chóir go mbeadh 5 sheisúin i gceist.

Snáithe 4: Ag tacú sa rang: Mar ullmhúchán don Tréimhse Teagasc, beidh an mac léinn i mbun comhairle leis an múinteoir ranga. Beidh *Punann Breathneoireachta* agus an Punann Comhairliúcháin le líonadh isreach acu. Ba choir go mbeadh said gníomhach sa rang agus le cead an mhúinteora múinfidh said cúpla cheacht.

Snáithe 5: Páirt a ghlacadh in aon tionscnamh / togra foghlama eile timpeall na scoile.