



## Strand work- teaching and learning initiatives Jan. 24<sup>th</sup> – Feb. 23<sup>rd</sup> 2022, (updated 12.1.'22)

Jan. 24<sup>th</sup> – 28<sup>th</sup> : Assisting in Teaching Block classes and Strand planning; Jan. 31<sup>st</sup> – Feb. 23<sup>rd</sup> : Strand engagements;

Strand 1 Inclusive Practice	Strand 2 Team Teaching	Strand 3 Curriculum Focus	Strand 4 Well-being - SPHE & PE	Strand 5 Teaching Mathematics
Strand 6 Language Teaching	Strand 7 SESE	Strand 8 Arts Education	Strand 9 Contribution to Remote Teaching	Strand 10 Other

From Jan. 31<sup>st</sup> – Feb. 23<sup>rd</sup>, 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 the other Strands in different classes. Students are required to plan their Strand work in Week 1 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. **As per DES Information Note 001/2022, it is recognised that students may be engaged in paid substitution during these dates.**

**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 six Curriculum Focus sessions are conducted.

**Strands 4 - 8:** These Strands focus on curriculum areas and the student can teach these strands on a weekly basis to different classes. For example, in collaboration with the teachers a student may teach **Arts education (Strand 8)** in one class over the four weeks, while teaching **SPHE & PE (Strand 4)** in a different class and teach **SESE (Strand 7)** in another class on a weekly basis. This approach provides the student with experience teaching different class levels and in collaboration with the class teacher to develop a theme over a number of weeks.

**Strand 9: Contribution to Remote Teaching:** Become familiar the school's approach to remote teaching so that in the event of school/class closures the student will be in a position to assist a teacher's remote teaching. This may mean preparing material in the event of a school closure or preparing materials for pupils who cannot attend school due to Covid-19.