



**B.Ed. / B.Ed. Psy. Year 3
Professional Placement 3
Teaching Schedule
January 6th – 22nd 2021**

(This placement replaces the original 6 week placement in April/May 2020, which was rescheduled due to Covid19 closures nationwide)

<p align="center">January 6th – 8th Week 1</p>	<p align="center">Strand work <i>Observation and Consultation / Assistance in your Classroom</i> <i>Inclusion/SEN</i> & Teach 2/3 x lessons each on Thursday & Friday (RE, SPHE, PE, Geography, History) [arranged with class teacher] <i>Lesson notes for all subjects listed</i></p>
<p align="center">Jan. 11th – 15th Week 2</p>	<p align="center">Students teach 3 lessons per day (Mon) & Students teach 4 lessons per day (Tues – Fri) [arranged with class teacher] <u>Including the following subjects:</u> 1 lesson each for RE, PE, SPHE, History, Geography 2 lessons each for Science, Visual Art, Music, Drama, English, Gaeilge and Mathematics <i>Lesson notes for all subjects listed</i></p>
<p align="center">Jan. 18th – 22nd Week 3</p>	<p align="center"><u>Teaching</u> Teaches full curriculum to the whole class <i>Lesson notes for all subjects and weekly schemes for Eng/Gae/Maths/RE</i></p>

The Teaching Schedule is designed to allow the student become involved in strand work (in-class SEN) and their teaching load gradually increases throughout the placement. In Week 1 the student is involved in in-class SEN work to the extent that the school determines is appropriate. Students teach two/three lessons on Thursday and Friday of Week 1, three lessons Mon. in Week 2 and four lessons on Tuesday - Friday in Week 2.

Strand 1: Observing & Assisting in Base Class.

Getting to know your class by; observing, becoming involved in group activities, discussing each area of the curriculum with the teacher, and planning in line with her/his recommendations.

Strand 2: Inclusion/SEN Focus: learning about inclusion in the selected class regarding approaches to SEN, inclusion and differentiation.

Learning about inclusive practice at a class level, under the guidance of the class teacher and/or Special Education teacher, students will spend time getting to know the pupils in class with a view to understanding how all pupils, and in particular pupils with special educational needs, engage in learning in the inclusive classroom. Evidence of inclusive practice, in planning and teaching, will be expected throughout the teaching block.

NOTE: This Teaching Schedule allows flexibility for schools/class situations.