



<b>Strand 1:</b> Inclusive Practice	<b>Strand 2:</b> Language teaching	<b>Strand 3:</b> Curriculum Focus	<b>Strand 4:</b> Well-being - Teaching SPHE & PE
<b>Strand 5:</b> Teaching Arts Education	<b>Strand 6:</b> Teaching SESE	<b>Strand 7:</b> Contribution to Remote teaching	<b>Strand 8:</b> Other

From **March 1<sup>st</sup> – 26<sup>th</sup>** the student is engaged in a variety of teaching and learning initiatives (Strands). As the circumstances of each school differs and some students conduct all Strand work in one class while others are working across two classes, 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. Students are required to discuss the Strand work in detail at the preliminary meeting and to keep it under review with school staff.

**Strand 1: Inclusion/SEN Focus:**

Learning about inclusive practice and the school’s approach to Special Education are features of the extended placement. At a class level, under the guidance of the class teacher and the Special Education Team (resource/learning support teachers), students will spend time getting to know the pupils with a view to understanding how all pupils, and in particular pupils with special educational needs, engage in learning in the inclusive classroom. The emphasis will be on creating a dynamic and responsive learning environment using a blend of whole-class, small-group and individual teaching. 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.

**Strand 2: Language teaching:** This is among Curriculum priorities in school’s re-opening. Please refer to p. 18 – 22 of *Returning to school: Curriculum guidance for primary school leaders and teachers* (link below) when planning work in this area with the teacher.

**Strand 3: Curriculum focus: planning and running a small scale project**

Having completed all compulsory curriculum 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.

**Strand 4: Teaching SPHE & PE.** Listed as a Curriculum priority area - refer to p. 15 -17 of the *Curriculum Guidance* when planning work in this area with the teacher.

**Strand 5: Teaching Arts education.** It is recommended that the student teaches Music, Drama and Visual art over two of the four weeks.

**Strand 6: Teaching SESE:** It is recommended that the student teaches Science, History and Geography over two of the four weeks.

**Strand 7: Contribution to Remote teaching:** Familiarise yourself with the school’s remote learning policy and ascertain how best you can contribute to the school’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.

**Strand 8:** Other teaching and learning initiatives deemed appropriate by the school.

<https://s3-eu-west-1.amazonaws.com/govieassets/81988/6505b962-fada-4333-b5eb-b582dda26645.docx>