



Professional Master of Education

School Placement Information 2022-2023





School of Education, UCD

Introduction

Thank you for agreeing to provide a school placement for our student teacher(s). Your role is critical to their professional formation and we look forward to working with you and supporting you in undertaking this role.

The Professional Master of Education (PME) at the School of Education, University College Dublin is a two-year, full-time Level 9 programme which is creative, innovative and a leading model in initial teacher education internationally.

Given our belief and the research evidence of the requirement to focus attention during initial teacher education to both the theoretical and the practical, we endeavour at all times to make explicit connections between carefully planned module content, coursework and school placement during student teachers' formation. We perceive each component and their interconnection as key to the flourishing of the student teacher during the course of the PME programme. Collectively and distinctively, therefore, each of these components contributes to the success of the PME programme.

School placement support is conceived of under the Teaching Council's ['Guidelines on School Placement'](#) and [CÉIM Standards for ITE](#) in such a way that it occurs within the context of a collaborative professional community. Members of this community include the student teacher's co-operating teacher(s), school leaders, other teachers in the school and a range of university-based teacher educators. You may find the school placement policy template below useful: <https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Documents/SP-Template-Policy-for-Schools.docx>

The purpose of this School Placement Booklet is primarily to inform school leaders and co-operating teachers about key aspects of the PME programme, particularly those aspects determined as priorities in the formation and development of a sustaining and nourishing relationship between student and co-operating teacher. An overview of topics covered at induction, a typical week for student teachers during the PME programme and expectations for supporting student teachers while on school placement are provided here. Furthermore, key dates in the academic year for student teachers on the PME programme, and contact details of link personnel co-ordinating the PME programme at the School of Education are provided for your information. See <https://educonnect.ie/> for more information.

We wish you a successful academic year ahead and thank you for your commitment and contribution to the professional formation of our student teachers.

Dr Rachel Farrell, PME Programme Director and Dr Declan Fahie, Director of School Placement.



Induction – September 5th (afternoon) and September 8th (all day)

The above session will provide an overview of:

- Protocols for School Placement
- Supports for the Beginning Teacher
- Child Protection & Health & Wellbeing
- Classroom and Behaviour Management
- Fundamentals of Teaching, Learning and Assessment for the Beginning Teacher

UCD Academic Calendar

Please note that the school placement and UCD academic calendars are not completely aligned and key dates are noted in the table below and further details are in the links below.

https://www.ucd.ie/students/t4media/Academic%20Calendar%202022_2024.pdf

<https://www.schooldays.ie/articles/school-calendar-2022-2023>

	Semester 1
Lectures (12 weeks)	5 th September - induction week 12 th September 2022 – 2 nd December 2022 - official teaching term
School Midterm Break	31 st October 2022 – 4 th November 2022 (there will be no PME lectures during this week in lieu of induction week)
	Semester 2
Lectures *	23 rd January 2023 – 10 th March 2023
Study Period	13 th March 2023 – 26 th March 2023 (no lectures)
Lectures *	27 th March 2023 – 27 th April 2023
School Midterm Break	13 th February 2023 – 17 th February 2023
School Easter Break	3 rd April 2023 – 14 th April 2023 (while these are school breaks, there WILL be university lectures)
<p>*Year 2 students will be on Block Placement when schools reopen on Thursday 5th January 2022 Year 2 students will return to UCD for Professional Workshops scheduled at the end of Trimester 2 – dates TBC</p> <p>The PME is a professional programme and as such the school placement dates may be outside of the academic calendar date. Therefore, it is very important that you adhere to the start and end date of placement as agreed with your school. It is not acceptable to leave the school placement without notifying the PME programme director.</p>	



Typical week for a PME student at UCD School of Education

Year One

	Monday	Tuesday	Wednesday	Thursday	Friday
School	Morning	Morning	Morning		Full Day
UCD	Afternoon	Afternoon (depending on subj. methods)	Afternoon (depending on subj. methods)	Full Day (all students)	

Year Two

	Monday	Tuesday	Wednesday	Thursday	Friday
School	Morning		Morning	Morning	Full Day
UCD	Afternoon (depending on subj. methods)	Full Day	Afternoon (depending on subj. methods)	Afternoon (depending on subj. methods)	


School timetables need to make allowances for students to attend mandatory lectures throughout the week as per their specific timetables. Professional workshops will be organised for PME 2 students at the end of trimester 2 and schools will be notified of dates in advance.

What is expected in the first month of school placement?

An advisable and evidence-informed approach for student teachers beginning their initial teacher education is that they engage in lesson observation and co-teaching. Ideally, students observe their co-operating teacher for the first two weeks and then co-teach with him/her for the next two weeks. During observation of lessons student teachers are encouraged to identify patterns and pedagogical routines associated, but not limited to, lesson structure, subject pedagogical and content knowledge, approaches to classroom organisation and interaction, including cooperation and conflict through discussions about deliberate classroom management strategies. To continue to best guide the student teacher, this period of observation is recommended, with the consent and agreement of co-operating teachers, to be followed by the opportunity to engage in co-teaching. Links to illustrative shadowing/observation templates and guidelines for co-teaching are available on page 8. We recognise the barriers to this approach in a COVID-19 environment.

Required teaching hours per week in order to comply with Teaching Council registration regulations

Students are required to teach a minimum of four and a half hours a week and a maximum of eight hours across two subjects. This range reflects awareness of school context and the fact that student teachers will have different requirements as individuals. It is preferable that students are not given "stand alone" classes where they can struggle in developing a rapport with pupils through infrequent contact. Teaching hours for Year 1 students are usually confined to Junior Cycle classes. We request that no more than one TY class group be assigned to our students due to the nature of this year group and the disruption it causes to class




contact time. At least one class period (i.e. one forty-minute or one hour period, and not a class group) must be in the student teacher's second subject. In some subjects this may be achieved through extra-curricular activities or through curriculum leadership in Transition Year or Leaving Certificate Applied.

Elements of School Placement ([*'Guidelines on School Placement' page 13*](#))

Additional core activities students should engage with during their school placement, beyond their classroom teaching may include: Planning for teaching, learning and assessment (assigned classes); assessment of learning (assigned classes); assessment for learning (assigned classes); structured observation of classroom practice; participation by student teachers in school-based orientation programmes; professional conversations with experienced teachers; structured feedback from HEI placement tutors and co-operating teachers on practice observed; critical reflection on practice, both individually and with colleagues; learning support and resource teaching; attendance at staff meetings; school-based research which is relevant to school placement; supported engagement with parents; supported engagement with other professionals and engagement with school-based continuing professional development and/or school development planning.

The Role of the Student Teacher

- Engage constructively and collaboratively in a broad range of professional experiences as part of the school placement process.
- Meet with the principal and co-operating teacher(s) to plan the placement having regard to the breadth of activities set out on page 4.
- Recognise their stage in the learning-to-teach process and how this should inform their interactions with the school community.
- In collaboration with the co-operating teacher and other teachers in the school as appropriate, seek and avail of opportunities to observe and work alongside colleagues.
- Take a proactive approach to their own learning and seek and avail of support as a collaborative practitioner.
- Work with the relevant school personnel in working with parents and other stakeholders.
- Prepare and deliver lessons to a standard commensurate with their stage of development and in line with HEI requirements and the policies of the host school (in particular homework, assessment and other relevant teaching and learning policies).
- Be familiar with the School's Code of Behaviour, Child Protection Policy and other relevant policies.
- Be conscious that learners' needs are paramount and that a duty of care obtains.
- Engage with constructive feedback from HEI tutors, co-operating teachers and principals.
- Engage with other student teachers in the context of peer learning, insofar as practicable.
- Work towards becoming critically reflective practitioners.
- Engage with all in the school community in a respectful and courteous manner.
- Recognise that they have much to contribute to the school community.
- Support the characteristic spirit (ethos) of the school.
- Have due regard for the ethical values and professional standards which are set out in the [Teaching Council's Code of Professional Conduct for Teachers](#).

- 
- Respect the privacy of others and the confidentiality of information gained while on placement.
 - Be aware of legislation and policy as it relates to their professional practice.
 - Participate fully in each placement to develop their teaching skills and meet the placement requirements of their HEI.

UCD School of Education Outreach Initiatives

- Student teachers are encouraged to participate in our funded outreach initiatives in consultation with senior management in their placement schools - see <https://educonnect.ie/outreach-projects/>

The Role of the Treoraí (Co-operating Teachers)

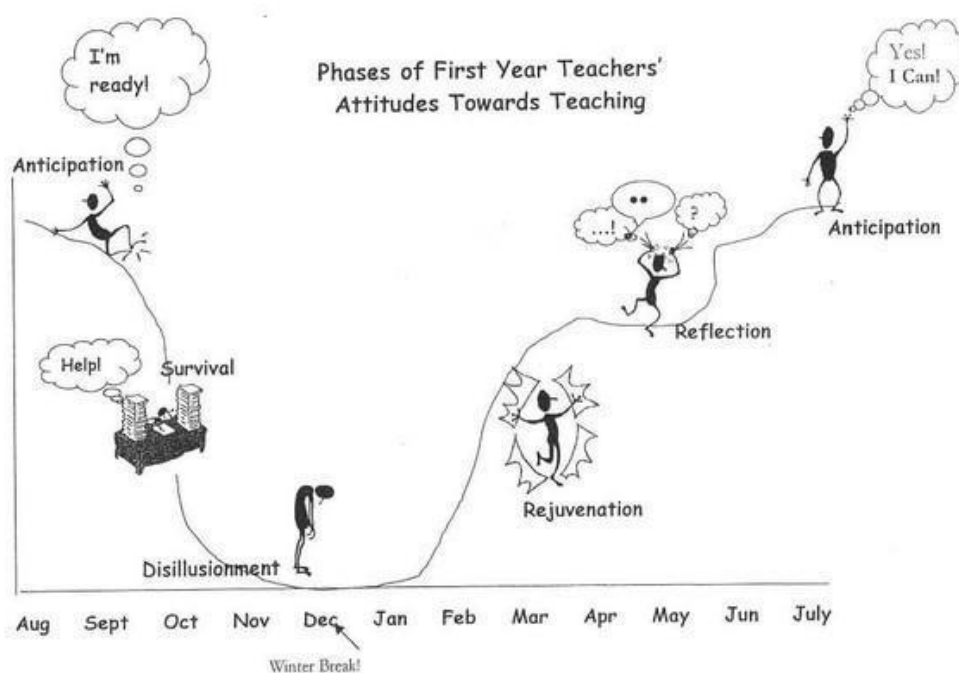
[\('Guidelines on School Placement'\)](#) and <https://www.teachingcouncil.ie/en/news-events/latest-news/ceim-standards-for-initial-teacher-education.pdf>

- Introduce the student teacher to: the learners, the classroom, the teacher's plan of work for that class, class rules and procedures, and the roles of other staff directly involved with the learners in the class.
- Afford the student teacher opportunities to observe their teaching (and that of their colleagues).
- Inform the student teacher regarding learners' needs and attainments.
- Assign the teaching of areas of the curriculum to the student teacher while retaining the primary responsibility for the progress of the learners.
- Discuss the student teacher's planning and resources with him/her, as appropriate.
- Observe the student teacher's practice and provide oral or written feedback to the student teacher in an encouraging and sensitive manner.
- Encourage, support and facilitate the student teacher in: critical reflection on his/her practice, the use of a variety of teaching methodologies and in engaging with and responding appropriately to feedback from learners.
- Encourage the student teacher to seek advice and support where necessary.
- Allow student teachers to teach independently, as their competence develops (in line with HEI requirements for the particular placement), and as deemed appropriate by the co-operating teacher and the principal.
- Work collaboratively with the student teacher, the HEI placement tutor and the school principal.
- Advise the principal of any serious concerns regarding a student teacher's practice or professional conduct.
- Have discretionary time while student teachers teach independently to facilitate engagement with the student teachers at other times.
- Treoraithe are invited to participate online and F2F professional development provided by the School of Education see - <https://educonnect.ie/professional-development/>

Supporting PME Students while on School Placement

Given that each student teacher has particular developmental needs - both professional and personal - a depiction of the typical cycle of beginning teachers' emotions and attitudes throughout the school year illustrated below. This may be useful in helping teacher educators and co-operating teachers alike to recognise, understand and appreciate more deeply the kind of personal and professional responses typically needed by a PME student while on school placement. Such needs may not always be explicit, and therefore, recognising and understanding the student teacher's 'journey' – both inside and outside of the classroom – can be deeply fostered through the following:

Engaging in “checking-in conversations”; establishing clear lines of communication; outlining co-responsibilities and broader support structures in the school beyond the co-operating teacher.



(Adapted from Moir, 1999)

Co-operating teachers may from time-to-time encounter challenges working with PME students on school placement and while this booklet offers rudimentary guidance on the enactment of the role, given the role's complexity, the university is committed to planning for the provision of continuous professional development and learning for co-operating teachers in partner schools, and supporting however best we can the quality and role of school placement. Please see <https://educonnect.ie/professional-development/> for details of our open access online “Teachers Leading Mentoring” modules.

Mentoring, Observation and Feedback

Although underpinned by the Teaching Council’s [‘Guidelines on School Placement’](#), we in the School of Education, UCD recognise and acknowledge the role and influence of the school and its context; as well as the unique contribution of individual co-operating teachers’ whose professionalism and discretion is at the heart of their formative relationship with our PME students during school placement. In essence, we envisage that the nature of these collaborative relationships will be organic and we recognise that flexibility – based on adapting to local factors and contexts - is critical to the maintenance of this relationship. For example, with some student teachers co-operating teachers may decide that intense collaborative activity is necessary throughout the entire year while, for others, there may be a gradual decline as the placement year progresses.

Being a co-operating teacher may mean that, on occasion, strategies of mentoring are drawn upon to support the student teacher. Each school will have their own induction and mentoring policy that may, or may not, include a section on co-operating teachers and such policies will, obviously, inform practice at local level. While the mentoring of newly qualified teachers (NQTs) is a distinct and separate phase of teacher identity/practice development, the supporting handbooks and documents developed by the National Induction Programme for Teachers (NIPT) for the *Droichead* programme may be useful sources of information for observation and professional conversations. The revised *School Self-evaluation Guidelines* (DES, 2016) also contain advice and templates for professional collaboration in the context of team teaching.

UCD School of Education free online modules on Teacher Leading Mentoring	https://educonnect.ie/teachers-leading-mentoring/
Observation and Feedback in Droichead	https://www.teachingcouncil.ie/en/Teacher-Education/Droichead/Droichead-Policy-Development-and-News/
Solution Focused Observation	NIPT – Guide to Induction & Mentoring Section 9
Professional Collaborative Review	Revised SSE Guidelines (2016 – 2020)
Templates for Self-Reflection and Peer Observation	http://schoolself-evaluation.ie/post-primary/resources/gathering-evidence/professional-collaborative-review/
Exemplars and Resources for Co-Teaching	https://www.pdst.ie/teamteaching/pilotschools
High Leverage Practice	TeachingWorks Video Exemplars Collection Educationa Foundations High-Leverage Practices



Supervisory Structures

Critical to the professional formation of the student teacher is the ongoing professional support that is provided both by the school management, co-operating teacher and UCD tutors and supervisors. An indicative schedule for this is set out below. Visits from supervisors and tutors are unannounced. Tutors and supervisors have discretion to observe a student during any class that is timetabled, but will usually observe the subject in which they have particular professional expertise. Students will be observed in both of their teaching subjects over the course of the two-year programme. All students must be fully prepared to teach a class on the arrival of a Tutor/Supervisor and evidence of planning, in the form of a detailed lesson plan (using the template provided), must be made available to the Tutor/Supervisor by the student before the observation begins (students share a link to their teaching portfolio with Tutors and Supervisor so that their planning can be monitored). It is the School of Education policy that when a member of the UCD team arrives for a supervision visit (all visits are unannounced), that s/he presents at the school office and asks to see both the Principal/Deputy Principal and co-operating teacher. While it is not always possible to meet with school personnel at each visit, their input is central to the development of the student teacher and we value their feedback. If you are unavailable at a time when a supervisor or tutor is with a student teacher, please feel free to contact the School of Education (education@ucd.ie) and we can arrange for a follow-up visit or meeting/phone call at a time which suits you. In a post-COVID environment, Tutors/Supervisors will arrange online meetings with school management and co-operating teachers as required.

School Placement Observations/Assessments

The school placement observations/assessments will be spread over the academic year as evenly as possible. The sequence of school placement observations/assessments is outlined below **but may be subject to change** on the basis of extenuating circumstances. Any extenuating circumstances will be dealt with on a case-by-case basis.

Placement in PME Year One

- PME 1 students will take two placement modules - one in autumn and one in spring.
 - Students will receive a minimum of 4 observations/assessments across the two modules; two from the student-teacher's tutor and two from their supervisor.
- As part of these modules, students are required to keep an online teaching portfolio and attend mandatory weekly tutorials.

For the Autumn Placement Module

- Two observations/assessments will take place in the autumn trimester.
- The first placement observation is undertaken by a tutor and is not graded.
- The second observation is assessed and is graded "Pass" or "Fail".
- Students must successfully complete the autumn placement module to register for the spring placement module.
- Further details will be provided during Tutorials and Pedagogy lectures.
- The grade for this module is GPA neutral

For the Spring Placement Module

- Two observations/assessments will take place in the spring trimester.
- Both observations are graded pass/fail.
- The module will be graded pass/fail and is GPA neutral.
- Students should be aware that they must successfully complete this module to register to the PME2 placement module.

For further information on your placement modules, please consult the PME handbook and the [UCD PME School Placement grade descriptor](#).

Indicative Timeline for PME Year One School Placement Observations/Assessments


October/November	October/November /December	January/February	February/March/April
Tutor	Supervisor	Supervisor	Tutor

Placement in PME Year Two

Students will receive a minimum of 4 observations/assessments, **three** from their **Supervisor** and **one** from their **Tutor**. **ALL** individual observations/assessments are graded pass/fail by the relevant tutor and supervisor and the student must pass at least two observations/assessments to pass the module. The overall school placement grade is an agreed grade between the tutor and supervisor and is based on the 40% Pass Standard Letter/Numeric e.g. A+, A, A-, B+, B, B-, etc. All observations/assessments and overall professionalism (including participation at mandatory tutorials and concrete evidence of consistent and systematic planning) are taken into consideration for the final grade in line with the [UCD PME School Placement grade descriptor](#). Students cannot pass the overall PME programme without passing the school placement module. For further information see PME Handbook.

Indicative Timeline for PME Year Two School Placement Observations/Assessments

October	November/December	January/February	February/March/April
Supervisor	Supervisor	Tutor	Supervisor



In both PME 1 and 2, students are required to notify their supervisor/tutor by email to inform them that their observation/assessment has taken place and to provide them with a summary of recommendations made. Students must at all times keep their tutors and supervisors informed in advance of any reasons why observations cannot take place e.g. changes to timetabled school closures, school staff meetings etc.

Supplementary Teaching Support Programme (STSP) - ro.aitken@ucd.ie

If a student is found to be in need of additional support, they will be referred to a Supplementary Teaching Support Programme (STSP). This is a unique facility offered by the School of Education, UCD and attendance at STSP is mandatory for any student referred. STSP involves intensive small-group or one-on-one tutorials designed on an *ad hoc* basis to address specific issues raised by Tutors/Supervisors following an observation. Students may also self-refer to STSP if they themselves feel they would benefit from this additional support. In addition, some students may require additional school placement supervisions, allowing for a more complete assessment of the particular challenges which these students face. The number of additional school support visits any student may have will be at the discretion of the programme director in consultation with relevant tutors and supervisors.



Contact Details

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School of Education, UCD
Draft Lesson Plan Template - 202/23

Subject		Year Group/Class	
Theme		Mode of Delivery	
Duration of Lesson		Date	

Learning Outcome(s)	
Learning Intentions	Success Criteria

Connection to student experience and prior learning where appropriate:
Resources for learning:
Key words/concepts and student friendly definitions :
Activities that students will be involved in during the lesson:
How learning will be assessed :
Inclusion strategies/differentiation:
Reflection on learning :

Please refer to the glossary of terms on Brightspace for explanation of all elements of the plan.



Run Sheet – MANDATORY FOR PME 1 – OPTIONAL FOR PME 2

Time	Activity (context of learning)	Student activity	Teacher activity

Useful Links

<https://jct.ie/home/home.php>

<https://ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

<https://www.pdst.ie/>

<https://www.youtube.com/channel/UCw4hCEEbymzr60QfCU8hf2A/playlists>

<https://www.scoilnet.ie/>

<https://www.curriculumonline.ie/Home/>



High Leverage/High Impact/Core Practice Basic Fundamentals of Teaching

<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

<https://educationalfoundations.wordpress.com/courseinformation/high-leverage-practices/>

<https://tle.soe.umich.edu/> (video vignettes)

- Designing single lessons and sequences of lessons
 - Designing a scheme of work
 - Designing a unit of work
- Coordinating and adjusting instruction during a lesson
 - Reflection in practice
- Analyzing instruction for the purpose of improving it
 - Reflection on practice
- Implementing organizational routines
- Implementing norms and routines for classroom discourse and work
- Specifying and reinforcing productive student behaviour
- Building respectful relationships with students
- Explaining and modelling content, practices, and strategies
- Leading a group discussion
- Setting up and managing small group work
- Checking student understanding during and at the conclusion of lessons
- Selecting and designing formal assessments of student learning
- Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
- Providing oral and written feedback to students
- Setting long- and short-term learning goals for students
- Talking about a student with parents or other caregivers
- Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
- Eliciting and interpreting individual students' thinking
- Diagnosing particular common patterns of student thinking and development in a subject-matter domain

UCD SCHOOL OF EDUCATION
SCHOOL PLACEMENT TIMETABLE TEMPLATE

Student Name: _____ Student Number: _____

School Name		School Email	
School Address		School Phone Number	
Principal's Name		School Roll Number	
Principal's Email		Co-Operating Teacher	

S= subject R= room C= Year/ Class Level

Time/Date	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C
Period 2	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C
Period 3	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C
Period 4	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C
Period 5	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C
Period 6	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C
Period 7	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C
Period 8	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C
Period 9	S	S	S	S	S
From	R	R	R	R	R
To	C	C	C	C	C

Notes regarding school placement timetable:

It is mandatory that students complete the required number of teaching hours (with a combination of both subjects but at least one class per week in their second subject) spread over the school year. Teaching practice hours must average **not less than 4.5 hours** per week. They should **not exceed 8 hours per week**. If there is any change in the weekly teaching schedule, please notify your supervisor and the School of Education office **immediately** by email and attach an updated version of your timetable. In normal circumstances it is desirable that students are provided with the opportunity to observe other teachers and engage in team-teaching where possible, especially in the first month of school placement. We realise the limits that COVID restrictions are causing this year and we will advise students to work with their school the best way they can in this regard. Students must be available to attend mandatory lectures in UCD on the required days and times as per their specific timetables.

Student's signature: _____

Principal's signature: _____



PME 1 & 2 /BSc stage 4 /MSc stage 5 – LESSON APPRAISAL GUIDE

Supervisor/Tutor Comment/Feedback Sheet

Student's Name:	School:
Subject:	Class:
Tutor:	Date:

Lesson Review <i>Areas and indicative prompt questions are provided for students to guide them in their preparation for their online assessment of school placement.</i>	Tutor/Supervisor Comments
1. Content/ Planning and Preparation <i>How was this lesson planned and prepared for? Using (UCD Lesson plan template – with Learning outcomes, Learning intentions etc.) How did this lesson connect to what has come before and what will be done in future? What tasks or activities were planned for pupils? Were these tasks teacher- led or student-led?</i>	
2. The Lesson / What happened? <i>How did the lesson go ? Did you need to deviate from your plan? Why? How well did the planned tasks or activities support the active engagement of all learners? How were resources used? Were all learners challenged sufficiently?</i>	



<p>3. Assessment</p> <p><i>How was learning assessed?</i></p> <p><i>Was evidence of learning gathered?</i></p> <p><i>How did these assessments inform your teaching?</i></p>	
<p>4. Evidence of Critical Reflection</p> <p>(This may emerge as a result of discussion between the student and supervisor/tutor during the post-lesson consultation):</p> <p><i>Do you feel that you achieved what you set out to do? Would you do anything differently if you were teaching this again?</i></p>	
<p>5. Teacher Presence and Communication Skills</p> <p><i>Am I presenting professionally?</i></p> <p><i>Am I engaging and encouraging?</i></p> <p><i>Am I making the best use of the technology at my disposal?</i></p>	
<p>6. Student Comments on the Lesson</p>	
<p>7. Areas which Require Attention/ Focused Suggestions for Improvement:</p>	

Do you wish to recommend this student to STSP?

Pass/Fail:

Tutor Signature:

Student Signature:

Date:

School Placement Grade Descriptors Initial Teacher Education, UCD

EDUC42180 Professional Placement I (1st Placement)

Pass	Well-planned and logical lesson. Well-written, comprehensive lesson plan along with a good use of appropriate resources to support learning. The student demonstrates awareness of the class and their needs and shows signs of originality and insight while demonstrating effective professional skills (e.g. opening and closure of lessons, organization and presentation, questioning, pacing). He/she also demonstrates a range of effective pedagogical strategies appropriate to the subject. The student implements effective classroom management strategies in an ordered learning environment, using positive reinforcement while establishing rapport with pupils. He/she also manages pupil diversity in a sensitive manner. The student manifests a real capacity to reflect on, and critically evaluate, their own teaching. In addition, he/she integrates well into a school staff and, at all times, exhibits professional behaviour competencies such as co-operative staff relationships, team work, effective and appropriate self-presentation, and punctuality.
Fail	Failure to achieve an adequate standard. Poor understanding of pupils' interests and needs. Fails to avail of opportunities to develop pupils' learning. Poor / no planning; poor presentation and sequencing of material. No noticeable improvement over the year. Poor rapport with children. Unsatisfactory professional behaviour in the classroom or with colleagues. Does not satisfy criteria of planning and organizing lessons, of establishing rapport with pupils and of classroom management, of establishing professional competencies of appropriate staff relationships and professional behaviour.

*Note: Students must Pass their School Placement in order to proceed to Year 2

Grade Category

EDUC42330 Professional Placement II (2nd Placement)

Excellent Ranges from A plus to A minus	Inspired teaching: very stimulating; enterprising. Remarkable progress made over the year, showing excellent insights into children's needs, both intellectual and emotional. Remarkably well planned, yet flexible according to the needs of the moment. Demonstrates excellent professional skills of opening and closure of lessons; of effective organization and presentation; of questioning; of pacing the lesson; and also demonstrates a range of pedagogical strategies appropriate to subject. Excellent skills of effective classroom management in an ordered learning environment; of positive reinforcement and establishment of rapport with pupils; and of managing pupil diversity in a sensitive manner. Exceptional capacity to reflect on and critically evaluate own teaching. Excellent ability to integrate into a school staff and exhibit professional behaviour competencies such as co-operative staff relationships, team work, effective and appropriate self-presentation, and punctuality.
Very Good Ranges from B plus to B minus	Original approach, clear and lucid in exposition. Well planned and organized; flexible; adapts quickly and easily. Lacks the sparkle of A; however there are signs of originality and insight. Considerable awareness of the needs of the class.

The year 2 placement grade is an agreed grade between the tutor and supervisor and is cross moderated by the Programme Directors.



EDUC42330 Professional Placement II (2nd Placement)	
	<p>Marked competence. Efficient, quick and smooth running. Demonstrates very good professional skills of opening and closure of lessons; of effective organization and presentation; of questioning; of pacing the lesson; and also demonstrates a range of pedagogical strategies appropriate to the subject. Very good skills of effective classroom management in an ordered learning environment; of positive reinforcement and the establishment of rapport with pupils; and of managing pupil diversity in a sensitive manner. Very good capacity to reflect on and critically evaluate own teaching. Very good ability to integrate into a school staff and exhibit professional behaviour competencies such as co-operative staff relationships, team work, effective and appropriate self-presentation, and punctuality.</p>
<p>Good Ranges from C plus to C minus</p>	<p>Competent teaching. Some insights, gifts or abilities. Some special aptitude shown. Above average. Well planned and organized. Demonstrates good professional skills of opening and closure of lessons; of effective organization and presentation; of questioning; of pacing the lesson; and also demonstrates a range of pedagogical strategies appropriate to subject. Good skills of effective classroom management in an ordered learning environment; of positive reinforcement and the establishment of rapport with pupils; and of managing pupil diversity in a sensitive manner. Good capacity to reflect on and critically evaluate own teaching. Good ability to integrate into a school staff and exhibit professional behaviour competencies such as co-operative staff relationships, team work, effective and appropriate self-presentation, and punctuality.</p>
<p>Satisfactory Ranges from D plus to D minus</p>	<p>Satisfactory teaching. Some progress in teaching skill noted in the course of the year. Satisfactory professional skills of opening and closure of lessons; of effective organization and presentation; of questioning; of pacing the lesson; and also demonstrates a range of pedagogical strategies appropriate to subject. Satisfactory skills of classroom management in an ordered learning environment; of positive reinforcement and establishment of rapport with pupils; and of managing pupil diversity in a sensitive manner. Satisfactory ability to reflect on and critically evaluate own teaching. Satisfactory ability to integrate into a school staff and exhibit professional behaviour competencies such as co-operative staff relationships, team work, effective and appropriate self-presentation, and punctuality. However, although some parts of the lesson are successful, overall achievement is uneven. Material rather thin. Misses obvious opportunities to develop children's abilities. Little new work taught. Understanding of children's interests and needs is adequate but requires improvement. Lesson plan shows flaws.</p>
<p>Fail E</p>	<p>Failure to achieve an adequate standard. Poor understanding of pupils' interests and needs. Fails to avail of opportunities to develop pupils' learning. Poor / no planning; poor presentation and sequencing of material. No noticeable improvement over the year. Poor rapport with children. Unsatisfactory professional behaviour in the classroom or with colleagues. Does not satisfy criteria of planning and organizing lessons, of establishing rapport with pupils and of classroom management, of establishing professional competencies of appropriate staff relationships and professional behaviour.</p>

The year 2 placement grade is an agreed grade between the tutor and supervisor and is cross moderated by the Programme Directors.



School Placement Information

The PME programme is a full-time rigorous programme that will equip you with the varied and complex skills required to teach in second-level schools in Ireland and internationally. Below are links to a range of documents to assist you as you begin to apply for your school placement, as well as some general information about the course.

1. [Sample cover letter for applying for a school placement](#)
2. [Sample CV for the purposes of placement](#)
3. [PME 1 Checklist which you must sign and return to the School of Education by 12th September 2022](#)
4. [School Placement Handbook 2022/23](#)
5. [UCD Student Vetting Protocol](#)
6. [Fitness to Practice Statement](#)
7. [School Placement Timetable information](#)

Submitting your school timetable

- Please ensure you have submitted your school timetable by **Friday the 23rd of September**.
- Include the school's Eircode.
- Use the UCD school placement timetable template [linked here](#). Timetables not submitted on the UCD template will not be accepted.
- Date the timetable and if any changes are made, submit a new one with the date of any revisions.
- Save it as follows; FirstnameSurnameTimetable22-23 e.g. Rachel Farrell would save hers as RachelFarrellTimetable22_23
- Email your timetable to your tutor and submit it to the School of Education via the following [form here](#)



School Placement

Please note that you can undertake your first-year school placement in any post-primary school within a 100km radius of the UCD campus. The most up-to-date details of all post-primary schools are available on the [DES website](#) and specific requests from our placement schools are at this [live document](#). It is important to send your CV and cover letter to the relevant schools via email as soon as possible.

School Placement Form

In terms of documentation required by us to confirm placement, there are two online forms which should be completed as soon as possible, which are available below:

1. You must complete and [submit this form](#) when you secure your placement.
2. You must then [send this link](#) to your principal or deputy principal and request that they complete it as soon as possible.

It is important that both forms are completed as soon as you have secured your placement so that we have a complete record of your placement for year 1 of the PME. This is essential for our planning and for Teaching Council registration information.

Availability for School Placement

Regarding your availability to schools and your placement timetable for next year, while the academic timetable for your academic work in UCD is still to be finalised for 2022/23 (and will not be finalised until August).

Typical week for a PME student at UCD School of Education

Year One

	Monday	Tuesday	Wednesday	Thursday	Friday
School	Morning	Morning	Morning		Full Day
UCD	Afternoon	Afternoon (depending on subj. methods)	Afternoon (depending on subj. methods)	Full Day (all students)	



Year Two

	Monday	Tuesday	Wednesday	Thursday	Friday
School	Morning		Morning	Morning	Full Day
UCD	Afternoon (depending on subj. methods)	Full Day	Afternoon (depending on subj. methods)	Afternoon (depending on subj. methods)	

School timetables need to make allowances for students to attend mandatory lectures throughout the week as per their specific timetables. Professional workshops will be organised for PME 2 students at the end of trimester 2 and schools will be notified of dates in advance.

If you have any additional questions around placement or any other aspect of the course, please feel free to contact the PME team at education@ucd.ie.

Child Protection Online Course

We strongly recommend that you complete the TUSLA Universal ELearning Programme at your earliest convenience as it will be very useful for

the PME programme and is a requirement for anyone who is working with children. It will be important to note that you have this completed on your CV. The link to the TUSLA Universal ELearning Programme is here: <https://www.tusla.ie/children-first/children-first-e-learning-programme/>