



University College Dublin
School of Education

Getting Started as a Student Teacher

[Recording Available Here](#)

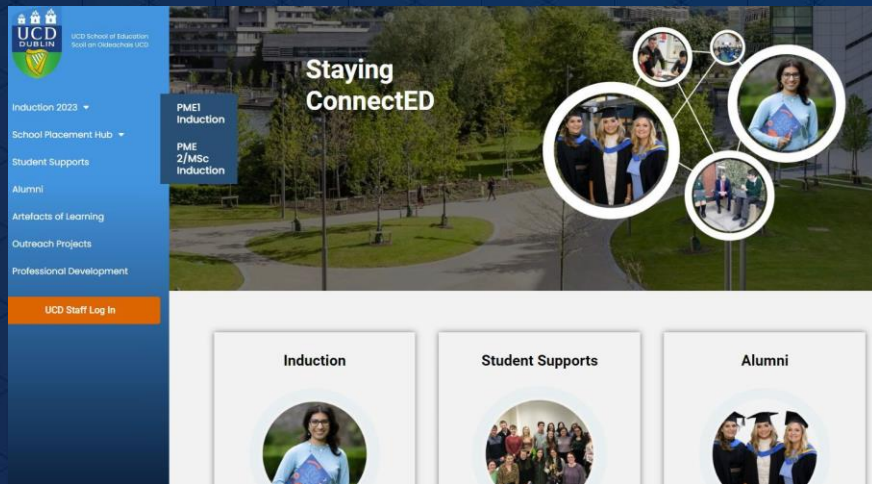
Karen Maye karen.maye@ucd.ie

School Placement Lead & Head of PME Outreach Initiatives

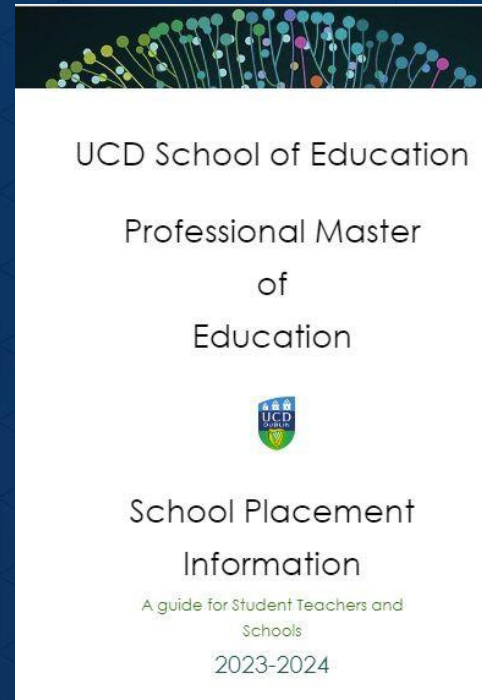


All images and underlined terms in this presentation are links to relevant document/website

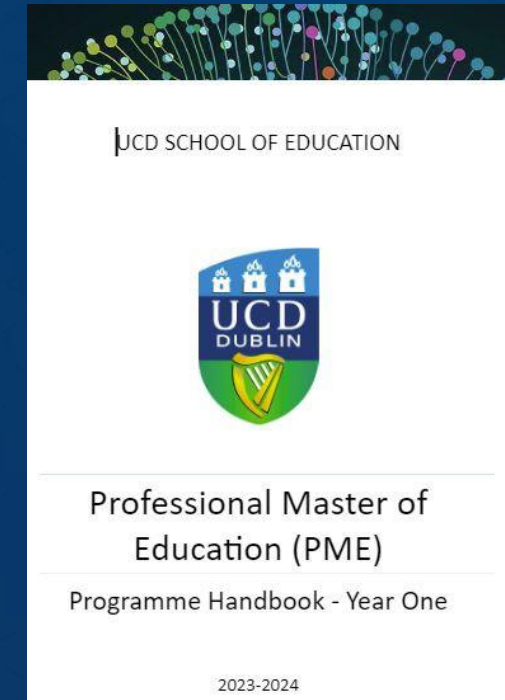
Finding answers to your questions



[Educonnect.ie](https://www.educonnect.ie)



[School Placement Handbook](#)



[Programme Handbook Year One](#)



Gmail

A week in the life of a PME1 student

Monday – available to school in the morning and must be in UCD by 2pm for mandatory tutorials and lectures;

Tuesday – available to school in the morning and may need to be in UCD in the afternoon/evening for methods lectures – depending on subject specialisms;

Wednesday – available to school in the morning and may need to be in UCD in the afternoon/evening for methods lectures – depending on subject specialisms;

Thursday – not available to school - mandatory lectures in UCD from 9 am;

Friday – available to school all day

Starting and finishing placement

- School Placement Handbook

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 student teachers adhere to the start and end date of placement as agreed with their school. It is not acceptable to leave the school placement without notifying the PME programme director

- PME1 Checklist



While my school placement module is aligned with the UCD academic year, my school may require me to commence my placement at the end of August and to be available until the end of the school year. It is important therefore that I establish the school's expectations prior to accepting my placement and if I make a commitment, I will honor it to the best of my ability

Observing lessons – School Placement Handbook

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 (Treoraí) 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 (Treoraíthe), 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 9.

Why observe lessons?

- Get to know the students
- Reflect on your own beliefs, attitudes, assumptions and expectations
- Understand classroom routines that already exist.
- Know what resources are available (or not!)
- Learn what resources and activities students are already familiar with and what might be new to them.
- Develop positive working relationships with other professionals
- To ask and answer questions



Tips for observing

- Agree any protocols with the teacher before the observation.
- Observe without judgement
- Slow down and be present.
- Never use students' names or make personalised or negative comments on your notes.
- Say thank you.
- Observations should only ever be discussed as part of a respectful professional conversation and should never be discussed outside of this context.



What to look for

- Learning Environment
- Classroom Management
- Instructional Strategies
- Differentiation and Adaptation
- Assessment and Feedback
- Technology Integration



Dressing for placement – minefield, general guidance only

- **Ask for guidance – if in doubt ask Senior Management**
- “Business Casual” shirts/blouses/skirts/trousers
- Stretch and check
- Be comfortable
- Closed-toe shoes
- Appropriate Lengths
- Express individuality within limits
- Neat and clean
- Reflect staff*



Dressing for placement - avoid

- Spending a fortune
- Trainers/runners*
- Jeans?
- Sports gear
- Hoodies
- Leisure wear
- Night club attire
- Being guided by your peers*
- Political statements*



**Ask for guidance – if
in doubt ask Senior
Management**

Help! I'm teaching already

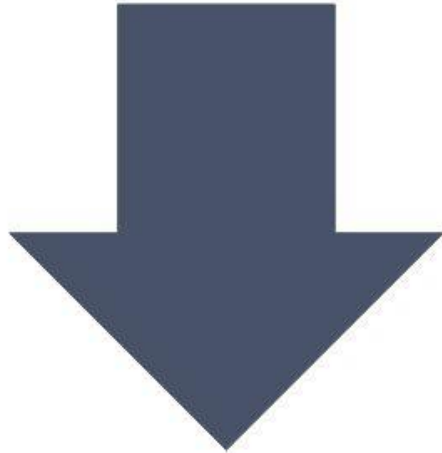
- Plan and ask for help
- Greet students on the door
- Use a seating plan – this is not a punishment
- Use names
- Chunk lessons into 10 minute activities
- The first activity should be a simple starter activity that all students can do without help
- Display instructions on the board – even the simplest ones

Websites for resources

- [PDST](#)
- [JCT](#)
- [NCCA](#)
- [BBC Bitesize](#)
- [NCSE](#)
- YouTube
- Your subject association e.g. Irish Teachers Science Association

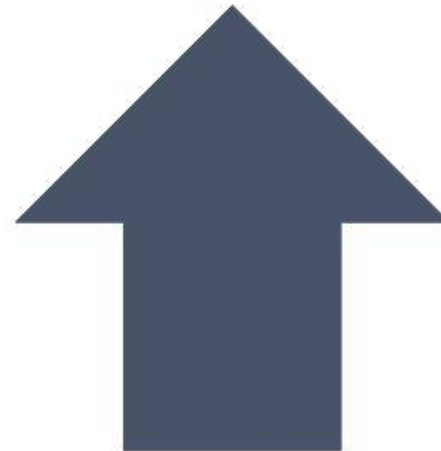
Classroom Management

Actions to support learning and behaviour for the full class

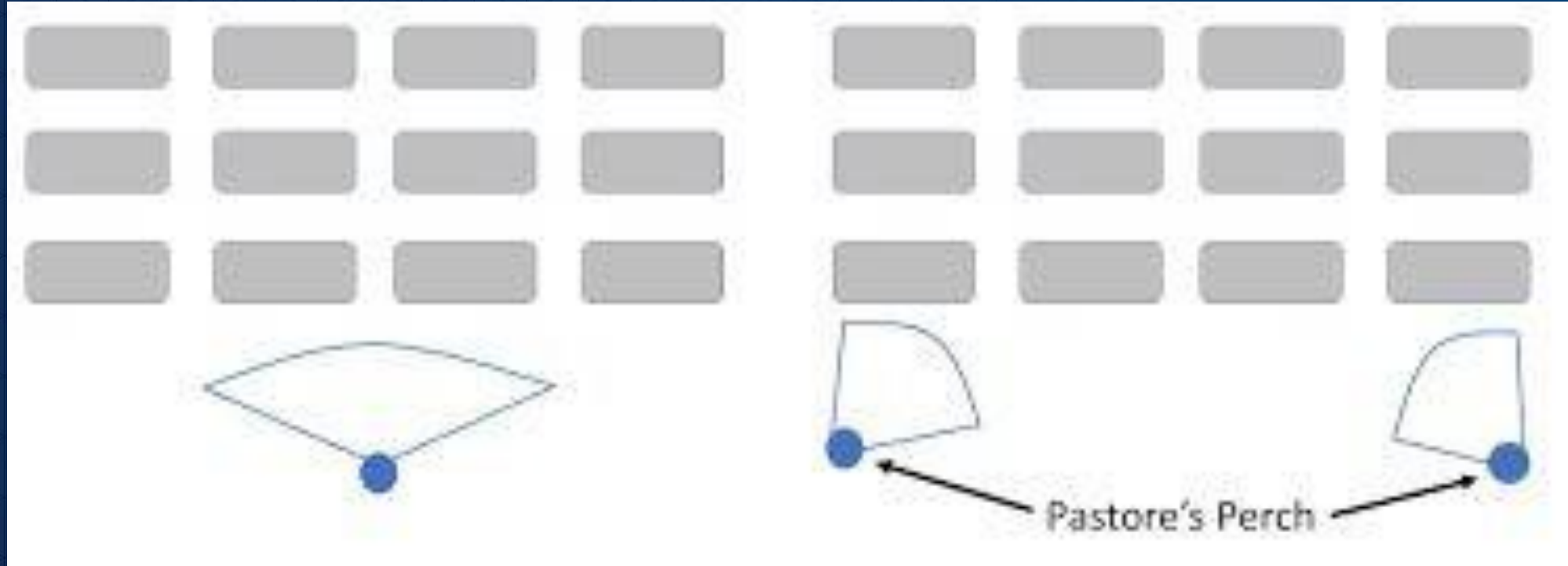


Behaviour Management

Interventions and actions to support learning for the individual or small group



Doug Lemov- Teach Like a Champion



Blocking & Partial Agreement “Maybe so, but I need you to...”

Direct questions - what, when, where, how

Choices - direct or deferred

Behaviour Sandwich, positive and behavioural direction and thank you

Distraction - redirect

Rule Reminder - “what is our rule for.....? “

Behavioural Direction - “ I need you to face forward and listen, thank you”

Incidental Language - “ Right now, we all are working on question two”

Take up time - Thank you

Non Verbal Cue

Tactical Ignoring - Pausing

Low Level Behaviour
Management
Skills
Bill Rogers

Dos and don'ts

- Do not reward poor behaviour with an emotional response
- Do not rush to judge
- Do not try to win – it is not a competition
- Do ask for help
- Do observe the class/child in another lesson
- Do follow the school's behaviour policy
- Do reward good behaviour

Questions

- Lesson planning, how do we do this? Begin this? Who do we ask for help on this topic?
- Template for observation? see school placement handbook
- When is inspection? see school placement handbook
- Does there have to be an even split between the two subjects?
See page 3 of School Placement Handbook

