



**L-Università ta' Malta**  
Faculty of Education

Department of  
Leadership for  
Learning & Innovation

# The MTL Practicum

Academic Year 2020-2021  
**Part-Time Day Students**

**Guidelines, Directives and Special  
Provisions due to the COVID-19**

**& Codes of Practice**

Field Placement Office

# The MTL Practicum – Academic Year 2020-2021

## Part-Time Day Students

### **Guidelines, Directives and Special Provisions due to the COVID-19 pandemic**

**and**

### **Codes of Practice**

#### **1) Introduction**

The Master in Teaching and Learning (MTL) places Field Placement at the core of the two-year professional Master course, with student-teachers having ongoing and meaningful experiences in schools and other learning settings.

In the pre-COVID academic years, student-teachers were all placed in schools from the beginning of the academic year. They carried out observation sessions, mainly based on tasks assigned by Faculty tutors while school-based Teacher Mentors helped them out.

Besides observation sessions all MTL Part-Time Day<sup>1</sup> students carried out their Practicum in the first, 2nd and third year of their teacher training programme.

#### **2) The 2020-21 Academic Year**

This year, due to the COVID-19 pandemic, changes to the practicum had to be made.<sup>2</sup>

##### **(a) Practicum Dates**

- **MTL PT Year 1 (2020-2023):**  
**Any 30 hours in a span of 3 to 6 weeks between 22nd February and 31st May, 2021**  
as Practicum and as stipulated by the Faculty Examiners in each subject area.

---

<sup>1</sup> Henseforth PT.

<sup>2</sup> as described in the document dated 4 November 2020, and updated, later on, in this document.

- **MTL PT Year 2 (2019-2022):**  
**Any 30 hours in a span of 3 to 6 weeks from 11th November 2020 to 31st May, 2021**  
as Practicum and as stipulated by the Faculty Examiners in each subject area.  
Students are also to resume and complete their practicum from Year 1 due to COVID-19 measures.
- **MTL PT Year 3 (2018-2021):**
  - a) To resume their Practicum which was interrupted due to COVID-19 during the 1st semester of the 2020-21 academic year as stipulated by the Faculty Examiners in each subject area.
  - b) 6 week/60-hour practicum between 7th January and 31st May, 2021 as stipulated by the Faculty Examiners in each subject area. For Year 3, the practicum ends with Easter recess, same as Year 2 Full Time students, because they need time to work on their dissertation.

## The Practicum

### Directives and Regulations for MTL student teachers<sup>3</sup>

1. This part of Field Placement shall take place over a period of **5 weeks** each year during the two year course period.<sup>4</sup>
2. This part of the course is intended to give you experience of a substantial stretch of teaching practice in which you can apply the theories you have covered during the course and the experience you gained through your observations in a classroom setting.
3. You will normally only teach in classrooms where you would have visited and for the most time mentored by your Teacher Mentor.
4. Only under exceptional circumstances you may be asked to be teaching unaccompanied by a warranted teacher in your class.
5. You shall be assessed by at least **two examiners (the Board of Examiners)** as provided for by the University Assessment Regulations.<sup>5</sup>
6. There will be a **minimum of 4 visits** for those specialising in a single curricular subject and a **minimum of 6 visits** for those specialising in two curricular subject areas. **These may increase according to the need and circumstances.**
7. The Board of Examiners may request an **additional examiner**.
8. Examiners' visits are not, as a rule, pre-announced.
9. Before your practicum you will have learnt who your examiners are going to be. It is advisable to meet them before teaching practice starts.
10. Examiners will fill in their feedback on the Practicum Assessment and these will be forwarded to you within 48 hours. Some examiners will also discuss your performance with you immediately after the end of the lesson, when circumstances permit. Others will fix an appointment, or a Zoom meeting, to discuss your performance at a later date.
11. The **Practicum Assessment Sheets** available on the **Field Placement page of the Faculty of Education** <https://www.um.edu.mt/educ/students/fieldplacements>.

---

<sup>3</sup> From Prof Christopher Bezzina's 'Field Placement Handbook: 11<sup>th</sup> Edition'.

<sup>4</sup> Due to the COVID-19 pandemic, and only for this academic year, (i) there will be no practicum for 1st Year MTL students; and (ii) a 6-week practicum for 2nd year students.

<sup>5</sup> Bye-Laws of 2016 in terms of the General Regulations for University Postgraduate Awards, 2008 for the Degree of Master in Teaching and Learning – MTL – under the auspices of the Faculty of Education (Henceforth referred to as Educ Act) (CAP.327)13(4)

12. Towards the end of the final Practicum session – in the second year of your course - you may have a visit from the external examiner. The external examiner normally sees a cross-section of students, and you will be informed of his/her visit.
13. **Field Placement shall be assessed on a Pass/Fail basis.**<sup>6</sup>
14. If you are unable to attend school, or, if for some reason a lesson(s) is/are not going to be held, you should inform the Faculty Examiner and Field Placement secretary in good time. You are also to inform the school and our office of your absence with immediate effect.
15. Where students are away from school **for up to four days for health reasons** or for any other reason which the Field Placement Committee considers valid, as well as in special circumstances for which prior approval would have been given by the Field Placement Board of Examiners, they may be required to make up for any missed teaching duties as directed by the Field Placement Committee.<sup>7</sup>
16. Students who fail to attend five days or more shall, either be required to repeat the whole practicum in an additional year or, at the discretion of the Faculty of Education Board, may be required to carry out additional days of supervised practice during the same academic year as directed by the Board of the Faculty of Education.<sup>8</sup> Students who fail a practicum shall be allowed to repeat the TP once only in an additional year of study under those conditions established by the said Board, provided that:
  - i) students whose Block Practicum includes the teaching of two teaching areas and who fail to satisfy the examiners in the teaching of one of the teaching areas shall be considered to have failed the Block Practicum but may be allowed to repeat the Block Practicum in the failed teaching area only, if eligible in terms of the Principal Regulations and of these bye-laws, and
  - ii) students shall only be allowed to repeat one of the two Block Practicums.<sup>9</sup>
17. Students shall only be declared to have passed the Block Practicum by the Field Placement Board of Examiners. The academic and professional judgement of the Field Placement Board of Examiners is not reviewable.<sup>10</sup>
18. A few days before you start the Practicum, a member of the Department of Leadership for Learning and Innovation will hold a briefing session during which more details will be given and during which you will be able to clear up any difficulties or queries that you may have.

---

<sup>6</sup> Edu Act (CAP.327)13(2)

<sup>7</sup> Educ Act (CAP.327) 8(c)

<sup>8</sup> Educ Act (CAP.327) 8(d)

<sup>9</sup> Educ Act (CAP.327) 9

<sup>10</sup> Educ Act (CAP.327) 10

19. Remember that during the whole of the Field Placement you should consider yourself under the authority of the Head of School and you should abide with the rules and regulations of the school (e.g. dress code, school policies, supervision, school hours etc.). You are encouraged to participate, where possible, in activities organised by the school (eg. Celebration day, concerts, Parents' Day, School Development Days, Staff Meetings, briefings, school outings and others). You are also encouraged to develop a healthy educational relationship with your Teacher Mentor to reap the maximum benefits in teaching and learning.

## **Changes in timetable during Block Practicum**

20. Changes in timetable should be immediately communicated to your Faculty Examiners.

## **The Final Assessment**

21. A meeting of the Board of Examiners is convened during each Practicum session. At this meeting the progress of all students, including those students who are 'at risk' of not meeting standards set by the Faculty is fully discussed. All 'at risk' students will be examined by an additional examiner.
22. All 'failing' students will be able to repeat their failed Block Practicum the following year. Failing students in the 1st Year will repeat their Block Practicum in the 2nd Year.

## **Absences during Block Practicum**

23. Students who, for health reasons, fail to attend for up to four days during their Practicum should present a medical certificate within 24 hours to the Faculty Office. The medical certificate, drawn up by a Medical Doctor, should clearly state the ailment which is preventing the student from attending school and should include the name, signature and the Medical Registration Number of the Medical Doctor.<sup>11</sup>
24. Certificates which do not state the reason for absence are not acceptable (i.e. it is not enough for the certificate to state that the student was sick or unwell on a certain date).

---

<sup>11</sup> Educ Act (CAP.327) 8(b)

25. Certificates issued by a family member of the student or National Insurance medical certificates or pre-printed certificates for the purpose of exempting students from attending school are not acceptable for this purpose.
26. If you need to be excused from attending school for some reason or other, prior permission is to be sought from the Head of School and from our office.

## **Professional Misconduct or Unsuitability**

27. The Dean of the Faculty may at any time suspend or preclude from the Field Placement any student who, following appropriate investigatory procedures that the University Disciplinary Board may establish for such cases, is deemed to have acted or be acting in a manner which jeopardises the welfare of pupils or which contravenes the relevant professional codes of conduct (i.e. professional misconduct), or whose behaviour is deemed to be incompatible with that required by the profession (i.e. professional unsuitability).<sup>12</sup>

## **Placement of Gozitan students**

28. Gozitan students may be placed in a Gozitan school during their 1st Field Placement ONLY. Placement of primary and/or secondary students in Gozo is subject to the availability of placements in schools, Teacher Mentors and examiners who will examine students in Gozo.

## **Part-time Students**

29. These directives shall also apply to students following the MTL as Part-Time Day students, subject to changes as may reasonably be deemed by the Faculty Board as necessary due to the part-time nature of the course.<sup>13</sup>

---

<sup>12</sup> Educ Act (CAP.327) 15

<sup>13</sup> Educ Act (CAP.327) 19

## MTL Field Placement for 1<sup>st</sup> year PT students

### Academic year 2020 - 2021

The Field Placement of MTL first-year students for academic year 2020-21 will have the following modifications, in view of the health and safety protocols being applied in schools due to the COVID-19 pandemic:

1. **No observations will take place during 2020-21 academic year** unless the student is already employed in a school.
2. The LLI5001 study unit which MTL PT students cover in Year 1 will be shifted to the **2021-22 academic year**.
3. This will entail a shift of 5 ECTS for PT students from the subject-based study units from the subject-based study units from 2020-21 academic year to the 2021-2022 academic year.
4. To remain in touch with practitioner-based practices, MTL first year students were allocated a school and a Teacher Mentor in their first year. This will provide them with the opportunity to remain in touch with practitioner-based practices through their mentors.



# MTL Field Placement for 2<sup>nd</sup> and 3<sup>rd</sup> year PT students

## Academic year 2020 – 2021

### Introduction

In normal circumstances PT students must cover an accumulated amount of **30 hours OR 3 weeks of block practicum in Year 1 and in Year 2 (for a total of 60 hours) for LLI5001 and an accumulated amount of 60 hours OR 6 weeks of block practicum in Year 3 for LLI5002.**

MTL PT students will have a minimum of 6 visits for LLI5001: 3 in Year 1 (2 feedback, 1 assessed) and 3 in Year 2 (3 assessed).

They must receive a minimum of 4 visits for LLI5002 in Year 3.

The block practicum for MTL PT Students is not restricted to a specific time-frame (i.e. five weeks) but one that allows for more flexibility. They need however to ensure that the tasks assigned are being tackled within a realistic timeframe, and they need to inform the Head of School, mentor and Faculty of how they plan to structure their field placement.

The practicum period must account for 30 hours of teaching, in their 1<sup>st</sup> and in their 2<sup>nd</sup> Year and 60 hours of teaching in their 3<sup>rd</sup> year.

MTL PT students fall within a three-tier framework and this year's practicum will be carried out as follows (see also pages 2 and 3):

1. **MTL PT Year 2 (2019-2022):** Any 30 hours in a span of 3 to 6 weeks between 22nd February and 31st May, 2021 as stipulated by the Faculty Examiners in each subject area. They also need to resume their practicum from Year 1 due to COVID-19 measures. This will complete their LLI5001.
2. **MTL PT Year 3 (2018-2021):**
  - a) Will resume their practicum which was interrupted due to COVID-19 as from 7th October 2020 to 30th November 2020 as stipulated by the Faculty Examiners in each subject area. This will complete their LLI5001.
  - b) 6 week/60-hour practicum between 7th January and 31st May, 2021 as stipulated by the Faculty Examiners in each subject area. For Year 3, the practicum ends on 31st May 2021.

## Guidelines

During the 2020-21 academic year, the number of hours/visits that remain to be covered for LLI5001 can be done through the following modalities:

- (i) In-class, face-to-face teaching assessed by the physical presence of one or both examiners;
- (ii) In-class, face-to-face teaching assessed through recordings sent to the examiners;
- (iii) A mixture of (i) and (ii) where an examiner may visit the student in class while the other examiner assesses via a recording/s of a lesson;
- (iv) **Video recordings of lessons** (using video-conferencing tools, namely Zoom); and
- (v) **Online lessons** (using the VLE of the school).

### 1. Students completing LLI5001 should follow these guidelines:

Number of Hrs completed	Number of recorded lessons
Less than or equal to 10 hrs	8 recorded lessons
More than 10hrs, less than or equal to 20 hrs	7 recorded lessons
More than 20hrs, less than 30 hrs	6 recorded lessons
30 hrs or more	4 recorded lessons

These recorded lessons are in lieu of TP sessions which had to be held during academic year 2020-2021.

### 2. Students who will be completing LLI5002 (cohort 2018-2021) should use the modality as applied by the school to complete the 60 hours of required practicum.

If recordings as in (iii) and (iv) and/or online lessons (v) are chosen for assessment, the student and **examiners must follow the guidelines issued for full-time students for their continuation TP**, and the above.

**Further guidelines/provisions: to be adopted if the same health and safety protocols as those in November-December 2020 are still existent in February-April 2021.<sup>14</sup>**

1. All MTL FT 2nd year students **have been allocated a school and a Teacher Mentor.**
2. Teacher Mentors were instructed to communicate with their mentees and hold remote meetings with them in preparation for the practicum. When Teacher Mentors are not based in the school allocated to the MTL teacher, we will engage cooperating teachers / SMT from the hosting school so that MTL students can familiarise themselves with the school setting, the students, and the current topics being covered.
3. MTL FT 2nd year students will continue their practicum of last academic year (LLI5001) by planning and video recording themselves teaching FOUR lessons of 40 minutes each for a single lesson, or as long as 80 minutes for a double lesson) using the Zoom platform. In the absence of interaction with learners, the recording time should translate to a range of 20 to 30 minutes. In the case of students teaching a double subject, the requirement is to have 2 recorded lessons/visits/ amalgamation of each for each subject, with a total of FOUR lessons or visits.
4. The students do not need to physically go to the school premises and the recording of these lessons can take place from their home, university or any other location as they deem fit. In the recording of these lessons, students can also include the interaction of their peers and in those situations where MTL students already teach a class, they can record their lessons while teaching their subject area. In case of subjects which require hands-on or practical tasks, students need to include scenarios, in the recorded lessons, where this practical approach can be observed.
5. These FOUR recorded lessons need to target, as much as possible, the needs and realities of the students in the school where they are based and follow a topic which is found in the scheme of work planned for these students. Students are advised to liaise with their Teacher Mentors and / or the cooperating teacher to get information about the school, the pupils / students and the topics which need to be taught.
6. The students need to send a link to these lessons in an email addressed to both the Main and Second Examiner, together with the lesson plans and resources, as a soft copy, by a date determined by the examiners. This must allow sufficient time for the Faculty Examiners to view the lessons and the material, and to ask for a Third Examiner to view an additional lesson should they feel that the material sent has not reached adequate quality or is not sufficiently fulfilling the assessment criteria.

---

<sup>14</sup> As also described in the document dated 4 November 2020, and updated in this document.

7. The Faculty Examiner needs to write a report for each lesson observed, based on:
  - a. the planning material sent by the students,
  - b. the recorded lesson.
8. The Faculty Examiners will set/conduct a meeting on Zoom with the student, before the final Pass/Fail result is decided and communicated to the Field Placement office, to give verbal and written feedback as required.
9. In this meeting, the student is expected to explain to the Faculty Examiner how the lessons were planned and addresses any queries in this regard. In assessing the recorded lessons the Faculty Examiners should keep in mind that not all competences in the TP assessment sheets can be observed. The assessment sheets will guide the Examiners in drafting the report, which should be built on the competences which could be observed and which the MTL student can demonstrate.
10. The report/s, preferably typed, should reach the student and the Field Placement Office within 48 hours that the each report is compiled. Use [manolita.puglisi@um.edu.mt](mailto:manolita.puglisi@um.edu.mt) to send the report/s to the Field Placement Office.
11. Each observed lesson will count as one TP visit. The Board of Examiners (or amalgamated Board of Examiners) will finally decide whether the student is to be awarded a Pass or a Fail, basing their judgement on:
  - the 3 or more reports,
  - the planning material accompanying the recorded lessons and
  - the Teaching Practice File which the students must submit electronically by a date stipulated by the Field Placement office.
12. The practicum 2nd Year PT MTL Students for LLI5002 will start on 22nd February 2021. The modalities of this practicum (including assessment) will reflect those carried out by the school in which the student is placed.
  - a. If teaching is held on the premises, the student-teacher is required to teach on the premises and be assessed accordingly. In the case of situations where the Faculty Examiners cannot assess the student-teacher on site, for health and safety reasons, the student-teacher will be asked to record the lessons being carried out in class.
  - b. If teaching is held online (synchronous or asynchronous) by the school in question, the student-teacher will be required to teach online on the same platform utilised by the school.
  - c. In the case of student-teachers who are vulnerable or on quarantine, provisions will be made as detailed underneath.

13. **If physical visits are possible**, the examiners are to use the assessment sheets found in the Field Placement page of the Faculty of Education at <https://www.um.edu.mt/educ/students/fieldplacements>.
14. **If visits/lessons are recorded** the new assessment sheet - also available in the Field Placement page of the Faculty of Education - should be used. The sheet is also available in this document as Appendix 1.
15. **If visits/lessons are recorded** the required consent forms must be obtained. The 'self-recording student consent form' must reach the Field Placement Office, and the examiners, by not later than a week after the start of the practicum. The signed 'Parents/Guardians Consent' forms must be safely kept by the MTL students and produced if they are asked for by the Field Placement Office, the examiners and/or the Faculty of Education. The consent forms are available on the Field Placement page of the Faculty of Education and as Appendices 2, 3 and 4 of this booklet. The wording on the consent forms cannot be altered.

## Protocol for MTL students who are vulnerable or living with vulnerable persons or in mandatory/voluntary quarantine<sup>15</sup>

The Faculty Office will receive requests made by students who are either (i.) vulnerable and/or (ii.) are living with vulnerable persons, and/or (iii) are in mandatory or voluntary quarantine.

1. The Faculty Office will make a formal request to the Faculty Board **supported by the documents sent by Health Authorities or by a medical certificate issued by a medical consultant to the student and/or the person living in the same household (that is, having the same address as the student on his/her ID) who is certified as being vulnerable.**
2. **Upon approval** the student can choose to either
  - (i) **conduct the first sit of the TP session in October 2021;** or
  - (ii) **conduct the TP through an alternative method of assessment.**
3. For option 2.(ii), this can be achieved for through either
  - (i) **Remote teaching modalities** (adopted from the MTL Continuation TP during the first semester of the 2020-21 **academic** year) to assess the students' ability to plan, deliver and evaluate learning activities; or
  - (ii) The student is assigned a small group of students who s/he may need to connect with online and deliver short activities every day (this may require the student to conduct follow-ups with parents, particularly of learners involved in an MTL for Early and Middle Years); or
  - (iii) Develop a 5-week online a/synchronous course. or
  - (iv) As determined by the Subject Coordinators and/or Heads of Department.

---

<sup>15</sup> Adapted from a proposal made by Prof Adrian-Mario Gellel.

## PASS/FAIL e-FORM

The Board of Examiners (or amalgamated Board of Examiners) will finally decide whether the student is to be awarded a Pass or a Fail, basing their judgement on:

1. If visits take the form of recorded sessions
  - a. the **Teaching Practice File** which the students must submit at the discretion of the Board of Examiners;
  - b. the 3 or more **Assessment sheets** written **from 22 February 2021** onwards;
  - c. the Zoom meeting that must be held before the Board of Examiners decides on a Pass or Fail; and
  - d. the planning material accompanying the **recorded lessons** (if applicable).
2. If the visits take the 'normal' form (that is, in-school)
  - a. the **Teaching Practice File**;
  - b. the 3 or more **Assessment sheets** written **from 22 February 2021** onwards; and
  - c. a meeting held by the Board of Examiners intended to decide on a Pass or Fail.

Appendix 5 is the Pass/Fail e-Form which all members of the Board of Examiners must fill in and sign at the end of a student's Practicum **if they are in mutual agreement about the result**. The form is also available on the field placement page of the Faculty of Education.

It is very important that this result **is not communicated to the student** but sent to Ms Manolita Puglisi [manolita.puglisi@um.edu.mt](mailto:manolita.puglisi@um.edu.mt).

## ADDITIONAL EXAMINER

Please also note that:

1. When there is **agreement between the 2 examiners** that a student is a **Fail**, at least one additional examiner shall be appointed on the

recommendation of the HOD or his/her delegate and the attached form is filled in by the 2 examiners and submitted to the undersigned;

2. when there is **disagreement between the 2 examiners** whether a student is a **Pass or a Fail** the examiners should discuss between them the student's performance and if they still disagree then the attached form requesting an extra examiner must be filled and submitted to the undersigned; and
3. when the examiners agree that a student is **weak but has the potential to pass** then an **extra examiner is not needed** because the student is a **Pass**.

Appendix 6 is the appropriate form. It is available on the field placement page of the Faculty of Education.



# CODE OF PRACTICE FOR PRACTICUM EXAMINERS

## DURING TEACHING PRACTICE

In order to ensure the highest possible standards of supervision and promote educational quality,

Examiners are advised to adhere to the following Code of Practice.

### **Preamble**

1. Examiners are to respect the rights of student teachers and colleagues in accordance with relevant regulations and organisation requirements.
2. Examiners are to act in a manner which recognises diversity as an asset and does not discriminate in respect of race, gender, disability, age, sexual orientation or religion and belief.

### **Working with student teachers**

3. Examiners should make the Faculty's expectations known to the students before the visits start, preferably through a preliminary meeting held prior to Teaching Practice or in the first week of Teaching Practice.
4. Examiners are expected to conduct the first visit by not later than the 2nd week of the Block Practicum.
5. During the Block Practicum period it is advisable that Examiners maintain contact with the students assigned to them to reflect on their classroom practice.
6. Examiners are advised to make their presence known to the School Administration when visiting schools.
7. Examiners are expected to respect the student's time-table/daily schedule unless special circumstances prevail.
8. Examiners are expected to allow the student teacher to complete the lesson without interrupting. If an examiner deems an intervention as vital, this should be carried out in the most discreet way possible.
9. Examiners are expected to give both verbal and electronic feedback:
  - Verbal Feedback on the electronic Practicum Assessment Sheets should be given after the observed lesson. When not possible, fix an appointment to see the student later.
  - Electronic feedback is provided by filling in the TP Assessment Sheets - which is a

formative type of assessment - and these will be forwarded to the students within 24 hours

10. Examiners who are concerned about a student's progress should clearly express this concern and note it in the electronic Practicum Assessment Sheets.
11. Examiners should not accept gifts or in any way let themselves be influenced in their assessment.

### **Working with fellow examiners**

12. Examiners are expected to maintain contact with each other so as to establish and respect the dates of their visits, which should be spread over the five-week period, and ensure that a variety of lessons are observed.
13. Examiners are to uphold the reputation of the profession by never unjustly or knowingly damaging the professional reputation of another or furthering their own position unfairly at the expense of another.
14. Examiners are to adopt a collegial and professional attitude.
15. University examiners are to engage with Teacher Mentors on a regular basis and can involve them during discussions with the student teacher.

### **Working with the Department of Leadership for Learning & Innovation**

16. As soon as practicable, examiners shall immediately notify the Field Placement coordinator - within the Department of Leadership for Learning and Innovation - of any actions or behaviour by student teachers that constitute grounds for concern vis-à-vis the learners under their care.
17. In the case of a potentially failing student, Examiners should request a third examiner to carry out an additional visit as per Assessment Regulations.
18. At the end of the Block Practicum Examiners must attend the Board of Examiners convened by the Field Placement co-ordinator to assess the performance of each student.
19. Examiners should attend the meeting called by the Field Placement coordinator to communicate the result to a failing student.

# CODE OF PRACTICE FOR STUDENT TEACHERS

## DURING TEACHING PRACTICE

### **Preamble**

To maintain the honour and dignity of the profession, and promote educational quality, student teachers should observe core ethical values and adopt appropriate professional conduct at every stage of their development during their course.

The main objective of this Code of Practice is to provide guidelines to you, the student teacher, in relation to your duties and obligations during your Field Placement. In addition to this document, you are strongly advised to read the Teachers' Code of Ethics and Practice (2012, Ministry of Education and Employment) paying particular attention to the Key Principles.

It is important to understand that once you are a student teacher at University aiming to become a teacher and visiting schools, you will immediately be looked at as a role model and therefore it is of utmost importance that you adhere to the principles in the above documents whether you are on Block Practicum, at university or in the community.

### **Working with the school**

1. You should respect the hosting school's aims and policies, including its dress code.
2. You should adopt a professional attitude towards your hosting school and fellow student teachers.
3. During Field Placement you should regard yourself as part of the school's teaching staff.
4. You are expected to conform to the established ethos of the hosting school and should respect and follow the school's code of ethics.
5. You must arrive at school at a time stipulated by the school administration every day of the Field Placement and be present at school all day.
6. You are encouraged to join in the various activities – professional and extra-curricular – organised by the school.
7. While you are encouraged to plan your own material, you should ensure that the overall programme of learning is not interrupted. It is therefore crucial for student teachers to liaise with the mentor/class/subject teacher.
8. You should seek to develop effective working relationships with the cooperating teacher, the learning support assistant, the rest of the staff, including ancillary staff, and other student teachers.

9. If your Block Practicum is in a primary school, you may be asked to release the class for one afternoon a week so that the classroom teacher can keep contact with the learners. You are to remain in class to observe and support the mentor/class/teacher.

### **Working with learners**

10. You should seek to promote the intellectual, physical, moral, social, emotional, creative, and cultural development of all learners.
11. Your learners should see you as an approachable person, however you should maintain professional distance inside and outside school. You should avoid inappropriate physical contact and any other intimacy. This includes inappropriate social media communication. Only institutionally approved network communication sites (such as MS Teams) should be used to communicate with learners, and the content of communication should not be of a personal nature but of a professional nature.
12. You should not take advantage of the professional relationship that develops during Teaching Practice for your own personal benefit by giving private tuition to your own learners in any form.
13. As student teachers you should be responsible for providing good quality learning opportunities for the learners in your class/es during your Field Placement and Block Practicum in particular.
14. You are to attain good knowledge of the learners under your care, their needs and potential so as to plan your teaching in a manner that addresses their unique processes of growth.
15. You are to have a good understanding of the aims and objectives of the whole syllabi of the particular levels and subjects you are teaching to be able to connect your teaching within the Block Practicum period with previous and future learning experiences of the learners.
16. You are expected not to stigmatise or label any learner, nor engage in unfair or discriminatory treatment of them on any grounds. Any sexist, racist, homophobic or disablist comments or behaviour could lead to disciplinary measures taken against you. You are also expected to ensure that learners in your class do not discriminate on these grounds.
17. Should you observe any unusual behaviours or symptoms in a learner that could indicate an underlying health or social problem, refer to the School Management Team for guidance. It is not your responsibility to speak about such matters to parents/guardians.
18. Physical, verbal, emotional and sexual abuse of learners will lead to disciplinary measures.

### **Working with parents**

19. You are encouraged to develop and maintain a positive relationship between home and school under the guidance of the Head of School or a member of the Senior Management Team.
20. You are expected to respect parents, guardians and carers in their capacity as partners in the educative process.
21. You are encouraged to promote the active participation of parents, guardians and carers in the education and welfare of children.

### **Working with your Examiners**

22. You should send a copy of your timetable and calendar of events to your Examiners and the Field Placement secretary as soon as these are made available to you by the school.
23. You must always inform your Examiners in good time of any activities and or changes to your timetable.
24. The Teaching Practice File and other materials/resources including all Examiners' reports should always be available in class during Block Practicum.
25. Student teachers encountering difficulties in their Block Practicum should attempt to resolve the situation by discussing it immediately with either Teacher Mentor, University Examiners, the school administrators, and/or the Field Placement Coordinator.

### **Working with your Teacher Mentor**

26. You should consider your Teacher Mentor as someone who has your interest at heart and would like to see you grow into a mature professional.
27. Be open to ideas and constructive criticism which will enrich your teaching strategies.
28. Consider the Teacher Mentor as someone whom you can trust and therefore feel free to be open with her/him and discuss any issues which you feel will help you better your teaching strategies.
29. Always keep your Teacher Mentor informed if for some reason or other you will not be able to attend school.

## **Procedures**

30. You are strongly advised not to engage in activities (e.g. employment) which could interfere with the time and energy required to prepare lessons and teach effectively during the Teaching Practice period.
31. In case of absence from school due to illness, you should inform your Examiners, the School Management Team, and the Field Placement secretary as early as possible. You must also submit an original medical certificate, together with a medical note to the Field Placement secretary within 24 hours. The medical note should clearly indicate the nature of the condition and the doctor's medical number.
32. In exceptional circumstances, student teachers may seek to obtain permission from the Field Placement coordinator to absent themselves from school. Unapproved absences from school during Field Placement are not tolerated. Student teachers will be required to make up for approved absences.

Any breach of this Code of Practice brought to the attention of the Field Placement co-ordinator shall be referred to an ad hoc Disciplinary Board appointed by the Board and may result in a recommendation to Senate for dismissal from the Course.

## APPENDIX 1



**L-Università ta' Malta**  
Faculty of Education

# Master in Teaching and Learning Visits by Recordings

*PRIMARY/SECONDARY  
ASSESSMENT  
SHEET  
LLI5002*

Visit

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Primary ☐ Secondary ☐

### A. BACKGROUND INFORMATION

Date of Lesson	Duration of Recording	Examiner

Student Name	ID Card Number	Year Group

School	
--------	--

Class	Number of Students (if applicable)

Subject	Topic

This Assessment Sheet provides evidence of the student's progress to date and consists of a number of competences which a student is expected to achieve during the Field Placement experience.

Each subsection gives the opportunity for *qualitative feedback* to be provided. This aims to highlight both the strengths observed during a particular session and the areas which need to be addressed and developed.

## B. PREPARATION AND PLANNING

The lists included under every section below are **indicators** and are not exhaustive. The examiner may choose to comment on some of them and also add others as applicable.

### 1. Lesson Plans

Learning outcomes are specific and clearly articulated.  
Lessons are planned to include a variety of activities.  
Resources are well-presented and contribute to the learning outcomes.  
Lesson plans reflect Universal Design Framework denoting:  
Interesting and attractive resources and presented in different modes.  
Multiple modes of assessment tasks are included in lesson plans reflecting the learners' diversity.  
Lessons are planned to include specific cooperative learning strategies.  
Lesson plans are shared and discussed with the LSE.  
Student teacher include necessary adaptations/modifications in the lesson plan.  
Lesson plans promote an inclusive ideal and praxes.  
\*Consideration for modification and support clearly stated and personalised.  
\*Learning activities flow from one step to the next in an easy and logical manner.

*\* New criteria for this year*

Comments

--

## C. PROFESSIONAL SKILLS

### 1. Knowledge of curriculum and the subject

Understanding of subject matter knowledge.  
Understanding of the context in which learning is taking place.  
\*Knowledge and understanding of the curriculum.

*\* New criteria for this year*

Comments

--



## 2. Teaching and Learning

The lesson proceeds smoothly and logically.  
The students actively participate in the lesson.  
Use of a variety of teaching strategies.  
Learning outcomes are specific and clearly articulated.  
\*Involves pupils in lesson closure.  
\*Closure reviews what has been covered and learnt during the lesson.  
\*Builds on pupils prior learning.  
\* *New criteria for this year*

Comments

--

## 3. Assessment

Questioning used to assess student understanding and learning.  
Class work tasks are assigned to reinforce stated learning outcomes.

Comments

--

## 4. Use of digital technologies and resources

For presentations and explanations  
For practice, consolidation and revision  
For carrying out investigations and explorations  
For learning through play (including game-based and gamified learning)  
\*For creative activities (creating digital artefacts – models, creative writing, etc)  
\*For collaborative activities (using tools for intra and inter-group communication & sharing)  
\*For managing own learning and reflection (use tools to plan, organise & reflect on learning)  
\* *Criteria for second year*

Comments

--

## 4 Use of Online Learning Techniques and Pedagogies (if applicable)

The student uses effectively and efficiently the Virtual Learning Platform (VLE)  
Uses various teaching and learning pedagogies  
Uses the appropriate pedagogies and resources for the topic being taught/learnt  
The student is creative and adaptive to the learning environment

Comments

--

## **D. PROFESSIONAL ATTITUDE AND DEVELOPMENT**

Reacts positively to advice, suggestions and criticism

Establishes a good working relationship with mentor, with other teachers, LSEs and parents (where applicable).

\* Professional disposition.

*\* New criteria for this year*

Comments

--

## **E. GENERAL COMMENTS**

1. Strengths

--

2. Areas for Improvement

--

3. Other

--

## F. ASSESSMENT OF SESSION

<b>The session has been assessed as:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Highly satisfactory	Satisfactory	Unsatisfactory
	<b>Has shown mastery</b> of the observed competences for this stage of development	<b>Has made sufficient progress</b> in the observed competences for this stage	<b>Has not made sufficient progress</b> for this stage of development

<b>Examiner's Signature</b>	
-----------------------------	--

## APPENDIX 2



L-Università ta' Malta  
Faculty of Education

Department of  
Leadership for  
Learning & Innovation

### Consent for Self-Recording of MTL Students on Practicum

I give my consent to the Faculty of Education, and particularly to the Examiners that form my Board of Examiners, to view any of my self-recordings related to my teaching practice that I will be send to them.

I understand that these recordings

- (i) will only be used for the assessment of my Practicum experience; and
- (ii) will be destroyed after my final Practicum result is published.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

Please send a soft copy of the consent form to Ms Manolita Puglisi  
[manolita.puglisi@um.edu.mt](mailto:manolita.puglisi@um.edu.mt). Do not hesitate to contact Ms Puglisi for any further clarifications.

\_\_\_\_\_  
This consent form has been developed as per (i) Article 70 (1e) of the Regulation 2016/679/EU of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC, (that is, "GDPR"); (ii) the EEA Agreement and in particular to Annex XI and Protocol 37 thereof, as amended by the Decision of the EEA joint Committee No 154/2018 of 6 July 2018. and (iii) Article 12 and Article 22 of its Rules of Procedure of 25 May 2018, revised on 23 November 2018.

## APPENDIX 3



L-Università ta' Malta  
Faculty of Education

Department of  
Leadership for  
Learning & Innovation

### Video/Audio Permission Form - Student Teacher in the Classroom

Dear Parent/Guardian:

Your child may have a “student teacher” in his / her classroom this year. To become a teacher in Malta, the student teacher must show that they are ready to work with young children by planning, organising and delivering suitable activities. Due to Covid-19 restrictions within schools student teachers must record some learning activities.

These audio/video recordings will be shared with examiners selected by the Faculty of Education of the University of Malta. **The recordings will be destroyed once the students have been assessed for their performance during the practicum.**

**If you give permission below, your child may appear in video/audio recordings.** If you do not give permission, your child will still participate in the lessons but will be seated out of camera range and / or with his / her back facing the camera.

Child's Name \_\_\_\_\_

I am the parent/legal guardian of the student named above. I have received and read the letter above and agree to the following:

☐ **I DO give permission** to include the student named above in video/audio recordings. I understand the recordings will be shared with examiners of the Faculty of Education outside the school.

You may withdraw your consent at any time, by sending an email on [manolita.puglisi@um.edu.mt](mailto:manolita.puglisi@um.edu.mt). If you have any further queries about UM's processing of your personal data, you are invited to contact our Data Protection Officer at [dpo@um.edu.mt](mailto:dpo@um.edu.mt). Should you feel aggrieved by our processing of your personal data, you may additionally lodge a complaint with the Office of the Information and Data Protection Commissioner, Malta.

**Signature of Parent/Guardian**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

The Faculty of Education at the University of Malta shall be processing personal data on the basis of consent, in accordance with the provisions of the General Data Protection Regulation (GDPR) and all other corresponding data protection legislation, including the Data Protection Act (Chapter 586, Laws of Malta) and where applicable, Article 5 (5) of Subsidiary Legislation 586.07 (Processing of Personal Data (Education Sector) Regulations).

## APPENDIX 4



L-Università ta' Malta  
Faculty of Education

Department of  
Leadership for  
Learning & Innovation

### Formola għal Għoti ta' Permess: Irrekordjar ta' Awdjo u Vidjo fil-klassi Waqf Lezzjonijiet ma' Studenti Għalliema

Għażiż/a Ġenitur/ Gwardjan/a,

Din is-sena se jkun hemm student għalliem/a fil-klassi tat-tifel/tifla tiegħek. F'Malta, dawn l-istudenti li qed jiġu mħarrġa biex jilhqgħu għalliema għandhom bżonn juru l-kapaċità tagħhom li jippjanaw, jorganizzaw u jwettqu attivitajiet adattati għal etajiet li qed jaħdmu magħhom. Minhabba s-sitwazzjoni kurrenti tal-pandemija tal-COVID-19, dis-sena, dawn l-istudenti għalliema qed jiġu mitluba mill-Fakulta' tal-Edukazzjoni tal-Università ta' Malta sabiex jirrekordjaw xi attivitajiet fil-klassi.

Ir-registrazzjoni ta' awdjo jew vidjo se tiġi mogħtija lill-eżaminaturi tal-Fakulta' tal-Edukazzjoni għewwa l-Università ta' Malta. Ir-registrazzjoni kollha se tiġi distrutta mal-l-istudenti għalliema jkunu assessjati mill-eżaminaturi tagħhom wara il-perjodu ta' Prattika fil-klassi.

Għaldaqstant, inti infurmat li jekk tagħti permess hawn taht, jista' jkun li ibnek jew bintek tinstema' jew tidher fir-registrazzjoni. Jekk inti tippreferi li ma tagħtix dan il-permess, it-tifel jew tifla tiegħek xorta waħda jiehu/tiehu sehem fl-attivitajiet pero jiġi/tiġi mitlub/a jpoġġi/tpoġġi f'post fejn il-wieċ ma jiġix jidher f'din ir-registrazzjoni.

Isem tat-tifel/tifla: \_\_\_\_\_

Jien il-ġenitur/gwardjan/a tat-tifel/tifla msemmi/ja hawn fuq. Jien nikkonferma li rċevejt u qrajt din l-ittra.

☐ Jien **nagħti** permess li t-tifel/tifla tiegħi msemmi/ja hawn fuq tiġi tinstema' jew tidher fl-awdjo/vidjo. Nifhem li din ir-registrazzjoni se tiġi mogħtija lill-eżaminaturi tal-Fakulta' tal-Edukazzjoni barra mill-iskola.

Int tista' tirtira l-kunsens tiegħek f'kwalunkwe fażi billi tibgħat email lis-segretarja Manolita Puglisi [manolita.puglisi@um.edu.mt](mailto:manolita.puglisi@um.edu.mt). Jekk għandek aktar mistoqsijiet dwar kif l-Università tipproċessa l-informazzjoni personali dwerek tista' tagħmel kuntatt mal-Uffiċjal għall-Protezzjoni tad-Data fuq [dpo@um.edu.mt](mailto:dpo@um.edu.mt). Jekk ma taqbilx mal-mod kif l-Università qed tipproċessa l-informazzjoni dwerek tista' twassal l-ilment tiegħek lill-Uffiċċju tal-Informazzjoni u Protezzjoni tad-Data, Malta

\_\_\_\_\_  
Firma tal-Ġenitur

\_\_\_\_\_  
Data

\_\_\_\_\_  
Isem sħiħ tal-Ġenitur

Il-Fakulta' tal-Edukazzjoni fi hdan l-Università ta' Malta se tkun qed tipproċessa l-informazzjoni personali skont il-kunsens li tkun irċiviet u skond id-dispożizzjonijiet tar-Regolamenti Ġenerali dwar il-Protezzjoni tad-Data (GDPR) u kull leġislazzjoni dwar Protezzjoni tad-Data, inkluż l-Att dwar il-Protezzjoni tad-Data (Kapitlu 586 tal-Liġijiet ta' Malta) u fejn applikabbli, Artiklu 5 (5) tal-Leġislazzjoni Sussidjarja 586.06 dwar l-Ipproċessar ta' Data Personali fis-Settur tal-Edukazzjoni.

## APPENDIX 5



**L-Università ta' Malta**  
Faculty of Education

Department of  
Leadership for  
Learning & Innovation

### Request to Field Placement Board of Examiners

---

**Name of Student:**

**Course/Year:**

**Subject:**

**School Placement:**

Is a potential failing student due to:

We hereby request the Board to nominate an additional examiner.

Name of Main Examiner

\_\_\_\_\_  
Signature

Name of Second Examiner

\_\_\_\_\_  
Signature

**Dat**

## APPENDIX 6



**L-Università ta' Malta**  
Faculty of Education

Department of  
Leadership for  
Learning & Innovation

**Name of Student**

I.D. Card No.

MTL 1<sup>st</sup>

2<sup>nd</sup>Year

MTL YR – 20

/ 20

**Subject**

**School Placement**

## Board of Examiners

**Main Examiner**

Name

Signature

**2<sup>nd</sup> Examiner**

Name

Signature

PASS

FAIL

Date