THE LEARNING SUPPORT EDUCATOR

Role · Code of Ethics · Observations · Student Profile · MAP · IEP · Practice Placement File

A COMPLETE PROFESSIONAL WORKFLOW

TODAY'S JOURNEY

Session Roadmap

01 Introduction to the LSE Role

02 Code of Ethics

03 Observations

04 Student Profile

05 MAP — Making Action Plan

06 IEP — Individual Education Plan

07 Practice Placement File

THINK · PAIR · SHARE

In one word, what do you think a Learning Support Educator does?

⏱ 3 minutes

SECTION 1

Introduction to the LSE Role

SECTION 1 · LSE ROLE

What We Are Exploring Today

- Today we are exploring the full professional workflow of a Learning Support Educator — the role, the ethical foundations, the observation process, the student profile, MAP, IEP, and the Practice Placement File.
- This is the complete ecosystem of inclusive education in Maltese schools.

Not a Helper. Not an Assistant. Not a Shadow.

- The LSE is not a helper, not an assistant, not a shadow teacher.
- The LSE is a professional educator whose work is grounded in policy, ethics, collaboration, and evidence-based practice.
- This means the LSE is part of the instructional team, not separate from it.

> *assists the teaching and learning process led by the Teacher, promoting independence and fulfilment of all learners.*
>
> **— National School Support Services Toolkit**

Who the LSE Works With

- The LSE works under the leadership of the Senior Leadership Team, guided by the class teacher, collaborating with the Head of Department (Inclusion), therapists, counsellors, resource centres, CDAU, and parents.
- This is a multi-layered role that requires professionalism, organisation, initiative, and strong communication.

The LSE's Impact

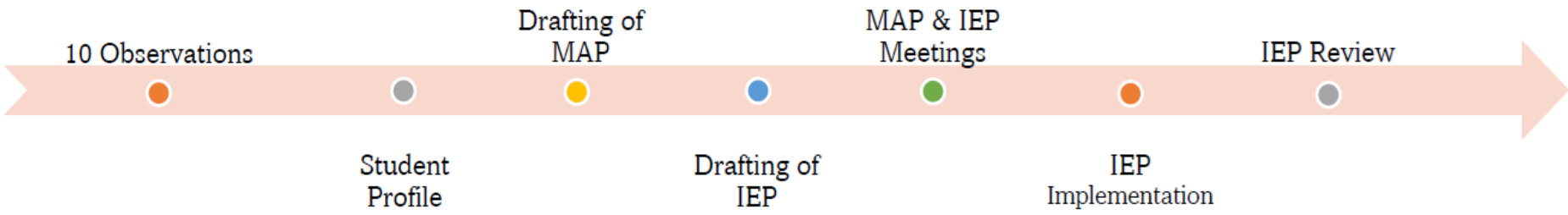
- The LSE's impact is profound.
- They influence a learner's sense of belonging, participation, achievement, emotional safety, and access.
- They are often the adult who knows the learner best, who sees the learner across contexts, and who can identify subtle patterns that others may miss.

The LSE Workflow: Structured and Systematic

- Conduct 10 observations
- Draft the Student Profile
- Participate in MAP
- Draft the IEP
- Attend the IEP meeting
- Implement the IEP
- Review the IEP
- Document everything in the Practice Placement File

Why This Order Matters

This workflow ensures that support is not random — it is planned, documented, reviewed, and aligned with national policy.



GROUP TASK

Rank the 7 workflow steps by how challenging you think they'd be for a new LSE — and explain why.

Be ready to justify your top and bottom ranking to the group.

⏱ 5 minutes

SECTION 2

Code of Ethics

A Code for All Educators

All educators — including LSEs — must follow the Teacher's Code of Ethics (MEDE, 2012).

This code protects learners, educators, and the integrity of the profession.

> *Though the name of the document is Teacher's Code of Ethics, all educators should follow the principles set in this document.*
>
> **— National School Support Services Toolkit**

PRINCIPLE 1

Maintain Trust in the Profession

1

- Trust is built through confidentiality, reliability, and professionalism.
- LSEs must avoid gossip, bias, and unprofessional behaviour.
- LSEs must handle sensitive information with care.

PRINCIPLE 2

Maintain Professional Relationship with Students

2

Boundaries matter.

LSEs must avoid over-attachment, favouritism, or inappropriate familiarity.

Communication must be respectful, calm, and safe.

The LSE must be a stable, predictable adult.

PRINCIPLE 3

Respect the Uniqueness and Diversity of Students

3

Inclusion is grounded in respect.

LSEs must value cultural, linguistic, behavioural, and learning diversity.

They must avoid deficit language such as “can't”, “won't”, or “too difficult”.

Every learner has strengths.

PRINCIPLE 4

Work Collaboratively with Colleagues, Parents, Guardians, Carers

4

- Collaboration is an ethical duty.
- LSEs must communicate professionally, share information responsibly, and work as part of a team.
- No LSE works alone — inclusion is collective.

PRINCIPLE 5

Act with Honesty and Integrity

5

- Documentation must be accurate.
- Observations must be factual. Communication must be truthful.
- Mistakes must be acknowledged.
- Integrity builds trust.

PRINCIPLE 6

Keep Professional Knowledge Up to Date

6

- LSEs must engage in continuous learning — policies, strategies, behaviour approaches, communication methods, UDL, MAP/IEP processes.

- Professional growth is part of ethical practice.

The POSITIVE Acronym

The toolkit describes the LSE as a positive role model: Professional, Organised, Safe, Inclusive, Tangible, Initiative, Values, Etiquette. These qualities shape the LSE's identity and daily practice.

P	O	S	I	T	I	V	E
Professional	Organised	Safe	Inclusive	Tangible	Initiative	Values	Etiquette

GROUP TASK

An LSE overhears sensitive family information about a student. Which Code of Ethics principle applies, and how should the LSE respond?

Discuss in small groups, then nominate one person to share your group's answer.

⏱ 6 minutes

SECTION 3

Observations

The Foundation of Everything That Follows

- Observations are the foundation of MAP, Student Profile, and IEP.

- They provide unbiased evidence of strengths and needs.

> *Observation should be for 10 minutes… written in the present tense… include strengths and needs.*
>
> — National School Support Services Toolkit

Purpose of Observations

- To gather authentic evidence of the learner's functioning
- To understand behaviour, communication, socialising, motor skills, academic engagement
- To identify strengths (for motivation and planning)
- To identify needs (for IEP goals)
- To observe the learner in structured and unstructured contexts

Observation Format

Each observation must include:

- Day, date, venue
- Staff present
- Subject/activity
- Time
- Narrative description in present tense
- Strengths
- Needs

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OBSERVATION SHEET

Student's name:	
Class:	**Date:**
Age:	**Year:**
Student Diagnosis:	**Support Given:**
Activity during observation:	
Time: From _____ to _____	

Strengths:

Needs:

What to Observe

- KG: pre-literacy, play, motor skills, socialising
- Primary/Secondary: literacy, numeracy, behaviour, organisation, communication, motor skills

Worked Example: Amy

STRENGTHS & NEEDS IDENTIFIED

- *Strengths*: confident interaction, clear speech
- *Needs*: impulse control, turn-taking, emotional regulation

> *Amy is running out of her place… Amy is sulking… Amy is confidently interacting…*
>
> **— Observation excerpt (present tense, descriptive)**

Common Mistakes to Avoid

Avoid:

- Judgments (“lazy”, “rude”)
- Assumptions
- Emotional language
- Vague descriptions

The Golden Rule

Observations must be objective, descriptive, and non-judgmental.

QUICK CHECK

Rewrite this into an objective, descriptive observation:

“The student is lazy and refuses to work.”

⏱ 4 minutes

GROUP TASK

In a group, conduct a 2-minute mock observation of a short classroom scenario and write it up in the present tense, following the full observation format.

(39) Ruby's Inclusion Story - YouTube

Include: day/date/venue, staff present, subject/activity, time, narrative, strengths, and needs.

⏱ 12 minutes

SECTION 4

Student Profile

The Holistic Portrait of the Learner

- The Student Profile is the holistic portrait of the learner.
- It consolidates assessments and observations.

> *It should give a complete picture of the learner's current development.*
>
> — National School Support Services Toolkit

Structure of the Student Profile

- Medical history
- Educational placements
- MDT
- Strengths
- Needs
- Learning style
- Motivators
- Teaching approaches
- Summary of development
- Special provisions

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Student Profile

Name
Date of Birth
Age
Statement number

Medical/General History

Educational Placements

Multi-Disciplinary Team

Strengths and Interest

Needs

Student's Learning Style

Motivators and Reinforcers

Teaching Approaches that help

Brief summary of progress in the different areas of development

- Physical health
- Motor skills
- Self-help skills
- Motivation (and possible motivators)
- Relationships
- General behavior
- Attention, expression & comprehension (during a conversation)
- Maths, Maltese & English (options)

Special provisions and resources if any required

Date profile is written
Name and Signature of LSE

Medical / General History

WHAT IT CAPTURES

Birth history, diagnoses, therapies.

> *Lily was referred… due to hypotonia… severe speech and language delay.*

Strengths & Interests

WHY IT MATTERS

Strengths guide engagement.

> *Lily enjoys watching music videos… has a keen interest in Maths.*

Needs

WHY IT MATTERS

Is a guide for IEP goals.

> *Needs continuous support… needs tasks broken into smaller ones…*

Learning Style

WHY IT MATTERS

Learning style guides UDL and differentiation.

> *Lily responds well to visual style learning…*

Motivators & Reinforcers

WHY IT MATTERS

Motivators guide behaviour support.

> *Motivated when activities are performed visually…*

Teaching Approaches

WHY IT MATTERS

Approaches guide daily schedules.

> *Activities should be introduced through play… repetitive teaching…*

Summary of Development

Physical, motor, behaviour, communication, literacy, numeracy.

GROUP TASK

Using Ruby's example as a model, from your observation, build a mini Student Profile for a fictional learner in your group.

(39) Ruby's Inclusion Story - YouTube

Cover at minimum: strengths, needs, learning style, and one motivator.

⏱ 8 minutes

SECTION 5

MAP — Making Action Plan

A Strengths-Based Planning Tool

MAP is a student-centred, strengths-based planning tool. It is narrative, visual, and collaborative. It forms the foundation of the IEP.

> *A collaborative, student-centred planning tool… not a deficit-based assessment.*
>
> — What is MAP?

What MAP Helps the Team Understand

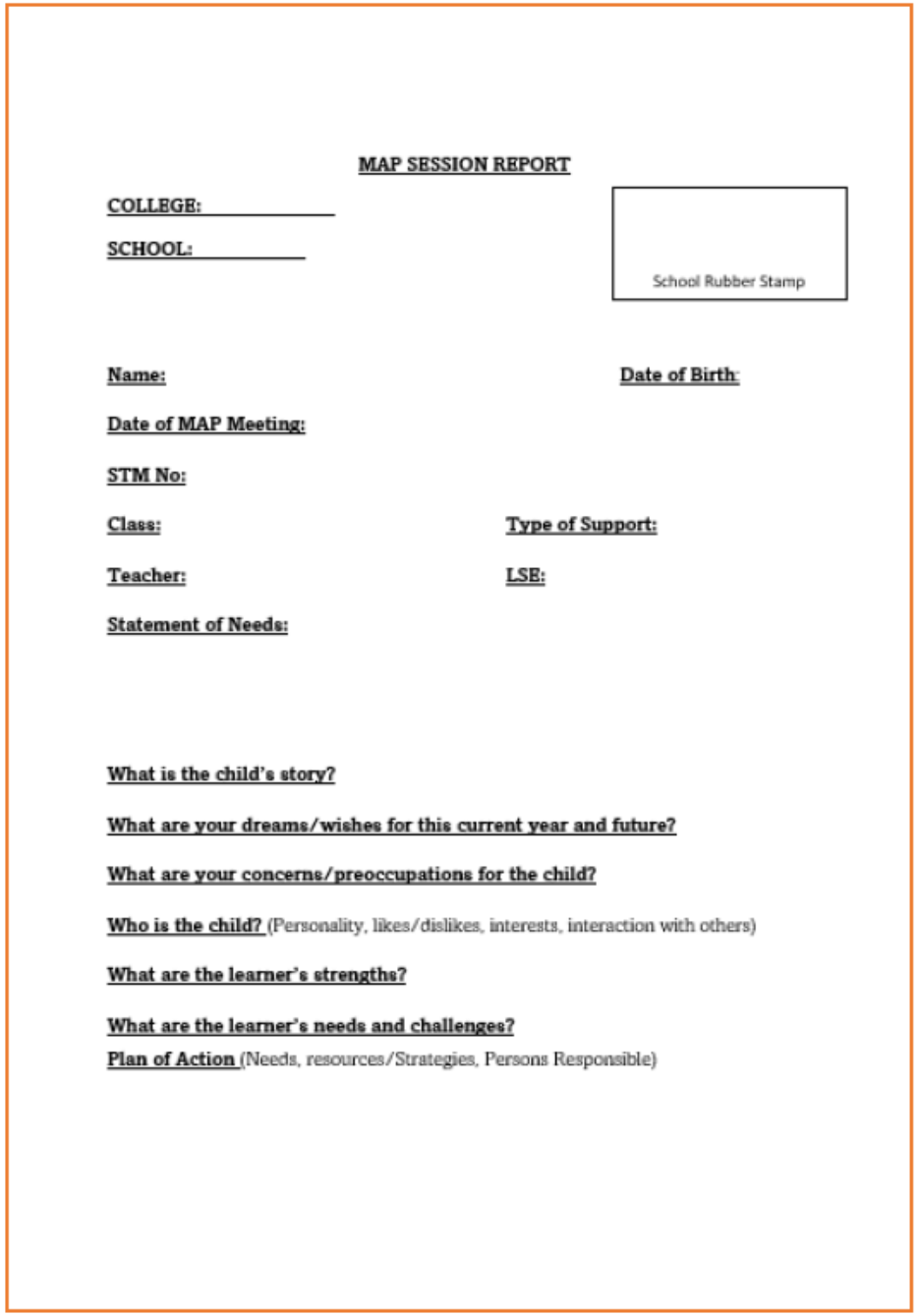
- Who the learner is
- What matters to them
- What they need
- What actions the team will take

When MAP Is Used

> *When a learner is given a statement of needs*
>
> *In transition years (Year 4, Year 7 & Year 9).*

The Seven MAP Questions

- Child's story
- Dreams/wishes
- Concerns
- Who is the child?
- Strengths
- Needs
- Plan of action



MAP SESSION REPORT

COLLEGE: _____

SCHOOL: _____

School Rubber Stamp

Name: **Date of Birth:**

Date of MAP Meeting:

STM No:

Class: **Type of Support:**

Teacher: **LSE:**

Statement of Needs:

What is the child's story?

What are your dreams/wishes for this current year and future?

What are your concerns/preoccupations for the child?

Who is the child? (Personality, likes/dislikes, interests, interaction with others)

What are the learner's strengths?

What are the learner's needs and challenges?

Plan of Action (Needs, resources/Strategies, Persons Responsible)

MAP QUESTION 1

Child's Story

Narrative identity — background, history, context.

1

MAP QUESTION 2

Dreams / Wishes

Short-term and long-term aspirations.

2

MAP QUESTION 3

Concerns

Barriers, fears, risks.

3

MAP QUESTION 4

Who Is the Child?

Personality, interests, interactions.

4

MAP QUESTION 5

Strengths

Abilities, talents, motivators.

5

MAP QUESTION 6

Needs & Challenges

Academic, behavioural, emotional, sensory, social.

6

MAP QUESTION 7

Plan of Action

Strategies, resources, responsibilities. MAP → IEP.

7

SECTION 6

IEP — Individual Education Plan

A Personalised, Legally Aligned Document

The IEP is a personalised, legally aligned document outlining goals, strategies, accommodations, and monitoring.

> *A personalized document outlining specific educational goals…*

Why the IEP Is Essential

- Ensures access
- Provides structure
- Tracks progress
- Supports inclusion
- Encourages collaboration

Procedures Before Drafting the IEP

Gather information from:

- Teachers
- Parents
- Psychological reports
- Statementing Board
- Observations
- Student Profile

https://youtu.be/Bfuct-Dn-r0?si=PcvJ1he5PkkAnF_p

Identify core areas for development

Based on observations + profile + MAP (Needs):

- Literacy
- Numeracy
- Communication
- Social/emotional skills
- Motor skills
- Self-regulation
- Behaviour
- Organisation

Draft long and short-term goals

Aim for **6–12 long-term goals** (Toolkit guidance).

Goals must be **SMART**:

Specific
Measurable
Achievable
Relevant
Time-bound

Short-term goals

- Each long-term goal needs **3 short-term goals**.
- These become the **success criteria** on MySchool.
- Example progression:
  - Moderate assistance → minimal assistance → supervision

SMART IEP GOALS

S — Specific

What do I want to accomplish?

For SMART IEP goals, the goal should be specific tied to an area of need listed in IEP present levels.

M — Measurable

How will I know when it is accomplished?

Use the baseline data in IEP present levels of performance to create measurable SMART IEP goals.

A — Achievable

How can the goal be accomplished?

Remember that none of us can predict outcomes. Trying to choose what a child can achieve in a year is part science, part art. Collaborate!

R — Relevant

Does this seem worthwhile?

This is the area that has parents at odds with their IEP team. The team has to agree on priorities for IEP goals. IDEA does not define how many IEP goals or who gets to choose them.

T — Time bound

When can I accomplish this goal?

Because IDEA requires an annual IEP meeting, most SMART IEP goals are set for a one year time frame. IEP goal objectives are often less time than a year.

Ensure alignment with curriculum & policy

- Goals must align with the National Curriculum Framework.
- Goals must reflect the National Inclusive Education Framework (NIEF).
- Goals must support access to mainstream learning where possible.

Coordinate with the Class Teacher Before the Meeting

a. Discuss the draft goals together

- Ensure the teacher agrees with the goals.
- Ensure goals reflect classroom realities.
- Ensure strategies are feasible.

b. Clarify roles

- Who will work on each goal?
- How will collaboration happen?
- How will progress be monitored?

c. Align expectations

- Ensure both teacher and LSE present a united, consistent message during the meeting.

Prepare Your Notes for the Meeting

Prepare a clear summary of the learner

You will be asked to describe:

- Strengths
- Needs
- Current functioning
- Progress
- Challenges
- Motivators
- Learning style

Prepare to explain each IEP goal

You must be able to justify:

- Why the goal is needed
- What evidence supports it
- How it will be implemented
- How progress will be measured
- What strategies will be used
- Who is responsible (teacher, LSE, parents)

The IEP Meeting

- Participants: SLT, HoD, parents, student, teacher, LSE, specialists.

- Meetings are usually held either Face-to-face or Online through MS Teams.

IEP Review

Every goal should be assessed and marked as:

- ***Achieved*** – the goal has been fully achieved, and give examples to support your statement.

- ***Partially Achieved*** – the goal has not been fully achieved. Give a situation assessment of what has been and hasn't been achieved.

- ***Not Achieved*** – the goal has not been achieved. Support your statement with examples.

THINK · PAIR · SHARE

Why must IEP goals be SMART? Take a vague goal — e.g. “improve behaviour” — and rewrite it as a SMART goal.

⏱ 6 minutes

SECTION 7

Practice Placement File

SECTION 7 · PLACEMENT FILE

The Trainee LSE's Professional Portfolio

- The Practice Placement File is the trainee LSE's professional portfolio.
- It is both a learning tool and an assessment tool.
- For this course, you are expected to do **100 hours** of Practice Placement work within a State/Independent/Church School.

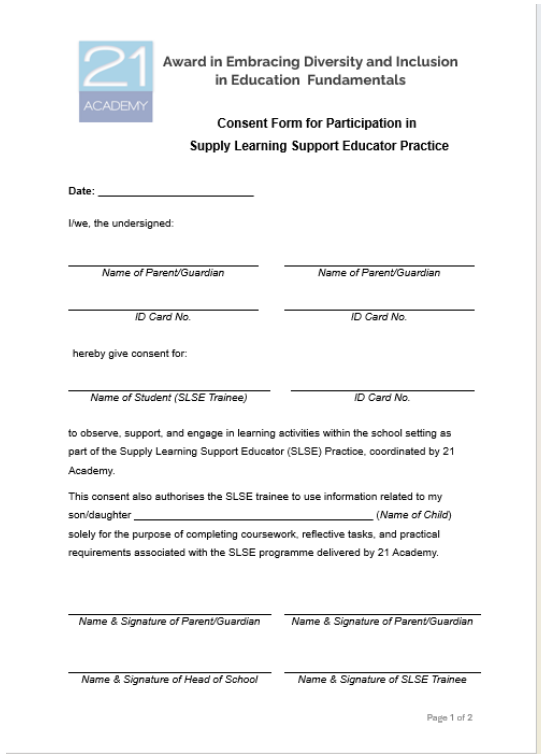
> *It is essentially the LSE's professional evidence base.*

Contents of the Practice Placement File

- Signed Consent Forms
- Observations (x 10, 1/day)
- Student Profile
- MAP
- IEP
- Reports
- Daily Schedules (2 weeks)
- Self-Evaluations (x4 weekly)
- Communication Book (extract)
- Time Sheet
- Scheme of Works
- Resources
- Activity Plan

Consent Forms

Ensure that the following Consent Forms are filled in and signed prior to the start of the Practice Placement Period.



Award in Embracing Diversity and Inclusion in Education Fundamentals

Consent Form for Participation in Supply Learning Support Educator Practice

Date: _____

I/we, the undersigned:

_____ _____
Name of Parent/Guardian *Name of Parent/Guardian*

_____ _____
ID Card No. *ID Card No.*

hereby give consent for:

_____ _____
Name of Student (SLSE Trainee) *ID Card No.*

to observe, support, and engage in learning activities within the school setting as part of the Supply Learning Support Educator (SLSE) Practice, coordinated by 21 Academy.

This consent also authorises the SLSE trainee to use information related to my son/daughter _____ (*Name of Child*) solely for the purpose of completing coursework, reflective tasks, and practical requirements associated with the SLSE programme delivered by 21 Academy.

_____ _____
Name & Signature of Parent/Guardian *Name & Signature of Parent/Guardian*

_____ _____
Name & Signature of Head of School *Name & Signature of SLSE Trainee*

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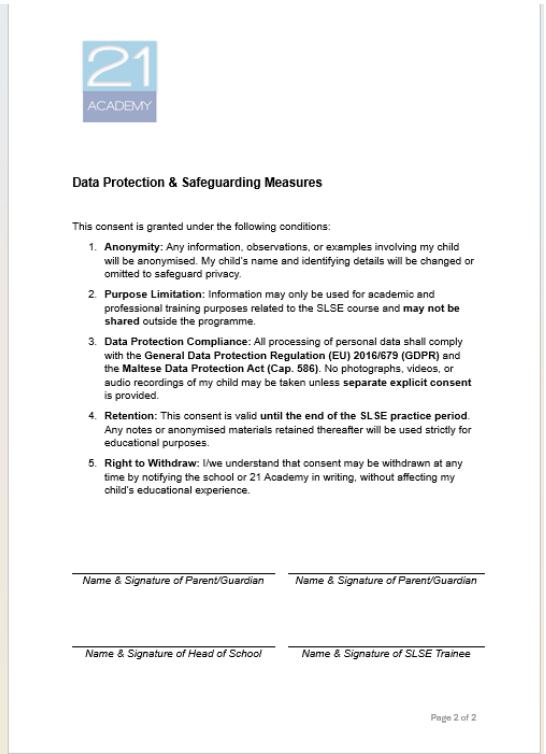

Data Protection & Safeguarding Measures

This consent is granted under the following conditions:

1. **Anonymity:** Any information, observations, or examples involving my child will be anonymised. My child's name and identifying details will be changed or omitted to safeguard privacy.
2. **Purpose Limitation:** Information may only be used for academic and professional training purposes related to the SLSE course and **may not be shared** outside the programme.
3. **Data Protection Compliance:** All processing of personal data shall comply with the **General Data Protection Regulation (EU) 2016/679 (GDPR)** and the **Maltese Data Protection Act (Cap. 586)**. No photographs, videos, or audio recordings of my child may be taken unless **separate explicit consent** is provided.
4. **Retention:** This consent is valid **until the end of the SLSE practice period**. Any notes or anonymised materials retained thereafter will be used strictly for educational purposes.
5. **Right to Withdraw:** I/we understand that consent may be withdrawn at any time by notifying the school or 21 Academy in writing, without affecting my child's educational experience.

_____ _____
Name & Signature of Parent/Guardian *Name & Signature of Parent/Guardian*

_____ _____
Name & Signature of Head of School *Name & Signature of SLSE Trainee*

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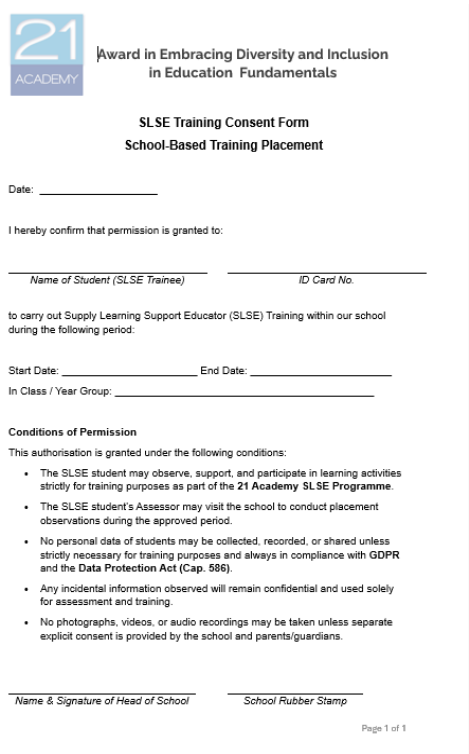


Award in Embracing Diversity and Inclusion in Education Fundamentals

SLSE Training Consent Form
School-Based Training Placement

Date: _____

I hereby confirm that permission is granted to:

_____ _____
Name of Student (SLSE Trainee) *ID Card No.*

to carry out Supply Learning Support Educator (SLSE) Training within our school during the following period:

Start Date: _____ End Date: _____

In Class / Year Group: _____

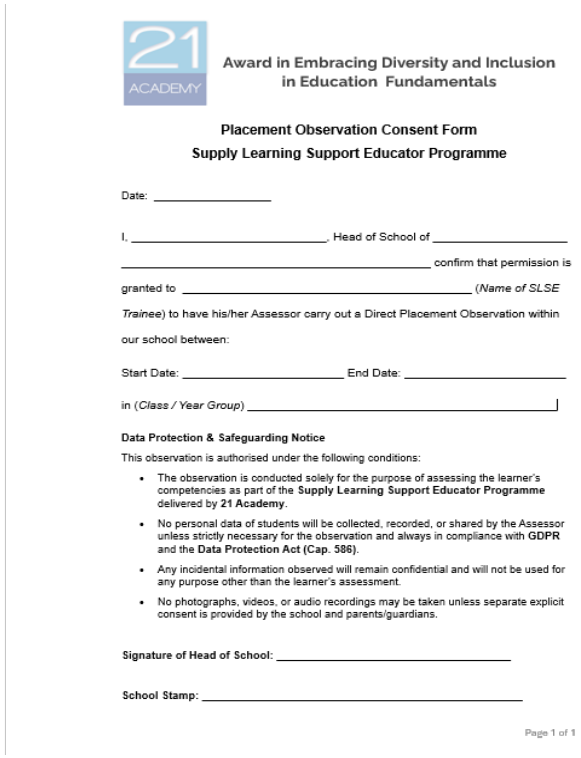
Conditions of Permission

This authorisation is granted under the following conditions:

- The SLSE student may observe, support, and participate in learning activities strictly for training purposes as part of the **21 Academy SLSE Programme**.
- The SLSE student's Assessor may visit the school to conduct placement observations during the approved period.
- No personal data of students may be collected, recorded, or shared unless strictly necessary for training purposes and always in compliance with **GDPR** and the **Data Protection Act (Cap. 586)**.
- Any incidental information observed will remain confidential and used solely for assessment and training.
- No photographs, videos, or audio recordings may be taken unless separate explicit consent is provided by the school and parents/guardians.

_____ _____
Name & Signature of Head of School *School Rubber Stamp*

Page 1 of 1



Award in Embracing Diversity and Inclusion in Education Fundamentals

Placement Observation Consent Form
Supply Learning Support Educator Programme

Date: _____

I, _____, Head of School of _____ _____ confirm that permission is granted to _____ (*Name of SLSE Trainee*) to have his/her Assessor carry out a Direct Placement Observation within our school between:

Start Date: _____ End Date: _____

in (*Class / Year Group*) _____

Data Protection & Safeguarding Notice

This observation is authorised under the following conditions:

- The observation is conducted solely for the purpose of assessing the learner's competencies as part of the **Supply Learning Support Educator Programme** delivered by **21 Academy**.
- No personal data of students will be collected, recorded, or shared by the Assessor unless strictly necessary for the observation and always in compliance with **GDPR** and the **Data Protection Act (Cap. 586)**.
- Any incidental information observed will remain confidential and will not be used for any purpose other than the learner's assessment.
- No photographs, videos, or audio recordings may be taken unless separate explicit consent is provided by the school and parents/guardians.

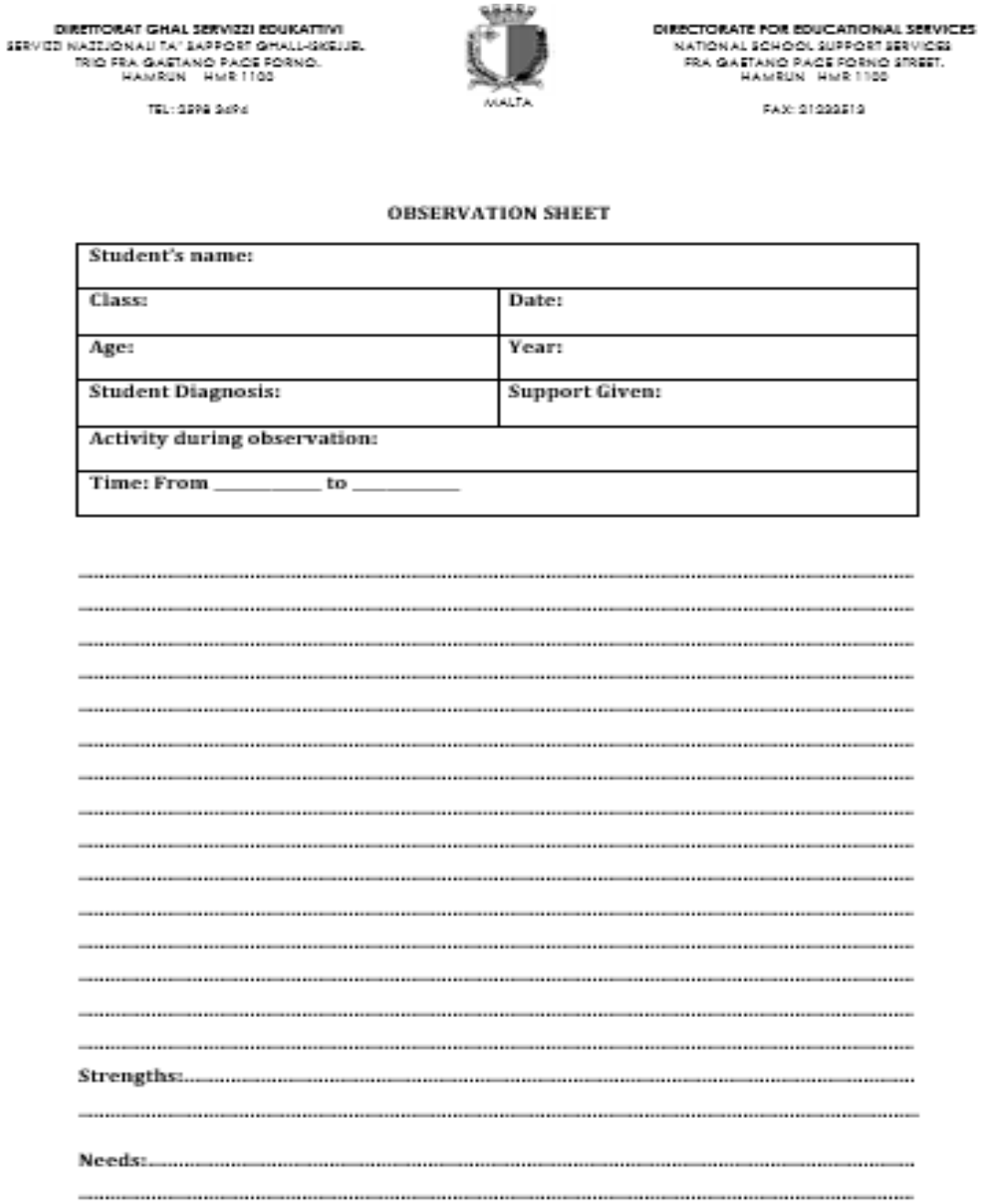
Signature of Head of School: _____

School Stamp: _____

Page 1 of 1

OBSERVATIONS

- You need to have **10** total student observations.
- Ensure that you write in the present tense.
- Observation should be for 10 minutes.
- Try to focus on different subjects (eg. Maths, English, Maltese, Behaviour in the classroom, Socialising with peers, PE (focus on gross motor skills), Focusing & Attention, etc…)
- Ensure each observation is as detailed as possible.
- At the end of the observation, include the strengths and the needs you have observed.
- These will be used for the Student Profile (both Strengths and Needs). The IEP goals should be planned based on the Needs.
- Ensure that the Name of the Student is removed (Use Initials or Nom de Plume/Pseudonym)



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OBSERVATION SHEET

Student's name:	
Class:	**Date:**
Age:	**Year:**
Student Diagnosis:	**Support Given:**
Activity during observation:	
Time: From _____ to _____	

Strengths:

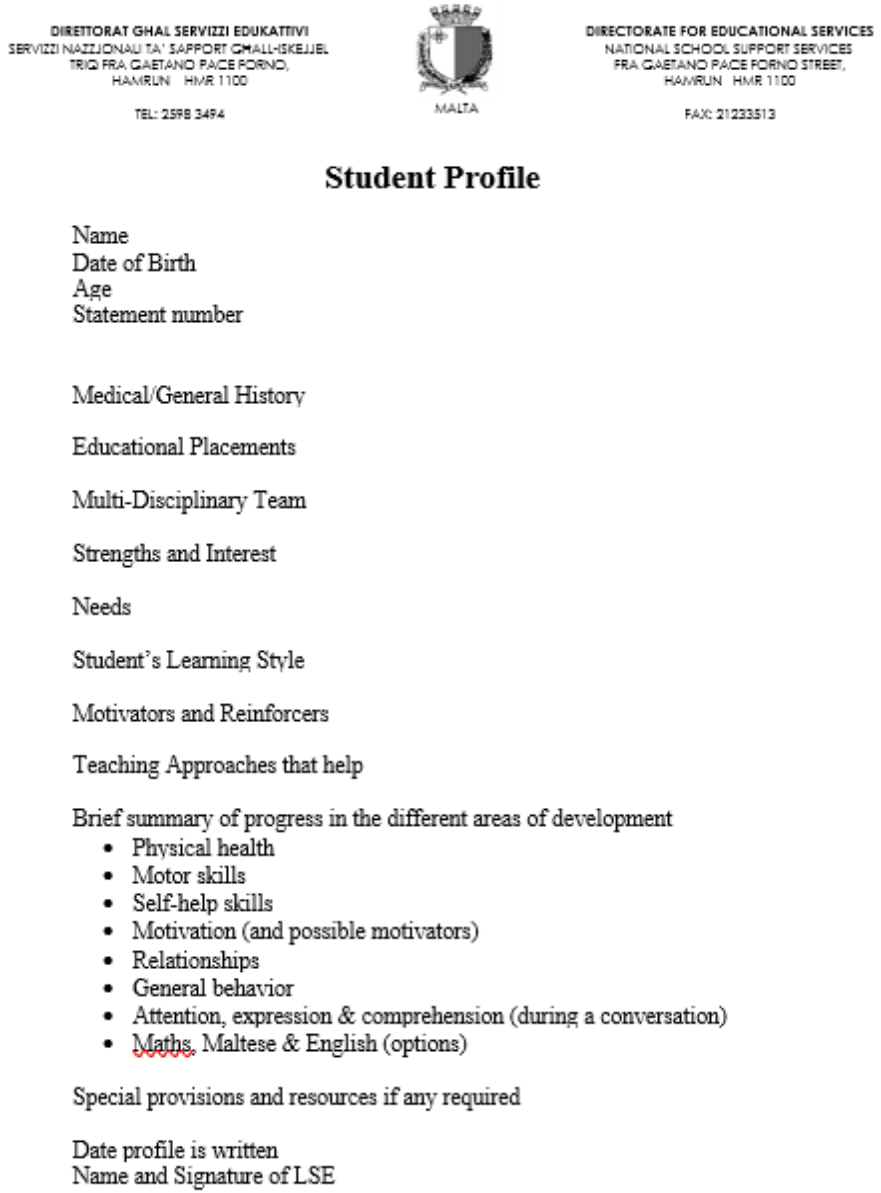
Needs:

Student Profile

The Student profile should be based:

- on the psychological assessment and/or other assessments on the learner; and
- the 10 observations discussed previously.
- It is important that the Student Profile is detailed and gives a complete picture of the learner's current development.

- Ensure that the Name of the Student is removed (Use Initials or Nom de Plume/Pseudonym)



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Student Profile

Name
Date of Birth
Age
Statement number

Medical/General History

Educational Placements

Multi-Disciplinary Team

Strengths and Interest

Needs

Student's Learning Style

Motivators and Reinforcers

Teaching Approaches that help

Brief summary of progress in the different areas of development

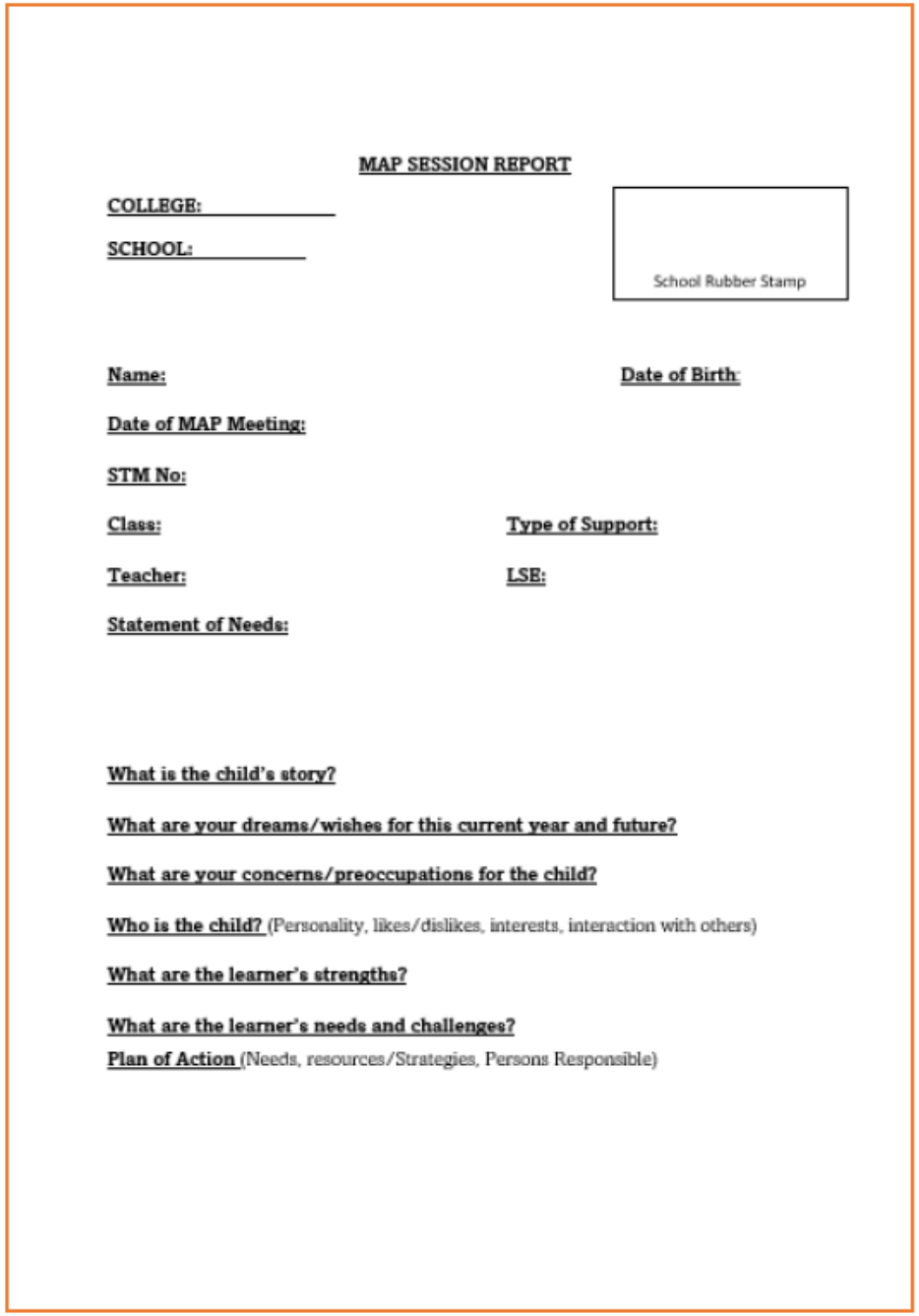
- Physical health
- Motor skills
- Self-help skills
- Motivation (and possible motivators)
- Relationships
- General behavior
- Attention, expression & comprehension (during a conversation)
- Maths, Maltese & English (options)

Special provisions and resources if any required

Date profile is written
Name and Signature of LSE

MAP

- If you didn't participate during the MAP session, keep a copy of the original MAP.
- Add a brief description of what a MAP is to show that you are aware of why the MAP is important (what a MAP is, what the purpose is, when it is done, etc.)
- Ensure that the Name of the Student is removed (Use Initials or Nom de Plume/Pseudonym)



MAP SESSION REPORT

COLLEGE: _____

SCHOOL: _____

School Rubber Stamp

Name: **Date of Birth:**

Date of MAP Meeting:

STM No:

Class: **Type of Support:**

Teacher: **LSE:**

Statement of Needs:

What is the child's story?

What are your dreams/wishes for this current year and future?

What are your concerns/preoccupations for the child?

Who is the child? (Personality, likes/dislikes, interests, interaction with others)

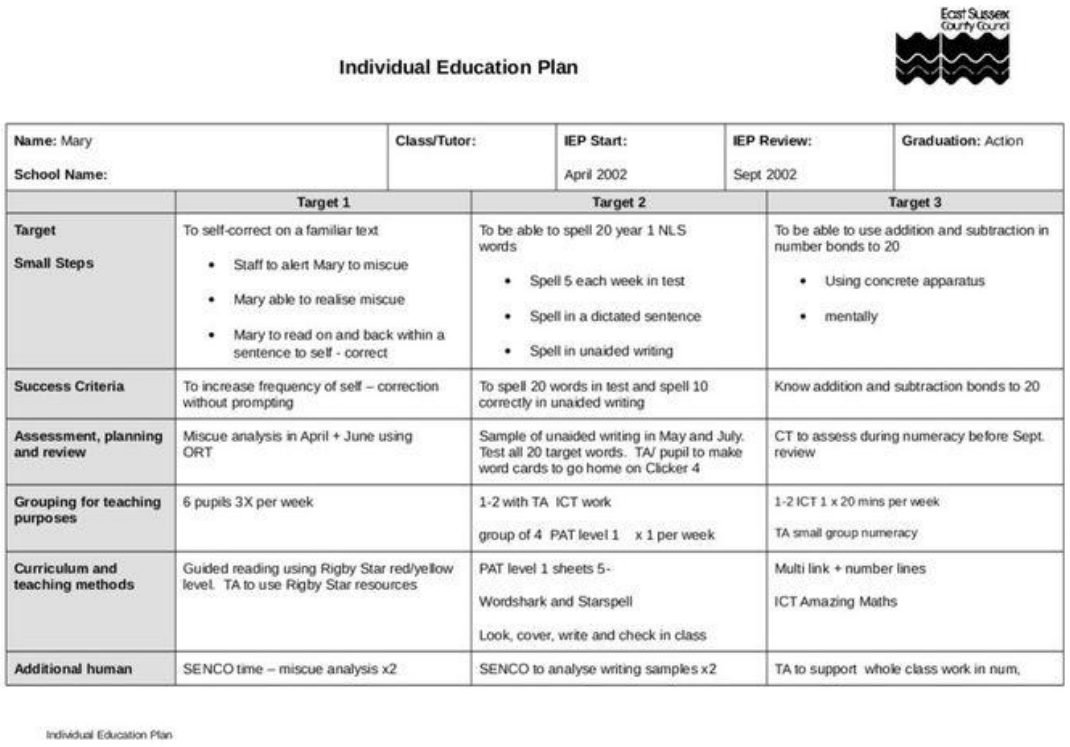
What are the learner's strengths?

What are the learner's needs and challenges?

Plan of Action (Needs, resources/Strategies, Persons Responsible)

IEP

- If you didn't participate during the IEP session, keep a copy of the original.
- Add a brief description of what a IEP is to show that you are aware of why the IEP is important (what an IEP is, what the purpose is, when it is done, etc.)
- Ensure that the Name of the Student is removed (Use Initials or Nom de Plume/Pseudonym)



Individual Education Plan

East Sussex County Council

Name: Mary **School Name:**	**Class/Tutor:**	**IEP Start:** April 2002	**IEP Review:** Sept 2002	**Graduation:** Action

	Target 1	**Target 2**	**Target 3**
Target **Small Steps**	To self-correct on a familiar text • Staff to alert Mary to miscue • Mary able to realise miscue • Mary to read on and back within a sentence to self - correct	To be able to spell 20 year 1 NLS words • Spell 5 each week in test • Spell in a dictated sentence • Spell in unaided writing	To be able to use addition and subtraction in number bonds to 20 • Using concrete apparatus • mentally
Success Criteria	To increase frequency of self – correction without prompting	To spell 20 words in test and spell 10 correctly in unaided writing	Know addition and subtraction bonds to 20
Assessment, planning and review	Miscue analysis in April + June using ORT	Sample of unaided writing in May and July. Test all 20 target words. TA/ pupil to make word cards to go home on Clicker 4	CT to assess during numeracy before Sept. review
Grouping for teaching purposes	6 pupils 3X per week	1-2 with TA ICT work group of 4 PAT level 1 x 1 per week	1-2 ICT 1 x 20 mins per week TA small group numeracy
Curriculum and teaching methods	Guided reading using Rigby Star red/yellow level. TA to use Rigby Star resources	PAT level 1 sheets 5- Wordshark and Starspell Look, cover, write and check in class	Multi link + number lines ICT Amazing Maths
Additional human	SENCO time – miscue analysis x2	SENCO to analyse writing samples x2	TA to support whole class work in num,

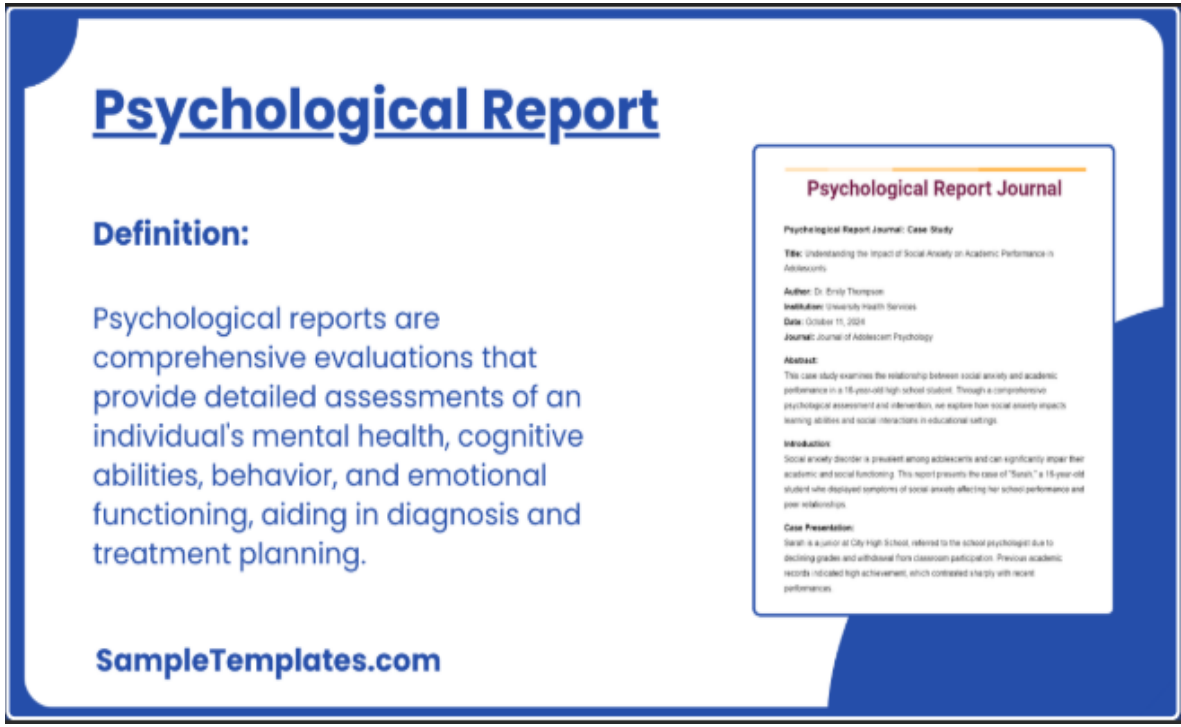
Individual Education Plan

Reports

- Professional reports include:
  - Psychological Report
  - Occupational Therapist Report
  - Speech and Language Pathologist Report
  - Other reports issued by the Multi-Disciplinary Support Team

- Remove the student's personal details when uploading the file.

- Recommendations found at the end of each report would also be accepted.

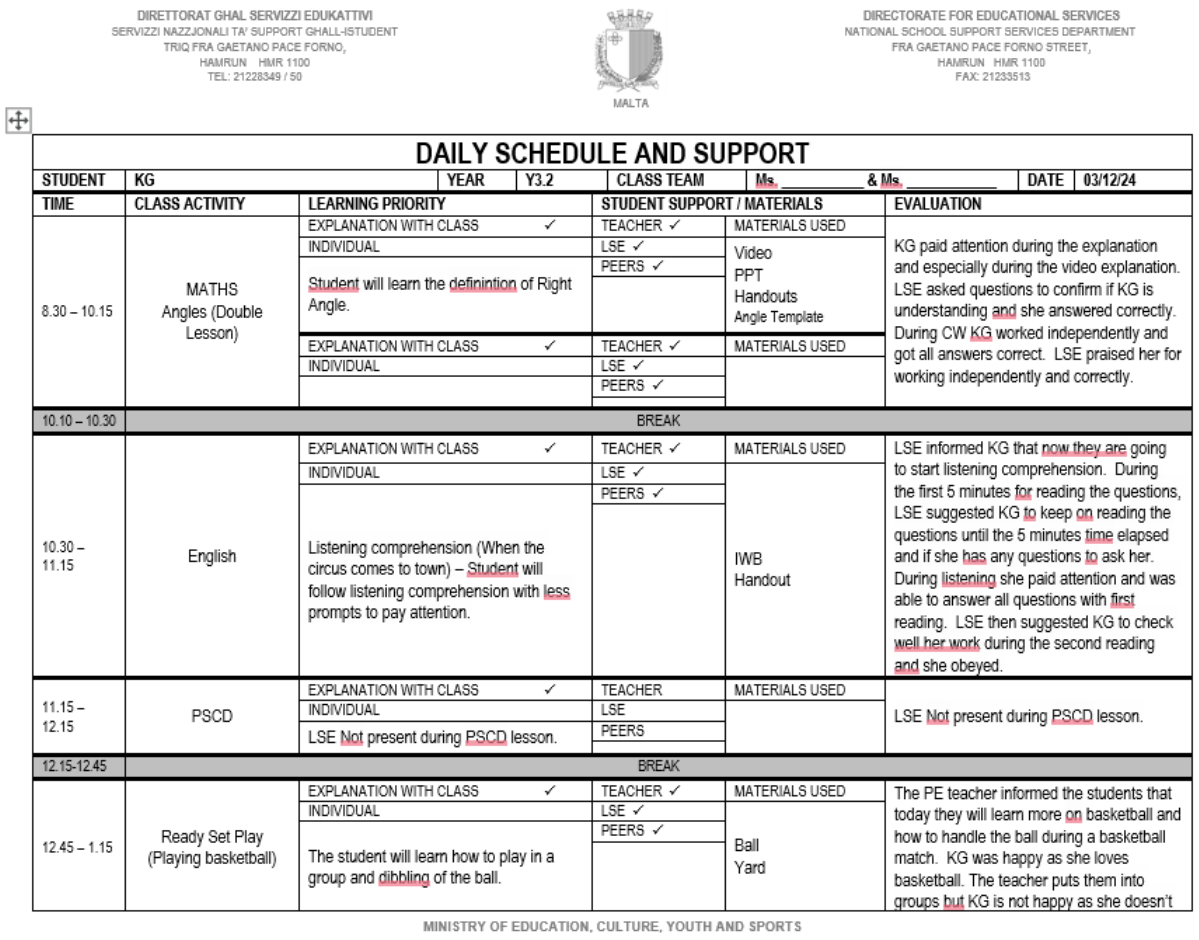


Statementing Moderating Panel Report

- The Statementing Moderating Panel Report is issued by the Statementing Moderating Panel.
- The panel is responsible for the allocation of Learning Support Educators to students who require additional support in schools.
- The SMP consists of three boards and evaluates written assessments or referrals of students to identify the type of support needed.
- Only learners who have been identified as requiring extra support by the Board are recognised as students with additional educational needs.
- This document needs to be uploaded and the student's personal details removed.

Daily Planning Schedules

- Link IEP goals to daily teaching.
- Evaluate progress.
- You need to fill at least 2 weeks of daily schedules.



DIRETTORAT GHAL SERVIZZI EDUKATTIVI
SERVIZZI NAZZJONALI TA' SUPPORT GHALL-ISTUDENT
TRIQ FRA GAETANO PACE FORNO,
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MALTA

DIRECTORATE FOR EDUCATIONAL SERVICES
NATIONAL SCHOOL SUPPORT SERVICES DEPARTMENT
FRA GAETANO PACE FORNO STREET,
HAMRUN HMR 1100
FAX: 21233513

DAILY SCHEDULE AND SUPPORT

STUDENT	KG	YEAR	Y3.2	CLASS TEAM	Ms. _____ & Ms. _____	DATE	03/12/24

TIME	CLASS ACTIVITY	LEARNING PRIORITY	STUDENT SUPPORT / MATERIALS		EVALUATION
8.30 – 10.15	MATHS Angles (Double Lesson)	EXPLANATION WITH CLASS ✓ INDIVIDUAL Student will learn the definintion of Right Angle. EXPLANATION WITH CLASS ✓ INDIVIDUAL	TEACHER ✓ LSE ✓ PEERS ✓ TEACHER ✓ LSE ✓ PEERS ✓	MATERIALS USED Video PPT Handouts Angle Template MATERIALS USED	KG paid attention during the explanation and especially during the video explanation. LSE asked questions to confirm if KG is understanding and she answered correctly. During CW KG worked independently and got all answers correct. LSE praised her for working independently and correctly.
10.10 – 10.30	BREAK				
10.30 – 11.15	English	EXPLANATION WITH CLASS ✓ INDIVIDUAL Listening comprehension (When the circus comes to town) – Student will follow listening comprehension with less prompts to pay attention.	TEACHER ✓ LSE ✓ PEERS ✓	MATERIALS USED IWB Handout	LSE informed KG that now they are going to start listening comprehension. During the first 5 minutes for reading the questions, LSE suggested KG to keep on reading the questions until the 5 minutes time elapsed and if she has any questions to ask her. During listening she paid attention and was able to answer all questions with first reading. LSE then suggested KG to check well her work during the second reading and she obeyed.
11.15 – 12.15	PSCD	EXPLANATION WITH CLASS ✓ INDIVIDUAL LSE Not present during PSCD lesson.	TEACHER LSE PEERS	MATERIALS USED	LSE Not present during PSCD lesson.
12.15-12.45	BREAK				
12.45 – 1.15	Ready Set Play (Playing basketball)	EXPLANATION WITH CLASS ✓ INDIVIDUAL The student will learn how to play in a group and dibbling of the ball.	TEACHER ✓ LSE ✓ PEERS ✓	MATERIALS USED Ball Yard	The PE teacher informed the students that today they will learn more on basketball and how to handle the ball during a basketball match. KG was happy as she loves basketball. The teacher puts them into groups but KG is not happy as she doesn't

MINISTRY OF EDUCATION, CULTURE, YOUTH AND SPORTS

Self-Evaluations

Reflective practice:

- What went well
- What didn't
- What to change

- Ensure you have a total of 4 self-evaluations (1 for every week)

Self-Evaluation Template

Focus of the Session / Activity: *(e.g., literacy support, social skills activity, transition routine, behaviour incident, group work)*
What Went Well: (Describe specific actions, strategies, or interactions that were effective.) *(e.g., learner engagement, successful use of visuals, positive communication, smooth transitions)*
What Didn't Go Well: (Identify challenges, barriers, or moments where support was less effective.) *(e.g., unclear instructions, environmental distractions, mismatch of strategy to learner need)*
What I Can Do Differently Next Time (Propose adjustments, alternative strategies, or improvements.) *(e.g., prepare materials earlier, use simpler language, collaborate with teacher, adjust seating)*
Learner Impact (How did my actions influence the learner's participation, behaviour, or progress?)
Collaboration & Communication (How did I work with the class team?)
Professional Reflection (What did I learn about myself as an LSE? What skills am I developing? What guidance, feedback, or resources do I need?)

Communication Book

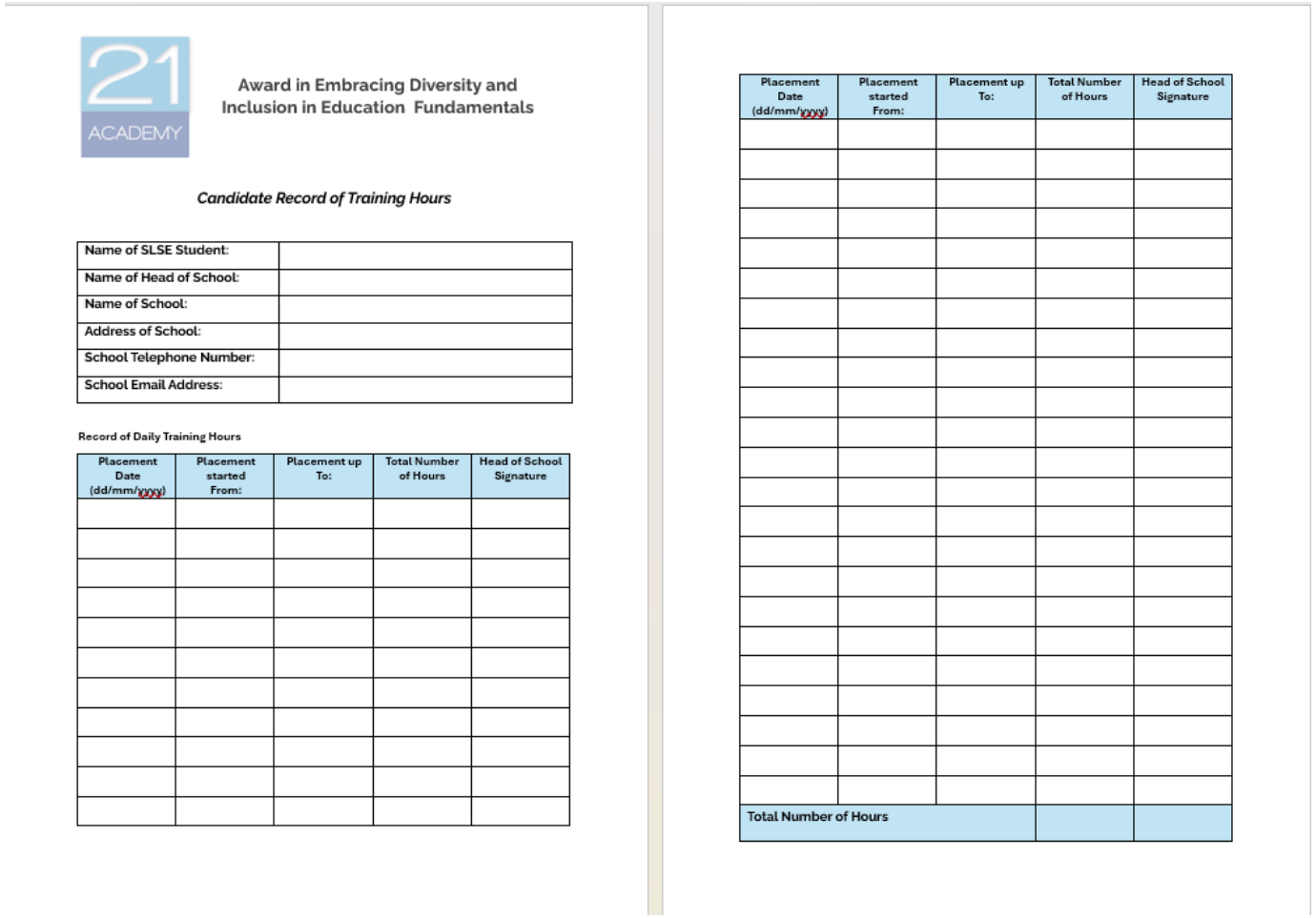
“Ensures continuity between home and school…” Boundaries:

- No personal info
- No judgments
- No emotional language

- You need to present at least 3 Communication Book entries.

Time Sheet

All hours should be signed by Head of School.



Award in Embracing Diversity and Inclusion in Education Fundamentals

Candidate Record of Training Hours

Name of SLSE Student:	
Name of Head of School:	
Name of School:	
Address of School:	
School Telephone Number:	
School Email Address:	

Record of Daily Training Hours

Placement Date (dd/mm/yyyy)	Placement started From:	Placement up To:	Total Number of Hours	Head of School Signature

Placement Date (dd/mm/yyyy)	Placement started From:	Placement up To:	Total Number of Hours	Head of School Signature
Total Number of Hours				

Scheme of Works

- The Scheme of Work should be provided by the teacher and cover the practice placement period for each core subject.
- For Kinder Years, ensure you have the KGE Weekly Plan.

Resources

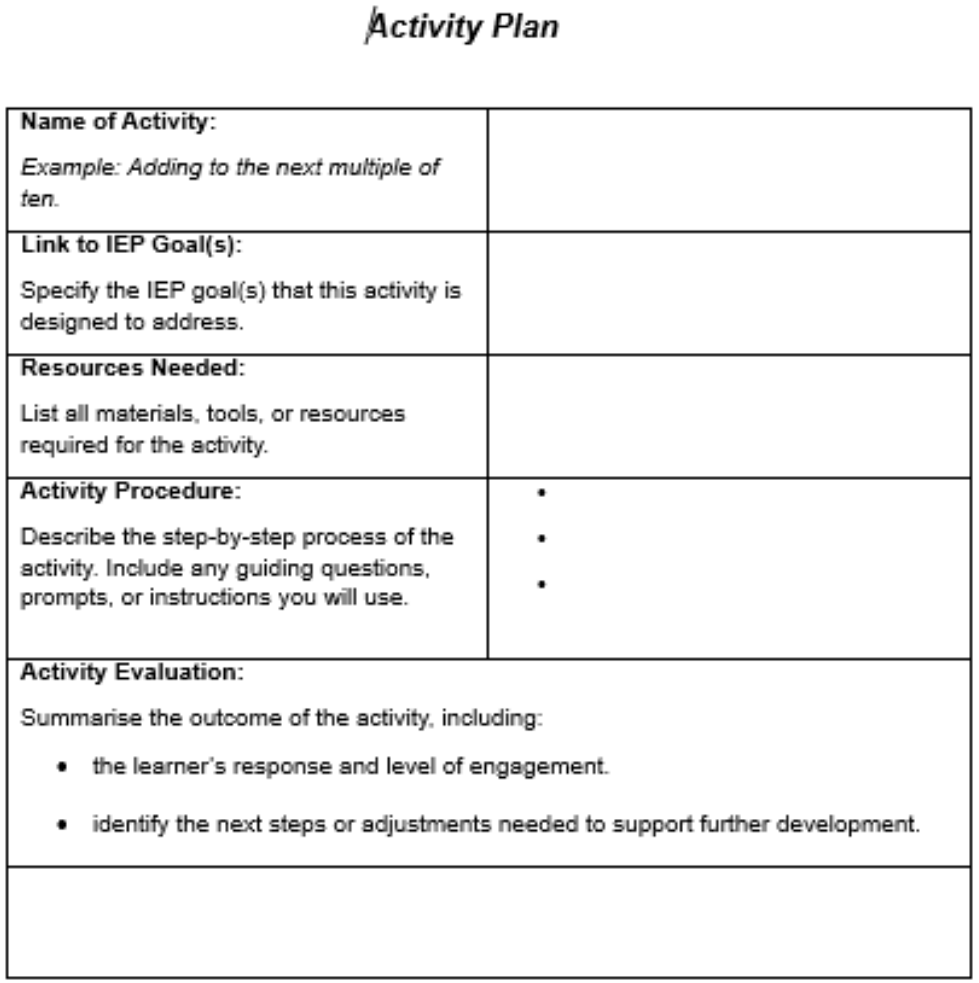
- Show creativity, differentiation, alignment with IEP.
- Linked with strategies planned in the IEP.
- Fill in the Adaptation/Resource Plan.
- Upload photos of the resources.
- You need to produce 3 adaptation/resource.

Adaptation / Resources Plan

Picture / Visual Evidence *(Insert picture)*	
Purpose of the Resource / Adaptation *(Explain why you selected this specific tool or adaptation for the student.)* (eg. The learner's needs, IEP goal strategy, observations, accessibility, or inclusion reasons)	
How It Supports the Learner *(Describe in one sentence how the resource/adaptation helps the student access learning, participate, or regulate.)*	

Activity Plan

- Create an Activity that you think it will help in achieving the IEP goal.
- Ensure you fill in the activity plan form.
- Take photos making the activity without showing the student's face (take the photo from the back)



Activity Plan

Name of Activity: *Example: Adding to the next multiple of ten.*	
Link to IEP Goal(s): Specify the IEP goal(s) that this activity is designed to address.	
Resources Needed: List all materials, tools, or resources required for the activity.	
Activity Procedure: Describe the step-by-step process of the activity. Include any guiding questions, prompts, or instructions you will use.	• • •
Activity Evaluation: Summarise the outcome of the activity, including: • the learner's response and level of engagement. • identify the next steps or adjustments needed to support further development.	

CONCLUSION

The LSE role is a professional, ethical, collaborative, evidence-based role. MAP, IEP, observations, student profiles, and documentation are not paperwork — they are the architecture of inclusion.

When LSEs follow this workflow with integrity, organisation, and compassion, they transform learners' lives.