

St. Joseph's Patrician College, Galway.

'THE BISH'



Student Teacher Placement:

| Revision Number | Date: | Approved by BOM |
|-----------------|---------------------------|----------------------------|
| 1 | June 8 th 2023 | June 8 th 2023. |
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Next Review Date: June 2026.

This procedure is in keeping with the Child Protection Procedures as adopted by the Board of Management. Teachers are reminded that they are mandated persons and must be familiar with their obligations with reference to the Children First: National Guidance for Protection and Welfare of Children 2017 and the Children First Act 2015

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Acronyms that may be used in the Document

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| CAMHS | Child and Adolescent Mental Health Services |
| CIMP | Critical Incident Management Plan |
| CPD | Continuing Professional Development |
| DOE | Department of Education |
| DOH | Department of Health |
| HEA | HEALTH EDUCATION AGENCY |
| HSE | HEALTH SERVICE EXECUTIVE |
| LGBT | LESBIAN, GAY, BISEXUAL, TRANSGENDER |
| LGBTQIA+ | Lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more. |
| NAPD | National Association of Principals and Deputy Principals |
| NCCA | National Council for Curriculum and Assessment |
| NEPS | National Educational Psychological Service |
| NEWB | National Education and Welfare Board |
| NOSP | National Office for Suicide Prevention |
| SPHE | Social, Personal and Health Education |
| TUSLA | National Child and Family Agency |
| WHO | World Health Organisation |
| FUSE | An Anti-Bullying and Online Safety Programme developed by DCU Anti-Bullying Centre. |
| AEN | Additional educational needs: an expression used to refer to special needs relating to education |
| ST / PME | Student Teachers doing The Professional Master of Education (PME) or similar in another format which is a full time concurrent or consecutive teacher education programme that qualifies them for registration with teaching council of Ireland such as PME, BA Maths in Education. |

Introduction

School placement is a critical part of initial teacher education and is designed to give the Student Teacher an opportunity to experience teaching and learning in a real environment, to apply educational theory in a variety of teaching and learning situations and school contexts, and to participate in school life in a way that is structured and supported.

The Board of Management of St. Joseph's Patrician College acknowledges that positive school placement experiences are critical to ensuring appropriate initial teacher education for all students.

Our school aims to provide Student Teachers with the opportunity to observe high quality teaching, and in close collaboration with a class teacher and/or mentor teacher to develop as independent effective class teachers. In the course of school placement, Student Teachers require the support of the whole-school community in their journey towards professional competence.

This policy was formulated having regard to the increased number of requests to provide opportunities for Student Teachers in St. Joseph's Patrician College. It is expected that the implementation of this policy will provide for a fair allocation of opportunities for Student Teacher placements while also ensuring continuity of quality teaching and learning experience for the students in the classroom.

This policy outlines the procedures to be followed to ensure the process works for everyone's benefit.

Aims

- To provide an opportunity for Student Teachers to work with pupils and practicing teachers on a professional level in a structured environment.
- To support Student Teachers in their initial teacher education and practical experience
- To allow students to experience a broad and balanced range of teaching methodologies and strategies
- To provide opportunities for Student Teachers to experience and get involved in a wide range of activities outside the classroom.

Implementation Procedures

- A request for a placement will only be considered after a written request to the Principal. A shortlisting process will ensue. Candidates are then interviewed by senior leadership and the PME Co-ordinator.
- Once a place has been offered, student teachers complete the TUSLA Children First Online Training and submit their completion cert to the principal.
- They also complete the process of Garda Vetting for the Bish as per circular 0031/2016.
- Priority will be given to candidates whose qualification subjects match the needs and priorities of the school in a given year.
- During the process of identification of school subject priorities, the PME Co-ordinator will consult with a potential cooperating teacher before agreeing to the placement offer.

- Decision in relation to candidate placement will be made yearly with due consideration to the learning and teaching needs of the classes in each year and subjects.
- It is also policy that student teachers do not take any class group last class or on a Friday afternoon.
- Normally a maximum of 10 teachers will be accepted.
- The PME Co-ordinator teacher responsible for the induction of new staff will liaise with the relevant subject areas in organising the placement.
- The PME Co-ordinator timetables each student teacher according to the hours and levels required by their 3rd level institution. All student teachers are assigned a mentor Teoraí.
- All Student Teachers must be Garda Vetted prior to starting placement.
- The Student Teacher will meet formally with the subject teacher to discuss schemes of work, material to be covered with classes etc.
- The Student Teacher will meet formally with the PME Co-ordinator and senior leadership team for new teacher induction prior to the commencement of their placement. At the induction the school Catholic ethos, Code of behaviour, history, Data Protection, dress code and mentoring program are outlined.
- The ST co-ordinator will familiarise the Student Teacher with Compass. Each student teacher receives a Bish email account and Compass log in, on completion of the student teacher placement both accounts will be disabled. Student teachers will need to ensure they delete all class groups from Microsoft Teams.
- The ST co-ordinator will furnish Student Teachers with relevant material including (this list is not exhaustive):
- Timetable.

- Names of Year Heads and relevant room numbers.
- Child Protection Guidelines and Policy.
- Social media Guidelines and access to the student teacher What's app group.
- Relevant policies- Homework, SS Policy, Attendance Policy, Substance Abuse Policy, Health & Safety Statement, School Tours Policy, Code of Behaviour, Anti Bullying, Dignity in the Workplace, Data Protection Policy etc.
- Relevant Procedures- Financial procedures, changing class, absence for school activity, booking school facilities, procedure for certified / self-certified sick leave, procedure for referring students to the Year Head/ Student Support Team, procedures for supervising exams, Games Procedures etc.
- Substitute Teachers- "Guidelines for Substitute Teachers, & Code of Responsibility and Behaviour, map of the school, names of Year Heads & relevant room number.
- All Student Teachers will be provided with a copy of the Child Protection Procedures for Post Primary Schools
- The timeframe for each individual placement and the protocol involved will be agreed upon prior to the Student Teacher taking up placement.
- At every stage during the school placement the Student Teacher should be receptive to the advice of the class teacher, mentor Teacher, PME Coordinator, Deputy Principals and Principal on any aspect of their professional development.
- Please note that St. Joseph's Patrician College reserves the right to contact the relevant Higher Educational Institution to discuss the progress and, in exceptional circumstances, the discontinuation of the placement of the Student Teacher.

Role of the Subject Teacher

- The Subject Teacher must remain on the school premises when a Student Teacher is in his\her classes unless otherwise agreed with Principal.
- A mentor is defined as a teacher in the placement school who supports and guides the Student Teacher. The PME Coordinator acts as a point of contact between the Higher Education Institute (HEI) and the school. In a post-primary setting, a Student Teacher may be placed in a number of different classes and may, therefore, have a number of different subject teachers across a number of subject areas. In such circumstances, one teacher may take on a liaison role as lead Mentor, seeking feedback from other co-operating teachers and acting as the point of contact for the principal and PME coordinator. The mentor Teacher should ideally be a teacher in one of the Student Teachers' subject areas.
- The Subject Teacher should introduce the Student Teacher to the class and outline the plan of work for the class. He/she should ensure that the Student Teacher is familiar with class rules/procedures/Compass etc.
- The Teacher should remain in the room for the initial classes. The subject Teacher should afford the student teacher opportunities to observe his/her teaching and once per placement block observe the student teacher's teaching and give feedback to the student teacher in the form of writing or by word of mouth.

Feedback should be based upon:

- Observed practice appropriate to the requirements and expectations of the particular placement provided in a timely fashion clear, fair, honest and communicated in a manner appropriate to a discussion on teaching and learning provided in an encouraging and sensitive manner.
- An online form is provided by the PME Co-ordinator for the mentor teacher to complete. This provides structured feedback which the school keeps a copy of and a copy is shared with the subject teacher.
- Expectations of HEI (Higher Education Institute) criteria and guidelines for effective classroom practice must be shared with student teacher and co-operating teacher regularly so as to provide consistency and coherence of experience for the student teacher.
- The mentor Teacher should seek to engage the Student Teacher in critical reflection on his/her practice, so as to identify strengths, areas for improvement, and possible strategies for improving practice.
- Where serious concerns are identified in relation to a Student Teacher's practice or professional conduct, the Mentor teacher should advise the PME Co-Ordinator and school Principal at the earliest possible opportunity. In such circumstances, the HEI should be notified and appropriate interventions arranged. These may include timely additional supports being put in place for the Student Teacher.
- The mentor Teacher and PME Co-ordinator should furnish a report(s) to 3rd level institutions on request.

- At the end of the student teacher's placement, the mentor teacher completes a final review form for senior leadership which can be used for further feedback to HEI.
- The Subject Teacher retains primary responsibility for the progress of the pupils. He/she should be available to meet with parents in relation to a child's progress.

Role of the Student Teacher

- Student Teachers are expected to take a proactive approach to their own learning and to participate constructively in a broad range of placement experiences.
- Student teachers are expected to share the documentation that outlines the requirements for successful of their placement such as school placement file, reflections and other activities related to their placement module.
 - assessment of, and for, learning (assigned classes)
 - structured observation and feedback
 - school-based orientation programmes
 - professional conversations with experienced teachers
 - critical reflection on practice, both individually and with colleagues, and
 - structured and supported participation in school life.
 - Peer mentoring with other student teachers
 - Team teaching with experienced or student teachers
 - The school-based element may also include some or all of the following:
 - Learning support and resource teaching

- Attendance at staff meetings and faculty meetings
- School-based research, relevant to the placement
- Engagement with school-based continuing professional development and/or school development planning.

- Student Teachers are expected to engage fully in school life and seek and avail of opportunities to observe and work alongside other teachers. The school community expects that the Student Teacher will engage with it in a respectful and courteous manner having due regard for the values and standards set out in the various school policies.
- Activities a Student Teacher may participate in while on placement in schools as well as direct teaching to a designated class, include the following activities;
- Student Teachers should be presented professionally in terms of attire and appearance in the classroom as advised at their initial induction.
- Student Teachers should respect the privacy and confidentiality of all members of the school community as advised at their initial induction.
- St. Joseph's Patrician College is a vibrant and positive school and all Student Teachers are expected to reflect this ethos and support our mission statement in all their dealings with staff, pupils, parents and members of the wider school community.

Supports for the Student Teacher

The school community is committed to supporting positively and sensitively the Student Teacher in accordance with the Guidelines on School Placement developed by the Teaching Council in consultation with all relevant education partners. Furthermore, the school is committed to allocating the Student Teacher to (an) appropriate co-operating teacher(s) and to the classes essential to him/ her undertaking his/her school placement successfully. The school will also provide the Student Teacher with the teaching facilities and resources necessary to his/her work during the placement.

Continuing professional development for staff involved in supporting/ facilitating Student Teacher placement

The school management authority and the school's senior Leadership team are committed to promoting and facilitating the participation of school staff in continuing professional development programmes essential to ensuring the successful operation of Student Teacher placement in the school.

Communication of school placement policy to school community

A copy of the school placement policy is made available to school personnel and the parents association and the policy is readily accessible to parents on request. In particular, a copy of the policy shall be published on the school website (where applicable) and a copy is made available to parents/guardians of all learners enrolling in the school and all new teachers at the point of their employment, either electronically or in hard copy.


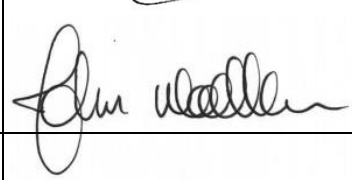
Success Criteria re: Placement

- Positive and constructive feedback from tutor and HEI visits, cooperating teachers, students and parents.
- Relevant evaluation forms and documentation to be completed by the Principal / mentor teacher and returned to the relevant Higher Education Institution on completion of the placement.
- Positive integration and communication with all school staff.
- Quality learning by the pupils in class
- Quality learning by the Student Teacher
- Participation by the Student Teacher in activities outside the classroom

Review:

As with the majority of school policies this Student Teacher Placement Policy will be reviewed on a three-yearly cycle. However, the Board of Management will review the policy on a shorter interval in the event of significant legislative changes or significant incidents that warrant an immediate policy review.

Ratification:

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| The Board of Management ratified this policy on the: | DATE: June 8th 2023 |
| | Signed: |
| Kieran Kavanagh Chairperson |  |
| John Madden Secretary of the BOM |  |
| Date of next review: June 2026 | |