

PME Placement Policy



Coláiste Bríde, Enniscorthy, Co. Wexford.

Ratified by the Board of Management

**Signed: _____
Chairperson,
Board of Management**

Review Date: 11th February 2019

**Signed: _____
Secretary,
Board of Management**

MISSION STATEMENT

*“We are working to promote a secure and caring environment,
Where Respect, Responsibility and Christian commitment grow,
Drawing forth the positive of each individual”*

Coláiste Bríde is a Catholic School founded by the Mercy Order under the trusteeship of CEIST. It has a long tradition of academic excellence and is committed to the development of the whole student. It offers a curriculum designed to meet fully the needs of the student.

The school wishes to cater for the academic, spiritual, moral, aesthetic, interpersonal and physical needs of the student. The characteristics of the school are the pursuit of tolerance, compassion and a sense of justice and equality for all.

We aim to develop in each student, confidence, self-respect and respect for others.

The school and its staff value its partnership with parents in meeting the personal and educational requirements of students and staff alike.

The core values of CEIST are :

Promoting Spiritual and Human Development

We believe a knowledge of and a personal relationship with Jesus Christ gives meaning and purpose to our lives.

Achieving Quality in Teaching and Learning

We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person

We respect the unique and intrinsic value of every person.

Creating Community

Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible

We seek to act justly and responsibly in all our relationships

PME Placement Policy

1. Introduction

(A) Coláiste Bríde recognises the need for the next generation of teachers to be facilitated in their training, and as such is willing to be part of that process, within the parameters of this policy, as approved by the Board of Management of Coláiste Bríde.

The Board of Management of Coláiste Bríde acknowledges the following regarding initial teacher education and the role of school placement in this process.

- Positive school placement experiences are critical to ensuring appropriate initial teacher education for all student teachers.
- It is desirable that schools host student teachers for placement and, in doing so, provide student teachers with the opportunity to observe teaching and to teach classes independently, in collaboration with suitably qualified practicing teachers.
- In the course of school placement, student teachers require the support of the whole-school community in their journey towards professional competence.
- Hosting student teachers on placement is enriching for the learners in a school, student teachers, co-operating teachers, the wider school community and Higher Education Institutions. In particular, learners benefit from a greater variety of teaching, learning and co-curricular experiences through the structured participation of student teachers in the school. Furthermore, the school gains access to a variety of newer approaches to teaching and learning through its engagement with student teachers and Higher Education Institutions staff.

(B) Student teachers must apply to the Board of Management via the Principal for a placement.

(C) Each student teacher should send a cover letter, placement requirements and a copy of their C.V. to the Principal or Deputy Principal.

(D) A student teacher will only be given a placement if there is a teacher willing to act as a cooperating teacher.

(E) Coláiste Bríde should be advised of any vetting procedures that the Higher Education Institutions have carried out before the student teacher commences in Coláiste Bríde. It is the responsibility of each student teacher to have their vetting confirmed by their Teacher Training College, before a school placement commences.

(F) Coláiste Bríde reserves the right to cancel a placement if the Board of Management feels it appropriate.

(G) Before the placement begins the student teacher will be sent an induction folder with school policies and procedures and a copy of the Coláiste Bríde Journal. The student teacher should familiarise themselves with these documents.

(H) Student teachers will also be expected to complete an induction programme before their placement begins.

(I) As members of staff the student teacher should be aware of the Codes of Professional Conduct for Teachers, published by the Teaching Council (2007) and drawn up in accordance with the Teaching Council Act 2001.

The student teacher is expected to conform fully to the ethos of the school and be available, throughout placement, for the duration of the school day. She/he will be willing to help in the school, in an appropriate manner, according to the wishes of school management.

The student teacher will be required to work according to the cooperating teacher's scheme of work and will be required to have a brief written report back to the cooperating teacher.

Attention is drawn to the following document from The Teaching Council.

<http://www.teachingcouncil.ie/en/Publications/Teacher-Education/Guidelines-for-School-Placement-.pdf>

2. Commitment to hosting student teachers

Coláiste Bríde is committed to hosting student teachers for school placement and, in this context, adopts without modification as part of this school placement policy the Guidelines on School Placement developed by the Teaching Council in consultation with all relevant education partners.

3. Implications for the school hosting student teachers on placement.

Hosting a student teacher on placement will, inter alia, involve the student teacher observing classes being taught by members of the school's teaching staff. It will also involve student teachers teaching classes, in the first instance, while being observed and supported by the teacher with primary responsibility for the welfare and educational progress of the class (the co-operating teacher). Then, as the student teacher's competence develops, the student teacher will move to teaching classes independently in line with Higher Education Institutions requirements and the student teacher's particular stage of development on the Initial Teacher Education programme.

4. Scheduling of student teachers on placement

The Principal or Deputy Principal will allocate student teachers to cooperating teachers and classes, having regard for: the stage the student teacher is at in his/her initial teacher education programme; the particular needs of the learners in a particular class; the requirement for the student teacher to experience an appropriate range of placement contexts; and any special circumstances of which the co-operating teacher has an awareness.

5. Induction of student teachers on placement

Student teachers, will, prior to commencing their placement, be provided with an orientation to the key personnel, ethos and work of the school.

6. 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.

7. Continuing professional development for staff involved in supporting/facilitating student teacher placement.

The Board of Management and the school's senior management 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.

8. Observation of student teachers on placement

The cooperating teacher has ultimate responsibility for the class to which the student teacher has been assigned. As such cooperating teachers will be expected to:

- Arrange to meet the student teacher regularly to access progress.
- Observe the student teacher in classes throughout the school year, use the Observation Form to provide feedback to the student teacher (Appendix 1).
- Give information on subject curriculum.
- Explain how to access subject department resources.
- Advise on teaching methodologies and schemes.
- Advise on methods of assessment.
- Advise on strategies to support pupils with particular needs.

- Ensure knowledge regarding responsibility for disciplinary and pastoral matters and all school policies.
- Attend Parent Teacher Meetings for classes taught by the student teacher. The cooperating teacher can meet the parents with the student teacher or the cooperating teacher can meet the parents on their own.

9. Policy reviews

This policy will be reviewed by the school management authority periodically.

Appendix 1



PME Observation Form

PME Name:

Class Teacher:

Class & Subject:

Lesson Topic:

Date:

	Excellent	Very Good	Good	Fair	Poor
Classroom Management					
Subject Knowledge					
T&L methodologies					
AfL: checking understanding					
Engagement with students					

Comments:
