



Coláiste Pobail Acla

Student Teacher Placement Policy

**Coláiste Pobail Acla,
Polranny,
Achill,
Co. Mayo.**

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1. Rationale

This policy endeavours to ensure that the appropriate procedures are in place to enable the school:

- To support the PME/student teacher in an open and transparent manner, consistent with the ethos of the school and legislative requirements.
- To put in place a framework which will ensure effective and productive relations between a PME/student teacher and the school community.

This policy is intended to support PME's & student teachers to ensure that we continue to provide a caring community of teaching and learning.

2. Aims

The policy aims:

- To provide professional support and advice to PME/student teachers.
- To build on the knowledge, skills and competences developed during the initial teacher education and training stage.
- To support the new teacher to feel that he/she is a valuable member of staff with an important contribution to make
- To ensure the new PME/student teacher becomes familiar with their surroundings and the day-to-day running of the school to carry out their work successfully.

3. Roles and Responsibilities

3.1. The PME/Student Teacher

- PME/Student teachers must meet with the Principal, the Deputy Principal and their cooperating teacher(s) prior to starting their teaching practice.
- PME/Student teachers must complete the MSLETB vetting process, details of this process can be found on their website or the Principal may advise of the steps required.
- PME/Student teachers should discuss the classes and topics they will teach before they start their placement.
- PME/Student teachers should actively observe several classes before they start teaching and continue to observe classes (at the discretion of other teachers) during their placement.
- PME/Student teachers must keep schemes of work and lesson plans up to date before, and during their placement.
- PME/Student teachers should plan lessons that actively engage their students, include assessment for learning and differentiation practices.
- PME/Student teachers should have their lesson plan available on the day of a lesson to show to their cooperating teacher, the Deputy Principal or Principal.
- Co-operating teachers may observe a student teacher's lesson and give feedback on the lesson.
- PME/Student teachers should deal with disciplinary issues as they arise in their classes. If there is an on-going disciplinary issue with a class, PME/student teachers should consult with the cooperating teacher for that class. The cooperating teacher

may then observe a class to give some guidance on how to deal with the issue. If necessary, the cooperating teacher may deem it necessary to implement the school disciplinary procedures, if the code of behaviour has been breached.

- In an unexpected absence from school, PME/student teachers should inform the Deputy Principal, who will inform the cooperating teachers.
- PME/Student teachers must inform their cooperating teacher(s) and the Deputy Principal if they are not available to teach a class for any reason.
- #If a PME/student teacher is having difficulty with their workload, they should contact their college and inform the liaison teacher. Through discussion with co-operating teachers, it may be possible to reduce a student teacher's timetable temporarily.
- PME/Student teachers are invited to attend Induction Day for new staff and attend subject meetings with their cooperating teachers.
- PME/Student teachers are encouraged to engage in extra-curricular activities. Information on extracurricular activities is available from the co-operating teacher.
- If a PME/Student teacher wishes to do substitute work for absent teachers, they should let the Deputy Principal know of their availability in advance. PME/Student teachers will be reimbursed as per DES payroll arrangements.

3.2. The Co-operating Teacher

- Provide ongoing professional advice and support to the PME/student teacher during placement.
- Work collegially with the PME/student teacher by sharing and helping him/her to develop good practice in the creation of effective learning opportunities and strategies for pupils.
- Encourage, support and socialise the PME/student teacher in the school environment.
- Where a PME/student teacher is struggling, engage with the student and inform the college of the need for additional support for the student.

Prior to starting:

- Meet the student teacher and provide information on their class(es) - year, size, ability, special needs, plan of work, SEN, class rules and procedures.

During the placement:

- Retain primary responsibility for the progress of the pupils, including facilitating Parent Teacher Meetings, completing term reports and correcting term assessments.
- Afford the PME/student teacher opportunities to observe their teaching.
- Observe the PME/student teacher's practice and provide feedback to the student teacher in an encouraging and sensitive manner (see observation form template)
 - Areas of achievement
 - Areas for development
 - Agreed targets
- Encourage the PME/student teacher to seek advice and support where necessary, and support and facilitate the student teacher in: planning; critical reflection on his/her practice; the use of a variety of teaching methodologies; and, in engaging with and responding appropriately to feedback from pupils. As the student teacher's competence develops, the co-operating teacher should allow him/her to

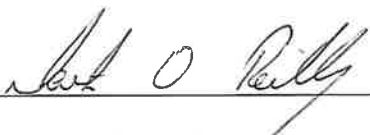
teach more independently. Advise the principal of any serious concerns regarding a PME/student teacher's practice or professional conduct (punctuality, deportment or professional and collegial behaviour) and if convenient, should meet with the placement tutor when they visit the school.

Success Criteria

- The success of this policy relies on the co-operation of all members of Management and Staff. Feedback received (formal or informal) from the PME/student teacher may be used to gauge the extent to which the policy has achieved its aim.
- The practical indicators of the success of the policy include:
 - The successful provision of professional support and advice to PME/student teachers.
 - Positive feedback from PME/student teachers regarding the building on knowledge, skills and competences developed during the initial teacher education stage.
 - Positive feedback from PME/student teachers regarding feeling that he/she is a valuable member of staff with an important contribution to make.
 - Positive feedback from PME/student teachers about becoming familiar with their surroundings and the daily running of the school to carry out their work successfully.
 - Positive feedback from co-operating teachers, Deputy Principal and Principal about the above success criteria.


4. Declaration

This Coláiste Pobail Acla Policy was formed following consultation with all staff, members of the Board of Management, Parents/Guardians and Students. It is recommended that this policy be reviewed every three years or whenever it is deemed necessary by School Management. The Board of Management of Coláiste Pobail Acla adopted it on:

Signed: 
Mr. Martin O'Reilly

Date: 23/3/26

Chairperson of the Board of Management

Signed: 
Mr. Jason Ó Mongáin

Date: 23-03-26

Board Secretary & School Principal