

CTI Clonmel



Raheen College & Gaelcholáiste Chéitinn



May 2024 School Placement Policy



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1 Introduction

This policy was drawn up by CTI Clonmel to ensure that all student teachers and co-operating teachers have a clear understanding of their roles and responsibilities once a student teacher joins our staff. The policy is informed by the *Guidelines on School Placement* (Teaching Council, 2021) and is underpinned by our core values of Care, Community, Equality, Excellence and Respect.

CTI Clonmel recognises its obligation to share best educational practice with those seeking to gain experience in a school setting and will host students in accordance with the capacity of the school to accommodate such students. The principal of the school, as an agent of the Board of Management, reserves the right to allow or refuse applicants a placement in the school. Once a placement is approved, the school placement coordinator will then ensure that the student teacher is made aware of all policies and procedures that they require.

The Board of Management of CTI Clonmel 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.
- Close collaboration between schools and Higher Education Institutions (HEI) is essential to positive and meaningful school placement experiences for student teachers in order to provide student teachers with the opportunity to observe teaching and to teach classes independently, in collaboration with suitably qualified practising teachers.
- Hosting student teachers on placement is enriching for the pupils in a school, student teachers, cooperating teachers, the wider school community and HEIs. In particular, pupils 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 HEI staff.

The aim of this policy is to:

- Formally structure school placement procedures and ensure greater transparency for all stakeholders.
- Enhance the school placement experience for student teachers.
- Ensure student teachers know their responsibilities in the classroom and liaise with their co-operating teacher.
- Ensure co-operating teachers know their responsibilities in relation to having a student teacher in the classroom.
- Ensure an enhanced learning experience for learners in classrooms.
- Enhance teaching and learning in the school.

2 Development of Policy

This policy was formulated having regard to the increasing number of requests from HEIs and from individuals to provide opportunities for student teacher placements in CTI Clonmel. This policy will;

- ensure continuity of routine, teaching and learning within the classroom setting, and will also limit disruption to regular school routines.
- allow our students to be exposed to alternative teaching methods.
- support student teachers in their professional development.
- provide for an equitable and fair allocation of opportunities for student teacher placements throughout the school.
- ensure that excessive demands are not placed on any individual class or teacher.
- recognises that every member of staff has a responsibility to contribute to the positive professional development of the student teacher.
- Allow an exchange of teaching methodologies and skills between student and cooperating teachers.

3 Commitment to hosting student teachers.

CTI Clonmel 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.

A decision on the number of student teachers that the school can support, and the time of the academic year in which they are present in the school is carried out by senior management. This information is communicated to partner universities at the time of request. Student teachers will be allocated classes in a manner that ensures a timetable that meets the requirements of their school placement.

To efficiently manage school placement allocations, direct communication between the school placement office of the relevant HEI (Higher Education Institutes) and school management is preferable. Whilst initial contact between the student teacher and the school may be in the form of an email or phone call, all student teachers must request the school placement office, of the relevant HEI, to officially approach the school placement coordinator to formally confirm their allocation.

The HEI must give the school sufficient notification of all dates pertaining to placement and of the criteria required during the placement (for example number of periods required to teach, pertaining to specific subjects, what level that some of the periods should be taught at). The school will endeavour to meet as many of these requirements as possible. A point of contact at the HEI for each student teacher will be provided to the school placement coordinator.

4 Implications for the school hosting student teachers on placement

Hosting a student teacher on placement will involve;

- the student teacher observing classes being taught by members of the school's teaching staff.
- student teachers on their first school placement will participate in team teaching with the cooperating teacher on an agreed section of the curriculum.
- student teachers on their second school placement will participate in team teaching with the cooperating teacher on an agreed section of the curriculum and as the student teacher's competence develops, the student teacher will move to teaching classes independently in line with HEI requirements and the student teacher's particular stage of development on the ITE programme.

It should be noted that the student teacher will be continuously observed and supported by the teacher with primary responsibility for the welfare and educational progress of the class.

Please note that in exceptional circumstances, CTI Clonmel reserves the right to contact the HEI of the student teacher to discuss the progress and the (dis)continuation of the placement of the student teacher.

Application Procedure;

Applications for placement should be made in writing/email FAO Student Placement Coordinator

Applications should be accompanied by the following documentation:

- a) Details (dates, duration etc.) of placement requested and furnishing any information / documents from the HEI that the student attends.
- b) A copy of the Insurance indemnification from the HEI that the student attends.
- c) A copy of the recent Garda Vetting.
- d) Statutory Declaration.
- e) TUSLA Children First E Learning Certificate.

5 Scheduling of student teachers on placement

The 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 pupils in a particular class.
- the requirement for the student teacher to experience an appropriate range of placement contexts.
- any special circumstances of which the cooperating teacher has an awareness.

6 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. This orientation shall involve student teachers being provided with an information pack that will include details of key school policies, in particular the school's Student Code of Behaviour, Child Protection, Health and Safety, Homework and Student Teacher Placement Policies.

In CTI Clonmel, the key personnel involved in the student teacher induction are;

1. Deputy principal – provides a timetable to the student teacher.
2. school placement coordinator –orientation for the student teacher (Appendix 1).
3. cooperating teacher – observes and monitors the student teacher in the classroom (Appendix 2).

7 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 cooperating teacher and to the classes essential to them undertaking his/her school placement successfully. The school will also provide the student teacher with the teaching facilities and resources necessary to their work during the placement.

Student teachers should follow a code of professional conduct that includes the following;

- be aware of school policy e.g. Code of Behaviour, Health and Safety, Appropriate Usage, Mobile Phone policy etc.
- be professionally presented in terms of attire, appearance and deportment in the classroom.
- be punctual and follow their assigned timetable.
- respect the privacy and confidentiality of all members of the school community.
- show interest and enthusiasm in the preparation and teaching of lessons.
- show interest and enthusiasm in all the work done by the students.
- respect the ethos and core values of the school in all their dealings with staff and pupils.
- show confidentiality in relation to all matters relating to teachers, SNAs, ancillary staff, pupils and the organisation and administration of the school. Breaches of confidentiality in relation to the school will be treated with the utmost seriousness.
- While the school will always try to facilitate all work experience, including classroom management, the health, safety, wellbeing, and education of our pupil's in always paramount. In this respect, the cooperating teacher may interrupt a lesson / work experience moment, if deemed necessary

A list of roles, responsibilities and other general recommendations will be given to the student teacher at their orientation (Appendix 3).

The student teacher will also be required to sign a Teaching Placement Agreement (Appendix 4) to state that they have read the School Placement Policy, have received the CTI Clonmel Child Safeguarding Statement, and understand their responsibilities in relation to school policy.

In CTI Clonmel, a student teacher placement will be deemed successful if there is:

- positive and constructive feedback from the cooperating teacher (Appendix 5)
- positive and constructive feedback from pupils and parents.
- integration and communication with permanent staff members.
- a perceived contribution to the learning environment of the school.
- quality of learning by pupils in class.
- quality of learning by student teacher.

It should be noted that, during the period of school placement, the student teacher will be encouraged to take on extra-curricular activity duties. These may include travelling to matches or helping in the preparation of school teams such as sports, debating, musical groups etc.

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

The school management authority 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 e.g. Droichead training.

9 Communication of school placement policy to school community

A copy of the school placement policy is made available on request. A copy of the policy shall be published on the school website and a copy is made, on request, available to parents/guardians of all pupils enrolling in the school and all new teachers at the point of their employment, either electronically or in hard copy.

10 Policy reviews

This policy will be reviewed by the school management authority bi-annually.

11 Date of policy adoption

This policy was adopted by the Board of Management on _____ [date]

Signed: _____

Chairperson of the Board of Management

Signed: _____

Principal

Date: _____

Date of next review: _____

Appendix 1 – The role of the School Placement Coordinator



School Placement Coordinator - Roles & Responsibilities

Initiate and develop a policy on school placement, in consultation with the whole school community.

Ensure that the whole-school community (staff, parents and students) is aware of the school placement policy.

Ensure that the relevant HEIs are aware of the school's placement policy.

Review and monitor the implementation of the placement policy.

Lead a whole-school approach to school placement in accordance with the policy formulated by the School Management Authority.

Facilitate student placement, in consultation with appropriate staff and having regard to school capacity.

Provide a school orientation to the student teacher at the outset of the placement.

At this orientation meeting the student teacher will be provided with;

- The Support Pack for New Teachers which contains links to policies, school procedures etc. The student teacher will be expected to be fully au fait with its content and sign a contract within that document on commencement of their placement
- The student teacher will be assigned a cooperating teacher within the Department they will be teaching in.
- Details of school IT system.
- A tour of the building.
- Access to the Department planning folder.

A supportive conversation will take place on the professionalism that is expected from the student teacher while on placement: e.g., preparation for class, taking class registration, use of the school information system, conversations with students etc.

Encourage the student teacher to seek advice and support when needed.

Are available to student teachers for professional support and advice.

CTI Clonmel is committed to supporting student teachers so that they can optimize their potential in our school in line with the core values of our school.

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**The Teaching Council's
Guidelines on School
Placement (2013)**



Appendix 2 – The role of the cooperating teacher



Co-operating Teacher - Roles & Responsibilities

The educational progression of the students of CTI is the responsibility of the class teacher. Therefore, to ensure student progression is not compromised:

2nd Year student teachers will participate in **team teaching** with the cooperating teacher or can teach sections of classes under the direct supervision of the cooperating teacher.

4th Year student teachers can teach full class groups but only under the **direct supervision** of the cooperating teacher.

The cooperating teacher is requested to:

Assign the teaching of areas of the **curriculum** to the student teacher while retaining the primary responsibility for the progress of the learners.

Explain any teaching and learning initiatives that are in place in relation to our DEIS plan

Introduce the student teacher to: the learners, the classroom, the teacher's plan of work for that class, class rules and procedures, and the roles of other staff directly involved with the learners in the class.

Afford the student teacher opportunities to **observe** your teaching and that of your colleagues in the department, if appropriate.

Inform the student teacher regarding **learners' needs** and attainments.

Observe the student teacher's practice and provide oral or written **feedback** to the student teacher in an encouraging and sensitive manner.

Discuss the student teacher's **planning** and resources with him/her, as appropriate.

Encourage, support and facilitate the student teacher in: critical reflection on his/her practice, the use of a variety of teaching methodologies and in engaging with and responding appropriately to feedback from learners.

Encourage the student teacher to seek **advice** and support where necessary.

Allow student teachers to teach **independently**, as their competence develops (in line with HEI requirements for the particular placement), and as deemed appropriate by the co-operating teacher, the school placement coordinator and the principal.

Work **collaboratively** with the student teacher, the HEI placement tutor and the school placement coordinator.

Advise the school placement coordinator or the principal of any serious **concerns** regarding a student teacher's practice or professional conduct.

Thank you for assisting with the student's observation, team teaching and feedback.

The full document is available at <http://www.teachingcouncil.ie/en/Publications/Teacher-Education/Guidelines-for-School-Placement-.pdf>.

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Co-operating Teacher - Providing Feedback

Providing feedback to the student is valuable. How often you do so is at your discretion.

Affirm the student's commendable practise and identify aspects which can be improved.

Remind the student that your feedback is non-evaluative and is not assessment related. It is sufficient to offer verbal feedback.

Discuss with the student if you intend to observe a specific part of the lesson or engage in general observation. Agree on a specific time for the provision of the feedback.

Consider asking the student if there is a particular aspect of his/her practise on which he/she would like to receive feedback.

Suggested Areas of Feedback

- **Personal Qualities and Professionalism:**

- Punctuality
- Manner of communication with pupils and school personnel
- Interaction with cooperating teacher

- **Planning and Preparation:**

- Ability to use appropriate resource material to support pupils' learning
- Ability to identify clear learning objectives
- Ability to generate success criteria for a task

- **Classroom Management:**

- Ability to communicate clearly and effectively
- Ability to monitor pupils' engagement

- **Strategies for Teaching and Learning:**

- Ability to progress a lesson from introduction to development & conclusion
- Ability to phrase and distribute questions
- Ability to probe understanding through questioning
- Ability to differentiate

- **Assessment and Evaluation:**

- Ability to conclude lessons
- Ability to monitor pupils' learning
- Ability to reflect on lesson

- **Feedback**

- Requests feedback from cooperating teacher
- Accepts feedback as constructive
- Incorporates previous feedback into lesson

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Appendix 3 – The role of the student teacher



Student Teacher— Roles & Responsibilities

Meet with the principal & school placement coordinator to plan the placement.

Read the Support Pack for New Teachers and clarify any outstanding issues with the school placement coordinator.

Be familiar with the school's Code of Behaviour, Child Protection Policy and other relevant policies.

Sign the Teaching Placement Agreement from the Support Pack and return to the school placement coordinator

Student teachers should:

- discuss the classes and planned learning before they start their placement with the cooperating teachers.
- actively observe a number of classes before they start teaching and should continue to observe classes (at the discretion of other teachers) during their placement.
- keep planning documentation up to date before, and during their placement. These should be shared with the cooperating teacher.
- plan lessons that actively engage their students, include formative assessment and differentiation practices. Any issues that the student teacher may experience here can be discussed with their cooperating teacher.
- have their lesson plan available on the day of a lesson to show to their cooperating teacher, the deputy principal or principal.
- receive feedback from their cooperating teacher in a constructive manner
- deal with disciplinary issues as they arise in their classes using the School's Code of Behaviour that exists in the school. If there is an on-going disciplinary issue with a class, 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 the event of an unexpected absence from school, student teachers should inform the **Deputy Principal**, who will inform the cooperating teacher.
- Student teachers must inform their cooperating teacher(s) and the Deputy Principal if they are not available to teach a class for any reason.

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Student Teacher— General points to note

Other general points for the student teacher to note:

Support the core values and **ethos** of the school.

Have due regard for the ethical values and **professional standards** which are set out in the Teaching Council's *Code of Professional Conduct for Teachers*.

Respect the **privacy** of others and the confidentiality of information gained while on placement.

Always be conscious that **pupil needs** are paramount and that a duty of care pertains.

Prepare & deliver lessons to a **standard** commensurate with their stage of development in conjunction with the class teacher and in line with HEI requirements and the policies of the host school (in particular homework, assessment and other relevant teaching and learning policies).

Engage constructively & collaboratively in a broad range of experiences as part of the school placement process including extra-curricular activities, school trips, etc.

In collaboration with the co-operating teacher and other teachers in the school as appropriate, seek and avail of opportunities to **observe** and work alongside other teachers.

Engage with constructive **feedback** from co-operating teacher, school placement coordinator and principal.

Engage with all in the school community in a **respectful** and courteous manner.

Recognise their stage in the learning-to-teach process & how this should inform their interactions with the **school community**.

Take a **proactive** approach to their own learning and seek and avail of support as a collaborative practitioner.

Work towards becoming **critically reflective** practitioners.

Recognise that they have much to **contribute** to the school community.

Participate fully in each placement to develop their teaching skills and meet the placement requirements of their HEI.

Enjoy the experience and embrace the challenges that teaching brings.

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Appendix 4 – The Teaching Placement Agreement



CTI Clonmel

(Raheen College & Gaelcholáiste Chéitinn)

Teaching Placement Agreement

Declaration to be signed by Candidate.

I, _____ (print name) have applied for teaching placement in CTI Clonmel. I have read the School Placement Policy and will provide all the necessary documentation. I agree to abide by the terms set out in the above policy.

I, also confirm that I have been provided with a copy of the CTI Clonmel Child Safeguarding Statement, and agree to follow the procedures outlined in this, in accordance with the *Child Protection Procedures for Primary and Post Primary School* and *Children First: National Guidance for the Protection and Welfare of Children 2017* legislation.

I understand my responsibilities in relation to the above, and all school policies, and understand and accept that strict confidentiality applies in relation to all aspects of school life observed during my work placement in CTI Clonmel.

Signed: _____ (Student teacher)


Date: _____

Signed: _____ (Principal)

Date: _____



Appendix 5 – Feedback from the cooperating teacher



Feedback of Student Teacher

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Name of student					
Subject					
Class group					
Date					
	Very good	Good	Fair	Poor	Very poor
1. Professionalism					
Punctuality					
Communication with pupils and school personnel					
Interaction with cooperating teacher					
2. Planning & Preparation:					
Ability to use appropriate resource material to support pupils' learning					
Identify clear learning objectives					
Ability to generate success criteria					
3. Classroom Management:					
Communicate clearly and effectively					
Ability to monitor pupils' engagement					
4. Strategies for Teaching & Learning:					
Progress the lesson from introduction to development & conclusion					
Ability to phrase and distribute questions					
Ability to probe understanding through appropriate questioning					
Ability to differentiate					
5. Assessment and Evaluation:					
Ability to monitor pupils' learning					
Ability to conclude lessons					
Ability to reflect on lesson					
6. Feedback					
Requests feedback					
Accepts feedback as constructive					
Incorporates previous feedback					
Signed by cooperating teacher					

