SCHOOL PRINCIPALS

 Lead a whole-school approach to school placement in accordance with the policy formulated by the Board of Management.

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

 Work collaboratively with HEIs and placement tutors to support the school placement

 Assign student teachers to host teachers as appropriate.

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

 Afford the student teacher opportunities to work alongside other teachers.

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

 Are available to student teachers for professional support and advice.

 Advise HEIs in a timely manner of any serious concerns relating to a student teacher’s practice or conduct.

 Facilitate HEI staff wishing to update their teaching experience, where feasible

 Facilitate cooperating teachers availing of discretionary time while student teachers are teaching independently

 Will, where appropriate, delegate the above functions to the deputy principal or other members of staff.

CO-OPERATING TEACHERS

 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 their teaching (and that of their colleagues)

 Inform the student teacher regarding learners’ needs and attainments.

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

 Discuss the student teacher’s planning and resources with him/her, as appropriate

 Observe the student teacher’s practice and provide feedback to the student teacher in an encouraging and sensitive manner.

 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 and the principal.

 Work collaboratively with the student teacher, the HEI placement tutor and the school principal

 Advise the principal of any serious concerns regarding a student teacher’s practice or professional conduct.

 Have discretionary time while student teachers teach independently. This will facilitate engagement with the student teachers at other times.

BOARDS OF MANAGEMENT

 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.

STUDENT TEACHERS

 Engage constructively and collaboratively in a broad range of professional experiences as part of the school placement process.

 Meet with the principal and co-operating teacher(s) to plan the placement having regard to the breadth of activities set out in Figure 1.

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

 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.

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

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

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

 Always be conscious that learners’ needs are paramount and that a duty of care obtains.

 Engage with constructive feedback from HEI tutors, co-operating teachers and principals.

 Engage with other student teachers in the context of peer learning, insofar as practicable.

 Work towards becoming critically reflective practitioners.

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

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

 Support the characteristic spirit (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.

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

HEI PLACEMENT TUTORS

 Ensure that the student teacher is appropriately supported in all matters pertaining to the placement.

 Assess the student teacher’s practice in accordance with the HEI’s requirements.

 Reinforce with the student teacher key considerations regarding teaching and learning in accordance with the HEI policy.

 Discuss with the co-operating teacher good practice in class planning and the use of teaching and learning resources.

 Support the co-operating teacher and student teacher in engaging in reflective dialogue.

 Acknowledge the role, work and commitment of the host school and co-operating teachers in supporting student teachers on placement.

 Are cognisant and respectful of the characteristic spirit (ethos) of the school, school policies, the school timetable and any special school-based arrangements.

 Are open to learning from the principal, the co-operating teacher(s) and other staff within the school.

 Collaborate with the co-operating teacher(s) and acknowledge his/her role in supporting the student teacher.

 Observe the student teacher teaching and engage him/her in a dialogue when giving constructive feedback.

 Discuss the student teacher’s practice and experience with the co-operating teacher, as appropriate.

 Engage with the principal in relation to the student teacher’s practice and experience, as appropriate.

 Encourage the student teacher to engage fully in the life of the school.