

Student Teacher Placement Policy

Donabate Community College



This Student Teacher Placement Policy is to be reviewed by the Board of Management every 2 years.

This Student Teacher Placement Policy was agreed on 5th March 2019

Signature

A handwritten signature in black ink, appearing to read "Aileen H. O'Connell", written over a horizontal line.

(Chair Person to the Board of Management)

Principal

A handwritten signature in black ink, appearing to read "Anthony Cooney", written over a horizontal line.

Date for Review

September 2020

Introduction

Donabate Community College is a post primary school which opened in August 2008 under the Patronage of County Dublin VEC. The college is co-educational and aspires towards excellence in a caring and supportive environment.

As Donabate Community College will be catering in the foreseeable future to an ever-increasing population growth within its catchment area, the Board of Management will review the Enrollment Policy on a yearly basis.

The Board of Management is committed to the successful implementation of recent legislation, in particular the Education Act (1998), the Education (Welfare) Act (2000) and the Equal Status Act (2000). The Board fully subscribes to the principles of partnership, accountability, transparency, inclusion and respect for diversity, parental choice and equality.

School Mission

The Board of Management will promote Excellence. Our aim will be to create, with the assistance of parents/guardians, responsible citizens with pride in their community. The development of the whole person will be based on personal responsibility, inter dependence, respect for people and respect for property. Our school will seek to instil integrity, value discipline and punctuality and facilitate the best in academic and non-academic areas. We will value our culture, our tradition, be inclusive of religious beliefs and will seek to be a caring and compassionate community where justice and truth will be the central elements.

Introduction

The Board of Management of Donabate Community College 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 HEIs is essential to positive and meaningful school placement experiences for 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, and the wider school community. 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.

Development of Policy

This policy was developed by the Board of Management following consultations with all members of the school community – school management, teachers and other relevant staff, parents, students and the Teaching Council.

Commitment to hosting student teachers

Donabate Community College 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.

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 the student teacher's placement requirements.

Scheduling of student teachers on placement

The principal, deputy principal or staff members to whom this task is delegated, will allocate student teachers to co-operating 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.

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 access to Vsware that will allow access to key policies, in particular the school's Student Positive Code of Behaviour, Child Protection guidelines, Health and Safety, Homework and Student Teacher Placement Policies among others.

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 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.

Communication of school placement policy to school community

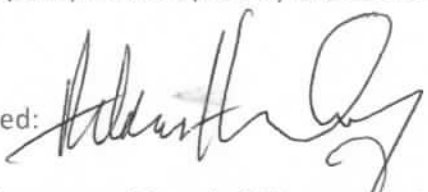
A copy of the school placement policy is made available to school personnel and the parents association and the policy is readily accessible to parents on request. In particular, a copy of the policy shall be published on the school website (where applicable) and a copy is made available to parents/guardians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


Policy reviews

This policy will be reviewed by the school management authority periodically in line with relevant changes.

Date of policy adoption

This policy was adopted by the Board of Management on

Signed: 
Chairperson of Board of Management
Date: 5/3/2019
Date of next review: September 2020

Signed: 
Principal
Date: 5/3/2019