

CEIST

Catholic Education
An Irish Schools Trust



PME POLICY

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1.0: Introduction

Presentation School Wexford is a Catholic Secondary School, guided by the ideals of Nano Nagle, foundress of the Presentation Congregation. The school is committed to the pursuit of excellence in a caring environment.

2.0: Characteristic spirit and general objectives of the school

Presentation Secondary School, Wexford operates under the trusteeship of C.E.I.S.T. – Catholic Education-an Irish Schools Trust.

- C.E.I.S.T. is the collaborative trustee body for the voluntary secondary school of the congregation of the Presentation Sisters, Christian Retreat Sisters, Sisters of Mercy, Missionaries of the Sacred Heart and Daughters of Charity.
- C.E.I.S.T. is committed to honouring this rich heritage, promoting inclusion, hospitality, excellence and compassion in a teaching and learning environment inspired by the Gospel and by the unique wisdom of its respective Founders.
- C.E.I.S.T. aims, in a spirit of collaboration, to continually invite its members to reach their potential, in the context of a school faith community, which seeks to consciously embody a true expression of the Reign of God as announced by Jesus Christ.
- C.E.I.S.T. is committed to building school faith communities where good personal relationships are fostered, where the staff are supported and facilitated in their vital role within the school.
- C.E.I.S.T. faces unprecedented challenges today as it attempts to anticipate, define and meet the evolving needs of young people in the Third Millennium.
- C.E.I.S.T. schools endeavour to work closely with members of other Christian traditions in a spirit of ecumenical dialogue, emphasising what is held in common while valuing their own unique Catholic identity and Church community.



3.0: Aims and objectives

Presentation Secondary School, Wexford 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 Presentation Secondary School, Wexford.

The Board of Management of Presentation Secondary School, Wexford 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.

Please Note:

- a) Student teachers must apply to the Board of Management via the Principal for a placement.
- b) Each student teacher should send a cover letter, placement requirements and a copy of their C.V. to the Principal or Deputy Principal.
- c) A student teacher will only be given a placement if there is a teacher willing to act as a cooperating teacher.
- d) Presentation Secondary School, Wexford should be advised of any vetting procedures that the Higher Education Institutions have carried out before the student teacher commences in Presentation Secondary School, Wexford. It is the responsibility of each student teacher to have their vetting confirmed by their Teacher Training College, before a school placement commences.
- e) Presentation Secondary School, Wexford reserves the right to cancel a placement if the Board of Management feels it appropriate.
- f) Before the placement begins the student, teacher will be sent an induction folder with school policies and procedures and a copy of the Presentation Secondary School, Wexford Journal. The student teacher should familiarise themselves with these documents.
- g) Student teachers will also be expected to complete an induction programme before their placement begins.

- h) 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.
- i) 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.
- j) 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.
- k) Attention is drawn to the following document from The Teaching Council.
<https://www.teachingcouncil.ie/>

4.0 Commitment to hosting student teachers

Presentation Secondary School, Wexford 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.

5.0 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.

6.0 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 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.

Student teacher timetables will be completed once the needs of the overall school timetable are completed.

7.0 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.

8.0 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.

9.0 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.

10.0 Responsibility

- ✓ 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.

11.0 Ratification

This policy was ratified by the Board of Management on 6th June 2024 following consultation with all stakeholders.

Chairperson: Mary Culleton

Date 6th June 2024

Principal: Billy Ryan

Date: 6th June 2024

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:
