



Educate  
Together



## PME & Cooperating Teacher Policy of ETSS Wicklow

*School Address: The Glebe, Wicklow Town*

*Roll number: 68345R*

*School Patrons: Educate Together*

### **Rationale:**

This policy endeavors 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.

### **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 in order to carry out their work successfully.

## **Roles and Responsibilities:**

### **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 Higher Education Institutes are aware of the school's placement policy.
- Review and monitor the implementation of the placement policy.

### **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 Higher Education Institutes 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 Higher Education Institutes in a timely manner of any serious concerns relating to a student teacher's practice or conduct.
- Facilitate Higher Education Institute 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**

- Provide 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 socialize the PME/student teacher in the school environment
- Where a PME/student teacher is struggling, engage with the PME and, either through the school principal or the PME's college tutor, inform the college of the need for additional support for them.

#### **Prior to starting:**

- Meet the student teacher and provide information on their class(es) - year, size, ability, special needs, plan of work, class rules and procedures
- Introduce the student teacher to: the learners, the classroom, the teacher's plan of work for that class and the roles of other staff directly involved with the learners in the class.

#### **During the placement:**

- Retain primary responsibility for the progress and reporting of the pupils
- 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:
  - 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
- 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
- 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
- Be available on site in the event of any PME absence or to provide support as needed, for the duration of those lessons.

### **Monitoring procedure**

The co-operating teacher, who shall report to the principal as required, shall monitor the operation of the policy.

### **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 regarding becoming familiar with their surroundings and the day-to-day running of the school in order to carry out their work successfully
- Positive feedback from co-operating teachers, Deputy Principal and Principal regarding all of the above success criteria

### **PME/ STUDENT TEACHERS**

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

- Meet with the principal, deputy principal and co-operating teacher(s) to plan the placement.
- 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.
- 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
- Be familiar with the school's Code of Behaviour, Homework Policy, Assessment Policy, 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 Higher Education Institute 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.
- In the event of an unexpected absence from school, PME/student teachers should inform the Deputy Principal at their earliest possible convenience, 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 cooperating teachers, it may be possible to reduce a student teacher's timetable temporarily.
- PME/Student teachers are encouraged to engage in extra-curricular activities. Information on extra-curricular activities is available from the co-operating teacher.
- Respect the privacy of others and the confidentiality of information gained while on placement.
- Participate fully in all aspects of school life during their placement, to develop their teaching skills and meet the placement requirements of their Higher Education Institute.

## **HIGHER EDUCATION 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 Higher Education Institute 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.

### **Timetable for Review**

This policy was ratified in 2025 and will be reviewed every two years thereafter.

It was formally ratified on \_\_\_\_\_.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Chairperson

Board of Management

Last reviewed: 24/11/25	Next review: Nov 2027

