

School Placement for Student Teachers

The Teaching Council's *Guidelines on School Placement (2013)* provide an outline of the roles and responsibilities of the key stakeholders involved in School Placement. Below are the roles and responsibilities listed for the co-operating teachers.



School Placement for Student Teachers

A Quick Reference Guide for Schools

- 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 oral or written 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 to facilitate engagement with the student teachers at other times.

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



Thank you for allowing the student complete this placement in your class

Prior to teaching the class, the student has an opportunity to observe and assist in your class. The student has a 'consultation document' to discuss with you to ensure that he/she plans topics in accordance with your termly plan. Thank you for assisting with the student's observation/assisting and consultation.

PROVIDING FEEDBACK

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

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 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.

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



SUGGESTED AREAS OF FEEDBACK

- **Planning and Preparation:**
 - Ability to use appropriate resource material to support pupils' learning
 - Ability to identify clear learning objectives
- **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 and conclusion
 - Ability to phrase and distribute questions
 - Ability to probe understanding through questioning
- **Assessment and Evaluation:**
 - Ability to conclude lessons
 - Ability to monitor pupils' learning
- **Personal Qualities and Professionalism:**
 - Punctuality
 - Manner of communication with pupils and school personnel

These five areas of competence guide the observation and mentoring conducted by MIC tutors. You are welcome to structure your feedback to students around these competences as you deem appropriate. It is sufficient to focus on one area – you need not confine yourself to the indicative prompts.