DRAFT.

STUDENT PLACEMENT POLICY

1.   Aim

This policy is to ensure a consistent and systematic approach by Comhairle nan Eilean Siar in making provision for student teacher placements.

Rationale

1.1.   We recognise the importance of good quality student placements as being central in developing the skills of new teachers and also recognise the demands placed upon staff and schools in their support of such placements.

1.2.   In order to provide a quality experience for students, there has to be effective collaboration and partnership working between Teacher Education Institutions (TEIs), local authorities and schools.   Appendix 1 sets out the roles and responsibilities of those separate bodies.

2.   Code of Practice

2.1.   The Scottish Government places a requirement on local authorities to ensure that schools are offering as many placements as possible. They have instructed that it is no longer acceptable to argue that the presence of probationer teachers in a school/department means that students cannot also be accommodated.

2.2.   Where circumstances allow, schools should offer student placements, not only in one term or another, but in every term. Schools must ensure that they are not underestimating their capacity to contribute to the training and development of student teachers and that they are offering as many placements as they can.

2.3.   Local Authorities throughout Scotland use the web-based Practicum system as the main vehicle for addressing student placement issues. The system is accessible to TEI's, local authorities and schools.

2.4.   All schools must be registered with Practicum, and must identify their capacity for student placements, or must identify their reasons for not accepting student placements.

2.5.   The authority's named Student Placement co-ordinator i.e. the officer with responsibility for student placements, will liaise with TEI's and schools in the management and planning of placements.

2.6. TEI's identify their requirements for each stage in pre-school and primary and for each subject in secondary schools for the academic year. The local authority will then identify capacity within the schools to accommodate the TEI requests.

2.7. The authority expects that all schools and subject departments or faculties within secondary schools will participate in offering and supporting placements for student teachers over the school session. In some schools however, due to the small numbers and settings, it will not be possible to accommodate student placements, as it would not offer the student a proper experience.

2.8 There is a requirement to provide local placements for students doing their Primary/Secondary PGDE through the Distance Learning or partnership route.

2.9. The experience of student teachers will be subject to the same quality assurance arrangements as for all other school activities

2.10. In our support of student placements we are ensuring the provision of highly qualified teachers who will hopefully choose to join our teaching workforce in the Western Isles in future years.

Student Placement Policy

Appendix 1

3. **Roles and responsibilities of Partners**

3.1. **Teacher Education Institution (TEI) responsibilities**

TEI's will endeavour to:
- Ensure that appropriate vetting / Disclosure Scotland procedures are in place for all students.
- Provide the Student Placement Co-ordinator and schools with accurate information about placement dates and placement requirements.
- Provide the Student Placement Co-ordinator and schools with access to Programme Handbooks and single page summaries of the requirements for each placement.
- Facilitate liaison between TEI tutors and school mentors, via pre-placement meetings where possible.
- Specify stages required for each primary placement.
- Provide schools with the names of students due to visit or start a placement, ideally at least 10 days prior to the relevant date, although exceptional circumstances may lead to shorter notification.
- Provide Student Placement Co-ordinators with student names at beginning of school session and provide as much notice as possible of additional / amended placement requests.
- Prepare students appropriately for school placements. This should include relevant curricular knowledge and encouragement of professional attitudes and values, such as being receptive and responsive to advice from schools, being fully prepared for classes, punctuality and professional responsibility.
- Offer variety and balance of placement experience.
- Co-ordinate the training and deployment of tutors, including local authority associate tutors, who conduct placement visits.
- Liaise with school staff on the progress of individual students during school experience placements, and engage with the school at an early stage where there are concerns from the school regarding a student placement.

3.2 Local Authority responsibilities

The local authority will endeavour to:
- Ensure that all teachers are fully aware of the local authority's commitment in supporting student placements.
- Identify an officer with responsibility for co-ordination of student placements – the School Placement Co-ordinator.
- Co-ordinate the gathering of information from schools regarding student placement capacity and appropriateness of placements through the Practicum system.
- Co-ordinate requests from all TEIs requesting student placements in our schools.
- Allocate students to schools on an equitable basis, based primarily on school roll but also considering other relevant factors.

- Act as a conduit of information flow between TEIs and schools with regard to initial placement offers, changes to placement offers, additional placement requests, etc.
- Ensure that teachers are supported by offering; e.g, mentoring training as part of the ongoing CPD programme.
- Evaluate the student placement.
- Keep under review the funding from SEED aligned to responsibilities associated with the Student Placement Co-ordinator role.

3.3.   Schools responsibilities within the terms of the 35 hour working week

Schools will endeavour to:
- Undertake to host student placements, reflecting the professional expectation that schools and secondary departments will offer student placements each year, throughout the school year.
- Identify, and notify the local authority Student Placement Co-ordinator of, a contact person within the school with responsibility for student placements, i.e. Student Regent.
- Liaise with the Student Placement Co-ordinator with regard to the number of placements available each session and particular circumstances which may affect placements.
- Ensure teaching staff are aware of placement requirements (as identified in TEI Programme Handbooks).
- Provide appropriate induction to the school for the student.
- Provide adequate time for consultation between teachers, students and tutors.
- Ensure that the student has access to all relevant school resources, and has opportunities to experiment with a variety of teaching methods.
- Be welcoming and open to students' ideas where they make a positive contribution to learning and teaching.
- Ensure that the student is aware of, and works within, key school policies such as behaviour management.
- Provide accurate, formative feedback to the student on professional performance, including planning, preparation and assessment.
- Complete reports on students for TEIs within the relevant timescales.
- Liaise at an early stage with TEI staff when there are concerns regarding a student, particularly where a student is in danger of failing a placement.
- Be receptive to feedback from TEIs about the student placement.

4. **Guidance on the Roles and Responsibilities of School Staff**

4.1.   The Student Regent [contact person within the school with responsibility for students)
- Providing the authority with accurate information regarding capacity data in order to maintain and update a database.
- Agreeing and assigning students within school.l
- Responding positively, whenever possible, to additional requests for placements during the course of the session.
- Ensuring that all staff involved in the support of students are clear about the

requirements for the particular placements and the assessment criteria being used.

•Ensuring students are provided with a copy of the school handbook and the authority leaflet for students.

•Ensuring student mentors are given the opportunity to meet regularly with students.

•Ensuring that students are given every opportunity during their placements to develop their teaching skills in a supportive environment where they are made to feel an integral part of the school.

•Ensuring that local tutor and relevant university staff are alerted to any serious problems.

•Organisation of student timetables.

•Allocation of students to staff.

•Monitoring and supporting of student performance, including lesson plans and resources.

•Observation of student teaching.

•Collating evidence from colleagues.

•Completion of school report and discussion of results with students.

•Liaison with University tutor on visits and submission of assessment information to regent.

•Ensuring all relevant paperwork is completed and returned on time.

4.2. Class Teacher

- Providing an appropriate role model for students.
- Ensuring familiarity with the requirements of the placement and the assessment criteria being used.
- Ensuring all relevant paperwork is completed and returned on time.
- Ensuring student is made to feel part of the school and is given the opportunity to participate fully in the life of the school.
- Ensuring appropriate support regarding any issues.
- Liaising with School Regent and, where appropriate, university tutor over student progress.
- Monitoring and supporting of student performance, including preparation of lesson plans and resources.
- Observation of student teaching.
- Contributing to the completion of school report and discussion of results with student and university tutor, as appropriate.

4.3. University Tutor

•Preparing students to undertake school placements.

•Communicating with school staff regarding assessed visits.

•Observing students on placement, giving formative oral feedback and leaving an interim comment sheet with students.

•Discussion of student progress with school staff [may be a discussion with student and school staff together].

•Acting as a point of contact for school staff in the event of any difficulties.

4.4. Student Teachers

- Approaching school experience in a professional manner with respect to attendance, timekeeping, preparation and individual school contexts.

- Showing respect to pupils and school staff and to observing confidentiality.
- Being proactive in seeking and making use of advice from more experienced colleagues on specific issues.
- Allowing school staff complete access to prepared materials.
- Evaluating and reflecting upon their own practice.
- Understanding and addressing the needs of the children within each placement.

4.5. What is the student looking for on a placement?

Clearly the degree of support in each of these areas will be dependent on the stage of development of the individual student.

- A structured approach to general issues identified by the university.
- Opportunities to observe good classroom practice.
- Opportunities to work with pupils appropriate to the placement.
- Help in identifying learning outcomes.
- Appropriate support in planning, preparation and implementation.
- Help in understanding and applying the principles of assessing, recording and reporting.
- Support and advice on classroom management and organisation strategies.
- Feedback on observed lessons.
- Reading and commenting on School Experience File.
- Access to a wide range of resources.
- Advice on issues such as ASN, Child Protection.
- Guidance and support on any individual development needs identified.

4.6. In-school Support Programme

This will depend very much on the particular placement and the general issues required by the individual universities.

As a general principle **class teachers** in school should:

- Look carefully at the university course handbook and placement requirements booklet sent to the teacher before any placement, in order to be aware of what is expected of the student in terms of lessons/class/group, etc.
- Make it clear to the student at the start that it is her/his responsibility to bring the lesson planner/file at a time convenient to the supporter. Give feedback to the student on layout/content to make sure the criteria for the placement are met.
- Check and follow the university's guidelines on lesson observation and give feedback to the student. Remember, that if a lesson has gone badly, the student needs to be told so that s/he can improve for the next time.
- After giving feedback at the end of a lesson, put a short comment with signature at the bottom of the student's lesson plan to provide evidence of support given.
- Report any concerns at all to the Student Regent with responsibility for students who will contact the university and the local tutor as required.

4.7. Whole-school Programme

The school experience is to allow students the opportunity to become part of the school and to be given the opportunity to work towards the Standard for Initial Teacher Education.