

Cabinteely Community School



PME Policy

Ratified by the Board of Management June 2022

1. Introduction

1.1 Our Mission Statement

Cabinteely Community School is a kind, caring and vibrant learning community which supports the wellbeing and the academic, spiritual and creative growth of every student.

We welcome students of all ethnicities, abilities, genders and faith traditions, as equal members of our community

We identify with our Ursuline founders and their love of education.

Our Core Values

Our core values guide our policies, our procedures and how we work with our staff and students. These core values are;

Care - We all need to belong and be cared for in a safe environment in order to learn

Courage - We show courage by making the right choices and committing to learning.

Support - We will be the best we can be by working hard and working together

1.2 Policy Rationale

This policy endeavours to ensure that the appropriate procedures are in place to enable the school to support the PME student in an open and transparent manner consistent with the ethos of the school and legislative requirements and to put in place a framework which will ensure effective and productive relations between a PME student and the school community.

1.3 Policy Aims

The policy aims:

- To provide professional support and advice to PME students.
- 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 they are a valuable member of staff with an important contribution make.
- To ensure that the PME student becomes familiar with their surroundings and the day-to-day running of the school in order to carry out their work successfully.
- To scaffold the PME student's understanding of and in the effective implementation of the school's Learning Code.

2. Role and Responsibilities

1.2 Role of the PME Student

- The PME student must meet with the Principal and Deputy Principal and their Co-operating Teachers prior to starting teaching practice.
- The PME student must be familiar with the aspects of the courses they will teach before starting their placements.
- The PME student will receive class lists of the groups they will teach and should liaise with the SEN Coordinator in relation to the SEN Register and the Continuum of Support during the period of observations and prior to commencing teaching.
- The PME student must keep schemes of work and lesson plans up to date and share with co-operating teachers, principal or deputy principal prior to lessons for advice and support
- Students with all abilities should be catered for in these lesson plans.
- The PME student should actively observe several classes before they start teaching.
- Cooperating teachers should observe lessons led by the PME student and give feedback on those lessons.
- PME students must be familiar with the school's Learning Code and endeavour to implement it fairly in classes. In situations where the PME is unsure of how to administer the Learning Code in specific situations, they should inform the student that they will reflect on the situation and decide on the appropriate sanction or support at a later time. The PME student should then take guidance.
- In the case of an unexpected absence from school, the PME student should inform the deputy principal and the cooperating teacher before 8am that morning.
- The PME student should inform the co-operating teacher or deputy principal if they are unable to take a class for any reason.
- If the PME student is having difficulty with their workload, they should contact their college and inform the liaison teacher. Through discussion with the co-operating teacher it may be possible to reduce the PME student's timetable temporarily.
- The PME student is encouraged to engage in extracurricular activities with students.
- the PME student is welcome to get involved in teaching and learning teams and initiatives in the school.
- The PME student is invited to engage in Induction Day for new teachers in August.

2.2 Role of the Co-operating Teacher

In General

The Co-operating Teacher will;

- Provide professional advice and support to the PME Student during placement.
- Work collegially with the PME Student by sharing and helping them to develop good practice in the creation of effective learning opportunities and strategies for students
- Encourage and socialise PME Student in the school environment.
- Where a PME Student is struggling, engage with the student and inform the college of the need for additional support for the PME student.

Prior to starting Placement

- Meet with the PME Student and provide information on their classes – year, size, ability, SEN, plan of work, classroom guidelines and the Learning Code

During Placement

- Retain primary responsibility for the progress of students by remaining in the classroom in all classes for the duration of every class with the PME Student.
- Afford the PME Student opportunities to observe their teaching.
- Observe the PME Student teacher's practice and provide feedback to the PME Student in an encouraging and sensitive manner focusing on the following;
 - Areas of Achievement
 - Areas for Development
 - Agreed Targets
- Encourage the PME Student to seek advice and support where necessary and support and facilitate the PME Student in the following areas.
- Planning
- Critical Reflection on their practice
- The use of a variety of teaching methods
- The use of formative and summative assessment, having regard for the school's learning initiative for that year in relation to teaching/assessment/reporting
- Engaging with and responding appropriately to feedback from students
- As the PME Student's competence grows, the cooperating teacher should allow them to teach more independently
- Advise the principal of any serious concerns regarding a PME Student's practice or professional conduct (punctuality, classroom practice, professional conduct).
- Meet with the Placement Tutor from the college when they visit the school.

3. Substitute Teaching

If the PME students wishes to do substitute work for absent teachers, they should let the Deputy Principal know in advance of their availability. PME Students will be reimbursed as per DES payroll arrangements.

4. Implementation and Review

4.1 Distribution of the Policy

Following the implementation of this policy by the Board of Management, copies will be made available to new PME students upon acceptance of their application for placement to the school.

It will be available in the online policy section of the staff handbook and on the school website.

4.2 Monitoring Procedures

The Co-operating Teacher will report to the principal as required, regarding the implementation of these procedures.

Feedback from PME Students will be sought at the end of the school year and shall inform the effectiveness of this policy.

Updates to the policy may be made each year based on the feedback from Co-operating Teachers and PME Students.

.Board Adoption

Formally adopted by the Board on: _____

Chairperson's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

The Board of Management agrees to review this policy at its board meeting in _____

