



Pelletstown Educate Together National School

Placement Policy

This policy was ratified by the Board of Management on: 19th June 2025

Review due: March 2029

Pelletstown Educate Together N.S.

Placement Policy

2025

Introduction

This policy was formulated in consultation with staff and the Board of Management. It was originally written in June 2025 and will be reviewed in Term 3, 2029.

Rationale

This policy was written to provide guidance on school placement and work experience in Pelletstown ETNS to members of the school community, as well as training institutes and individuals wishing to undertake a period of placement/work experience in our school.

This policy aims to provide clarity in relation to roles, responsibilities and expectations of our school staff and those who participate in our school community as part of school placement (Part I) or work experience (Part II).

Part I: School/Professional Placement

For student teachers, the policy is guided by the Teaching Council's Guidelines on School Placement, the Code of Professional Conduct for Teachers and by guidance correspondence specific to particular placements issued by Higher Education Institutes (HEIs). School placement is based on a partnership approach that is intended to be mutually enriching for school communities, HEIs and student teachers.

The Board of Management of Pelletstown Educate Together acknowledges the following with regard to Initial Teacher Education (ITE) 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.
- Close collaboration between schools and HEIs is essential to positive and meaningful school placement experiences for 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 HEIs. 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 HEI staff.

- HEI placement tutors benefit from partnership experiences with schools and from being in the actual setting of a school during visits to student teachers.

Commitment to Hosting Student Teachers

Pelletstown ETNS is committed to hosting student teachers for school placement and, in this context, adopts, as part of this school placement policy the Guidelines on School Placement developed by the Teaching Council in consultation with all relevant education partners. Prior to accepting placement students, these guidelines will be shared with all prospective Treoraithe (co-operating teachers).

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/Treoraí). Then, as the student teacher's competence develops, the student teacher will move to teaching classes independently in line with HEI requirements and the student teacher's particular stage of development on the ITE programme.

Scheduling of student teachers on placement

The ISLT member to whom this task is delegated, will allocate student teachers to co-operating teachers and classes, having regard for the following: the stage the student teacher is at in their ITE 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/Treoraí has an awareness.

Applications for individual placements should be made to the school using the designated email address; **placement@pelletstownetns.com**, which is monitored by the ISLT member to who this task is delegated.

In addition, Pelletstown ETNS will also have regard to the following in terms of student placements:

- Outside of allocations requested by the HEIs, no more than three individual school placement opportunities will be made available, to include Special Education placements.
- School Placement opportunities will be facilitated from October to May (inclusive) of the school year.
- The cut-off date for applications for individual placements (not allocated through HEIs) will be **November 1st**.

Induction of student teachers on placement

Student teachers will, prior to commencing their placement, be provided with an email detailing the key personnel, ethos and work of Pelletstown ETNS, from the ISLT member responsible for school placements. Within this email, student teachers shall also be provided with the following policies; Relationships and Code of Positive Behaviour, Child Protection and this policy, with specific attention to be drawn to Appendix A (Roles and Responsibilities of Student Teachers in Pelletstown ETNS).

Supports for the student teacher

Pelletstown ETNS is committed to supporting positively and sensitively the student teacher, in accordance with the Guidelines on School Placement (Teaching Council, 2021) and in accordance with the inclusive and collaborative spirit of our school. As such, we are committed to allocating the student teacher to (an) appropriate co-operating teacher(s) and to the class level required for a particular school placement. The school will also provide the student teacher with the teaching facilities and resources necessary during the placement. Cooperating teachers will be familiar with, and guided by Appendix B (Role and Responsibilities of Cooperating Teachers in Pelletstown ETNS)

Part II: Transition Year/Other Work Experience Placements

Pelletstown ETNS is committed to working in partnership with local secondary schools to facilitate Transition Year students who may wish to complete work experience placements in a primary school setting. We are also committed to providing opportunities for prospective ANAs to complete work experience in our school. All such applications for work experience should be submitted by email to **placement@pelletstownetns.com** by **November 1st** of the relevant school year. For those students who participate in work experience in Pelletstown ETNS, the following should be noted:

- All students over the age of 16 who wish to complete work experience in Pelletstown ETNS must provide the school with a Vetting Disclosure from the National Vetting Bureau. This should be applied for and completed within their own school/institution, in sufficient time, ahead of the placement.
- We are a nut-free and kiwi-free school. Students must not bring any food/drink that may contain these allergens into our school building.
- Students must be fully insured while in the school by their respective college or school; a letter to this effect should be provided to the school, via the email address above.
- In the case of TY students, students should provide Pelletstown ETNS with the name and contact information for the TY Coordinator in the relevant school.
- Students should be punctual for the start of school (8:30am) and should notify the school if unable to attend.
- Students on work experience should at all times be respectful towards all members of staff, parents and pupils. They should also be willing to follow the directions/guidance of any staff member in whose setting they are working.
- Students should ensure that at all times, their language is appropriate and respectful.

- Students should ensure that any behavioural issues that may arise in a class are brought to the class teacher's attention and are dealt with only by the class teacher.
- The use of smartphones and other personal electronic devices is not permitted in any part of the school during the school day, except while on break in the staffroom.

Communication and Dissemination of the Policy

The attention of all prospective student teachers/work placement candidates will be drawn to this policy upon offer of a placement. The attention of all Treoraí will be drawn to this policy at the start of the school year.


This policy will be published on the school website and provided to the Parent-Teacher Association. A copy of this policy will be made available to the Department of Education and Youth and the Patron, if requested.

Hard copies of this, and all school policies, are available at the school on request.

Ratification, Implementation and Review

This policy will be implemented from September 2025. This policy will be reviewed in Term 3 2029, or sooner should the need arise.

Signed:  (Chairperson, BOM) Date: 18/6/25

Signed:  (Principal) Date: 19/06/25