



Student Teacher Policy 2017

Introduction

At Priory, we value our professional relationship with Higher Education Institutes such as Christ Church Canterbury University (CCCU) and the positive contribution to the school made by student teachers. Most years, we will provide quality school placement experiences for at least two PGCE students.

As a school, we work in close partnership with CCCU to provide positive and meaningful school placement experiences for student teachers who are given the opportunity to observe a wide range of teaching and to teach classes independently, in collaboration with suitably qualified practicing teachers.

We offer student teachers the support of the whole-school community in their journey towards professional competence.

Hosting student teachers is mutually enriching for students, pupils, teachers, support staff and the wider school community. Our children benefit from a greater variety of teaching, learning and cross-curricular experiences whilst the school gains access to the latest educational initiatives and a variety of new and exciting approaches to teaching and learning.

Our commitment to hosting student teachers

Priory Infant School is committed to hosting student teachers for school placement and, in this context, adopts without modification as part of this school placement policy the Guidelines on School Placement developed by CCCU and other educational establishments.

Implications for the school hosting student teachers on placement

Hosting a student teacher on placement will 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. Then, as the student teacher's competence develops, the student teacher will move to teaching classes independently in line with HEI requirements.

Scheduling of student teachers on placement

The school lead mentor will allocate student teachers to teachers and classes, having regard for:

- the stage the student teacher is at in his/her initial teacher education programme
- the particular needs of the learners in a particular class and the needs of the student
- the requirement for the student teacher to experience an appropriate range of placement contexts
- any other special circumstances.

Induction of student teachers on placement

Student teachers will, prior to commencing their placement, be provided with an orientation to the key personnel, ethos and work of the school. This initial induction will involve student teachers being provided with information that will include details of key school policies, in particular the school's Safeguarding, Health & Safety, Behaviour and Marking and Feedback Policies.

Support for the student teacher

The school community is committed to supporting positively and sensitively the student teacher in accordance with the Guidelines on School Placement developed by their educational establishment. Furthermore, the school is committed to allocating the student teacher to a suitable class teacher and class. The school lead mentor will work closely with the student, holding weekly meetings and providing the support and mentoring necessary for the student to complete his or her school placement successfully. The school will also provide the student teacher with the teaching facilities and resources necessary to create effective learning opportunities for all children.

Continuing professional development for staff involved in supporting/facilitating student teacher placement

Priory Infant School is committed to promoting and facilitating the participation of school staff in continuing professional development programmes essential to ensuring the successful operation of student teacher placement in the school.

Policy written by Vivienne Botting

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To be reviewed in 2020