

2014

# STUDENT TEACHERS



'Aim for the Highest'

## POLICY DOCUMENT

**Student Teachers Policy  
Dalziel High School  
2014**

**INTRODUCTION**

With effect from December 2012, new guidelines for Standards for Provisional Registration from the GTC must be followed.

Guidelines indicate that such professionals will be developed through acquiring competences, as laid down by the GTC, encompassing knowledge, understanding, critical thinking and practical skills. Students should:

- be a good role model;
- make pupils your key concern;
- promote the education of pupils;
- be open and honest, and act with integrity;
- show respect for others.

The way in which these competences are to be covered are not prescribed, but it is suggested that teacher education institutions (TEIs) and schools and education authorities should work together and share the responsibility for covering particular competences. It is important that ALL Dalziel High School staff do their up most to welcome, help and support all students who come to the school as potential future colleagues.

This document is designed to assist all school staff to play their part in enabling students to become competent teachers by detailing the programme which students will follow in Dalziel High School. Guidelines specifically for Principal Teachers (Subject) are also provided.

**RESPONSIBILITY FOR STUDENT TEACHERS ON SCHOOL EXPERIENCE**

In Dalziel High School it will be the responsibility of the Regent to co-ordinate all aspects of the school experience of students.

The Regent / Principal Teacher (Mentor) will:

- 1 PT Co-ordinate student placement and ensure an appropriate balance of student teaching time, observation time and preparation time.
- 2 R Organise the structure of the Induction Block.
- 3 R / PT Be available for individual student consultation and provide general support.
- 4 R Provide information and support to departments with regard to student assessment.

- 5 R Arrange weekly meetings with students to listen to and discuss students' views and experiences.
- 6 R Arrange a training programme appropriate to the stage of the students' training
- 7 R Help students to consider whole-school and cross-curricular issues
- 8 R Direct students towards suitable material for completion of coursework assignments.

These will vary between different TEIs, but in general students are required to complete one assignment each term. It is normal practice for TEIs to provide the Regent with a copy of the coursework assignments. This enables discussion to take place between student(s) and Regent regarding materials which might be available in school to assist with completion of the assignment.

- 9 R / PT Assist with completion of student professional portfolio

The purpose of this portfolio is to provide students, and the school, with a framework for experiences to be gained while on school placement. It also gives students responsibility for demonstrating competence and professionalism and provides a tool to encourage personal reflection. It enables students to set their own targets for personal and professional development, and provides a basis for developing a professional CV.

It is the responsibility of students to ensure that they have undertaken as many as possible of the school experience activities suggested. Consequently, they will be required to discuss possible participation in the proposed activities with the Regent in each term

- 10 R / PT Help students relate their practice to theoretical issues
- 11 R Ensure that Principal Teachers have copies of the necessary documentation.
- 12 R / PT Liaise with Faculty tutors on any issues of concern
- 13 R Study reports on students and add comments as appropriate
- 14 R Ensure that final reports are discussed with students before they leave the school, and that they are returned to the Faculty tutor as soon as possible after the end of the teaching block.

## **TRAINING PROGRAMME FOR STUDENT TEACHERS IN DALZIEL HIGH SCHOOL**

The exact nature of the programme will depend on the length of the period which the student spends in school and on the term during which it takes place. However, since most students who are placed in Dalziel High School for school experience come from the Faculty of Education at Strathclyde University (Jordanhill) or Glasgow University (St Andrews College), the Dalziel High School training programme will broadly follow the timings of Jordanhill's/St Andrews College placement programme.

Induction Block <b>combined with</b>	2 weeks	September
Term 1	6 weeks	November/December
Term 2 <b>combined with</b>	6 weeks	February/March
Term 3	4 weeks	May

Each week students will meet with the Regent for one period. The purpose of the meeting will:

- 1 to listen to and discuss students' experiences and views
- 2 to deal with issues and problems which may arise
- 3 to provide information on specific aspects of school policy and procedure
- 4 to provide information which will assist the students in the preparation of their assignment work
- 5 to allow students to request information on any matter which they feel may be of benefit to them and their teaching experience.

A second period will be allocated to students to allow them to follow a specific programme on matters which are general in nature and which are common to the required competences at various stages in the students' training. An appropriate member of staff will provide a talk/discussion on the issue being considered. This will be structured to ensure the professional development of students and will give them the opportunity to take part in programmes which address whole school issues. During the placement they will have the opportunity to take part in out-of-school activities, attend parents' evenings and School Board meetings if they wish to take advantage of these.

Furthermore there exists within Dalziel High School an almost unique opportunity for students to visit a department specifically set up to assist children with a particular need. With the co-operation of the Hearing Impaired Department, a meeting with a Teacher of the Deaf will be arranged during each school experience block.

A full summary of the training programme for students on school experience is provided on the next page.

## **INDUCTION BLOCK**

The Induction Block is the students' first experience of a school from a teacher's point of view. It has 3 main purposes:

- to help the student find out if teaching is really for him/her
- to develop confidence in the student's ability to become an effective teacher
- to develop the student's understanding of the professional role of the teacher in relation to pupils and parents, school management, and the wider community

This is a 2 week block and is mainly for observation. The Regent responsible will compile the students' timetable regarding whole-school issues, in keeping with the requirements of the TEI. The Principal Teacher will then complete the remainder of the timetable offering a variety of classes within the department. This programme of class contact should allow the student opportunities to assist the class teacher and where possible (and with the student's agreement) to do a very limited amount of solo teaching.

## **TRAINING PROGRAMME FOR STUDENT TEACHERS ON SCHOOL EXPERIENCE**

### **SUMMARY OF WEEKLY MEETINGS**

**INDUCTION BLOCK**          Variety of meetings over the 2 week period (in line with the University's requirements)

#### **TERM 1**

Week 1	Introduction and welcome to school	Head Teacher
Week 2	Hearing Impaired Department	Depute Head Teacher
Week 3	Learning Support Department	Depute Head Teacher
Week 4	Early Start to Standard Grade	Depute Head Teacher
Week 5	Education/Industry Links	Principal Teacher
Week 6	The Role of Guidance	Principal Teacher

#### **TERM 2**

Week 1	Introduction and welcome to school	Head Teacher
Week 2	Hearing Impaired Department	Depute Head Teacher
Week 3	Assessment and Reporting	Depute Head Teacher
Week 4	Learning Support Department	Depute Head Teacher
Week 5	The Role of Guidance	Principal Teacher
Week 6	Education/Industry Links	Principal Teacher

## **TERM 3**

Meetings will be arranged in accordance with the students' areas of professional development (APDs), provided the school can be of assistance in the one they have selected to do. Students should highlight these to the Regent prior to their return to school for Term 3.

### **GUIDELINES FOR PRINCIPAL TEACHERS**

All members of staff, but in particular Principal Teachers, have a responsibility towards students. To assist this, the following notes have been prepared as a checklist for them. These notes, however, should in no way be regarded as complete and Principal Teachers should feel free to add to and/or improve the ideas outlined.

- 1 Welcome students to their departments and make every effort to ensure that the student integrates well into normal school life.
- 2 Ensure that the student receives all possible assistance/support from the department in the planning and execution of lessons.
- 3 Take every possible opportunity to observe the student teach (or ask other members of the department to do so, as the final report on the student will be completed by the Principal Teacher.
- 4 Whenever possible, take part in a tripartite discussion with the Faculty tutor and student during the debrief session following a tutorial lesson.
- 5 Give students opportunities to undertake the activities in their portfolio and help them to set targets for their development as indicated in the portfolio.
- 6 Issue the student with a timetable giving a variety of classes from S I to S6 and allowing some continuity. It is suggested that students should spend 70-75% of their time in each block observing and teaching co-operatively or by themselves, and 25-30% in preparing lessons, reflecting and taking part in whole school programmes. The balance between teaching and observation should change as students gain in confidence and experience.

As different TEIs often request different amounts of class contact, the Principal Teacher should clarify this with the TEI if there is any doubt about what is required.

Copies of the finalised timetable should be submitted to the Regent responsible as soon as possible.

- 7 In writing the final report refer to the competences and to the criteria for awarding grades. Full descriptors are available from the appropriate TEI and it is imperative that Principal Teachers follow the guidelines given.
- 8 Discuss the final report with the student before the end of the placement, and ensure that reports are passed to the Senior Teacher in time for them to be forwarded to the TEI by the date required.

## **For Your Information**

### **Dealing with a Child Protection Concern**

It is important that practitioners recognise that children and young people can be harmed or can be at risk of harm from people who are supposed to care for them. If you are concerned about a child but unsure whether they are being abused, simply discuss your concern with Jaclyn Lennon, DHT Child Protection Co-ordinator.

If a child/young person tells you someone may have abused them;

#### **DO**

Stay calm  
Listen to the child  
Keep questions to a minimum  
Reassure child  
Record what the child has said in their own words

#### **DON'T**

Ask too many questions  
Make false promises  
Express shock or anger  
Delay in passing on your concerns

#### **NEVER**

Carry out an investigation into an allegation, this is **NOT** your role.

### **Making a Referral (Notification of Concern)**

Once you have discussed your concerns with the designated child protection co-ordinator in your establishment they made decide to pass on your concerns to Social Services or the Police.

The following information will be required:

- child's name, address and date of birth
- parent's address and current whereabouts
- where the child is and their views, where known
- your details
- your involvement with the child
- what are your concerns?
- details of alleged abuse
- whether there are any other children in the household
- whether the parents / carers are aware of your concerns