



Mount St. Michael Secondary School



094 93 71474



Claremorris, Co. Mayo,
F12TY09



admin@mtstmichael.ie

PME Student Policy

The following PME Student Policy has been developed to reflect the school's commitment to facilitating the training of PME students.

Introduction

This policy has been developed to provide a framework for the placement of Professional Master of Education (PME) students at Mount St. Michael Secondary School. It aims to ensure that appropriate procedures are in place to support student teachers in a manner that is consistent with the school's ethos and legislative requirements. The policy is intended to foster effective and productive relations between PME students and the school community.

Aims & Objectives

- Provide professional support and advice to PME students.
- Help PME students build on the knowledge, skills, and competencies they developed during their initial teacher education and training.
- Ensure that PME students feel they are a valuable member of staff with an important contribution to make to the school community.
- Familiarise PME students with their surroundings and the day-to-day running of the school so they can carry out their work successfully.
- Support student teachers to gain a deeper understanding of the school's Code of Behaviour, mission, and ethos.

General Principles

The hosting of PME students is a significant undertaking for the school, requiring the commitment of all staff and the Board of Management. The school recognises the importance of this role in the education and training of future teachers for the profession. PME students are expected to engage in a professional manner and adhere to all school policies and procedures, including the school's Code of Behaviour.

Application & Scheduling:

- Student teachers should apply to the Principal/Deputy Principal for a placement via email. This application should be accompanied by a cover letter and CV.
- A placement can only be facilitated if there is a teacher willing to act as a cooperating teacher and the school has the capacity to facilitate the needs of the PME student.
- Mount St. Michael should be advised of any vetting procedures that the Higher Education Institution has carried out before the student teacher commences placement.
- Before the placement begins the student teacher must have completed the TUSLA Children First E-Learning Programme and provide certification to the Principal.
- In consultation with the Principal/Deputy Principal, as appropriate, and having regard for the stage the student teacher is at in their initial teacher education programme, the needs of learners in particular classes, and the subject teachers' requirements, the cooperating teacher(s) will be responsible for drawing up a suitable timetable.
- The Board of Management of Mount St. Michael reserves the right to cancel a placement if it feels this is appropriate.

Supports for Student Teachers:

The school community is committed to supporting positively and sensitively, the student teacher in accordance with the Guidelines on School Placement developed by the Teaching Council in consultation with all relevant education partners. Furthermore, the school is committed to allocating the student teacher to appropriate co-operating teacher(s) and to the classes essential to them undertaking their school placement successfully. The school will also provide the student teacher with the teaching facilities and resources necessary to their work during the placement.

Student Teacher Contribution to the School Community:

Co-curricular and extracurricular activities are an important aspect of life in Mount St. Michael, and student teachers should be willing to get involved in an area of interest. These activities provide a broader perspective, allow teachers to develop better connections and build an understanding of the importance of holistic development. By getting involved in such activities student teachers have the chance of becoming more well-rounded, empathetic and effective educators. Any extracurricular involvement should be undertaken in consultation with the PME co-operating teacher and be approved by school management.

Roles & Responsibilities

PME/Student Teachers are expected to:

- Meet with the Principal, Deputy Principal, and their cooperating teacher(s) prior to starting their teaching placement.
- Discuss the classes and topics they will teach with their cooperating teacher before starting their placement.
- Actively observe classes before they begin teaching and continue to do so during their placement at the discretion of other teachers.
- Keep schemes of work and lesson plans up to date and have them available for their cooperating teacher.
- Ensure their lesson planning aligns with the school and appropriate subject curriculum plan.
- Should assess students on topics covered and provide assessment outcome data to the class teacher.
- Work in the designated staff/PME work space.
- Understand that information discussed with school staff relating to students or school business should be treated with confidentiality
- Provide the class teacher with a summary of material covered, along with relevant notes used.
- Be in attendance for the full school day, each day (9 - 4 Monday to Thursday, 9 - 1:15 Friday) unless otherwise arranged with the Principal/Deputy Principal.
- Inform the school in advance if they will be absent.
- Take personal responsibility for not accessing inappropriate material on the internet.
- Adhere to all school policies.
- Present themselves each day in a professional manner, observing an appropriate dress code.
- If a PME student wishes to undertake substitution work for absent teachers, they should inform the Deputy Principal in advance of their availability.

Cooperating Teachers will be expected to:

- Maintain overall responsibility for the class to which the student teacher has been assigned.
- Arrange to meet the PME student regularly to assess their progress.
- Observe the student teacher in classes and provide feedback. The observation sheet in this policy may be useful for structured feedback.

- Provide information on the subject curriculum and explain how to access subject department resources.
- Advise on teaching methodologies, schemes, and methods of assessment.
- Advise on strategies to support students with particular needs.
- Ensure the PME student is knowledgeable regarding responsibility for disciplinary and pastoral matters, as well as all school policies.
- Fill student reports and attend Parent Teacher Meetings for classes taught by the PME student.

The Principal is responsible for:

- Overseeing the implementation of this policy.
- Liaising with the relevant colleges of education.
- Ensuring the student teacher is appropriately scheduled.
- Supporting the development of student teachers which may involve observing the student teacher in classes.
- Addressing any serious concerns regarding a PME student's practice or professional conduct, and implementing disciplinary action as necessary.

The Deputy Principal is responsible for:

- Supporting the Principal and cooperating teachers in the implementation of the policy.
- Liaising with the relevant colleges of education and confirming placements.
- Designating an experienced teacher as a cooperating teacher for each student teacher.
- Welcoming and inducting PME students at the start of their placement.
- Supporting the development of student teachers which may involve observing the student teacher in classes.
- Acting as a point of contact for PME students in the absence of their cooperating teacher.

Implementation and Review

This policy will be made available to new PME students upon acceptance of their placement. It will also be available on the school website. The cooperating teacher will report to the Principal regarding the policy's implementation. Feedback from PME students will be sought at the end of the school year to inform the effectiveness of the policy. Updates to the policy may be made annually based on this feedback.

Ratification

This policy was ratified by the Board of Management, as below, following consultation with all stakeholders.

Signed: _____

Date: 13/01/2026

Chairperson of the Board of Management

Signed: _____

Date: 13/01/2026

Principal

Student Teacher Observation Sheet

Student Teacher	Cooperating Teacher
Class	Lesson Focus

1. Lesson Planning and Preparation Indicators of Success

- Clear learning intentions and success criteria
- Logical lesson flow and structure
- Appropriate resources and materials prepared
- Evidence of differentiation/adaptive teaching for varying student needs
- Good use of time allocation for activities
- Ensuring alignment with curriculum standards
- Creating a student-centered plan
- Developing effective assessment strategies
- Anticipating potential challenges or student questions
- Appropriate sequencing of tasks

2. Classroom Management and Environment Indicators of Success

- Maintaining a positive and safe learning atmosphere
- Effective use of voice and body language
- Clear instructions and expectations for student behavior
- Engaging students and managing transitions smoothly
- Building positive rapport with students
- Consistent enforcement of rules
- Exploring a range of behavior management strategies
- Appropriate student engagement and participation
- Establishing a strong presence in the classroom
- Appropriate amount of 'teacher talk'

4. Classroom Management and Environment Indicators of Success

- Presented content in a clear and accessible manner
- Used a variety of teaching methodologies (e.g. group work, discussion)
- Strong Subject matter knowledge
- Effectively questioned students to promote higher-order thinking
- Provided timely and specific feedback to students
- Varying question techniques to challenge all students

- Encouraging peer-to-peer interaction
- Integration of technology or other tools
- Appropriate pace and timing to ensure all activities are completed
- Effective Differentiation/scaffolding within activities

5. Classroom Management and Environment Indicators of Success

- Demonstrated a positive and professional attitude
- Respond well to feedback and suggestions
- Engaged in critical self-reflection on the lesson
- Collaborated effectively with the cooperating teacher
- Deep level of critical self-reflection
- Proactively seeking opportunities for professional growth
- Effective communication with the cooperating teacher and other staff
- Developing a sense of pedagogical identity.

Overall Impression

Please provide specific, constructive feedback and examples from the lesson

Cooperating Teacher Signature: _____

Student Teacher Signature: _____