

LNCT



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Student Placement Guidelines

This agreement has been subject to review in 2024 by the LNCT Joint Secretaries and HR as part of a review of current Aberdeenshire LNCT Agreements.

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From mountain to sea

Student Placement Guidelines October 2024

STUDENT PLACEMENT GUIDANCE

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RATIONALE

The provision of a quality placement in, as far as possible, a broad range of schools, is crucial to the development of an effective teacher workforce and is also the right of all student teachers studying in Scotland. Aberdeenshire Council aims to provide that positive experience and, in the process, attract trainee teachers to the area for their Induction Year and to create a resource from which to recruit motivated, enthusiastic and well qualified teaching staff to posts within its schools. Our foundations are based on the recommendations contained within Teaching Scotland's Future (2011), namely:

'The period of initial teacher education, induction and the early years of employment lay the foundations of a teaching force which will still be working well into the second half of the century. This vital early phase in the development of new teachers must be relevant, coherent and of high quality. Our prospective teachers deserve and are capable of more than we currently ask of them.'

This will be achieved through the implementation of a manual matching exercise performed by Aberdeenshire Council, for session 2024/2025. It is expected that a national web-based system will be in operation thereafter. It is an expectation that all schools will participate in the manual matching of student teachers during session 2024-2025. Schools retain and are entitled to receive appropriate support from the authority and the Initial Teacher Education Institutions (ITEs) placing students in Aberdeenshire schools.

These guidelines have been developed to ensure that everyone involved is clear about their responsibilities in relation to student placements. It outlines the key responsibilities of the Local Authority, the Higher Education Institutions (HEIs) and Schools.

GUIDANCE AIMS

- To outline the role and responsibilities of all partners in the student teacher placement process.
- To clarify the Council's partnership with Initial Teacher Education Institutes (ITEs).
- To create a context within which student teachers will benefit from a quality experience during their placement in Aberdeenshire schools.
- To create the conditions which will encourage student teachers to return to Aberdeenshire as trainees in their Induction Year and, thereafter, remain as teachers within the authority.

ROLES AND RESPONSIBILITIES

It is crucial that all involved in the process of placing student teachers within schools are seen to be working together in a climate which promotes effective partnership. For this to take place, each partner has specific key roles to play. In Aberdeenshire, these are as undernoted.

(a) The role of ITEs

- To promote positive working relationships with local authorities.
- To produce clear, and where possible standardised, documentation regarding expectations of schools/student teachers within schools.
- To provide documentation regarding both course content covered by students prior to beginning placement and any specific learning and teaching strategies which would be beneficial for the student to experience and practise during the placement.
- To organise and carry out pre-placement meetings with relevant school staff working with student teachers where relevant.
- To provide the local authority's Student Placement Co-ordinator with an early indication of possible student placements required, including details of the sector, the stage and (in secondary schools) the subject in which these are required.
- To provide supplementary feedback to the local authority on the quality of placements provided.

(b) The local authority will:

- Nominate a Student Placement Co-ordinator, who will ensure that placements are made in a broad range of schools and, ideally in all schools.
- Provide a Student Placement Policy which is shared with all partners involved.
- Ensure that all teaching staff are fully aware of the Council's expectations of them and their commitment to supporting staff in student placements.
- Continue to enhance working relationships with ITEs, schools and students.
- Establish links, where appropriate, between provision for student teachers with that for newly qualified teachers on the Teacher Induction Scheme.
- Provide a number of trained teaching fellows to support student teachers and staff within schools.
- To support pre-placement meetings with relevant school staff working with student teachers where relevant.

(c) Schools will:

- Provide an appropriate number of placements each year with the expectation that all classes are available for student teachers unless there are exceptional circumstances which should be agreed with the Student Placement Co-ordinator.
- Provide a warm welcome, with the student teacher being treated and valued as a fellow professional.

- Provide a Student Information Pack containing school documentation such as relevant procedures and policies.
- Arrange an induction programme for the student teacher. This may include talking through the above mentioned “pack” as well as a tour of the school, meeting with staff, identifying resources available, receiving relevant timetables and, ideally, having an opportunity to talk with others within the school to determine their roles within the school setting – janitor, clerical assistant, ASL staff, pupil support assistants, outside agencies, Senior Management Team.
- Provide a good role model for the student teacher to teach and learn alongside.
- Identify a mentor/supporter to whom the student can turn to for advice.
- Provide relevant opportunities for inclusion in, for example, staff meetings, collegiate times and the wider life of the school.
- Be familiar with the Standard for Provisional Registration and the placement requirements of the relevant universities.
- Provide honest, formative feedback to the student on their professional performance. This should be done on a very regular basis and should be based on the competencies required by the stage of the student and the demands of the university concerned.
- Complete any reports on students as required by the ITE.
- Provide the opportunity to observe a range of learning and teaching strategies and, where appropriate, to try some of these in the classroom setting.
- Plan for time to discuss progress with the student.
- Ensure access to resources.
- As appropriate, demonstrate trust in the students by giving them opportunities to teach the class on their own, in the context of the requirement of the placement, commensurate with the stage and ability of the student as required by the university.
- In collaboration with the ITE, have clear procedures for identifying concerns over the student placement and for acting upon these.

(d) *Student teachers on placement will:*

- Be familiar with the Standard for Provisional Registration
- Understand and meet the minimum requirements of particular placements in a professional manner at all times.
- Adhere to all school policies, paying particular attention to Child Protection and Health and Safety procedures.
- Adhere to the school vision, values, aims and ethos.
- Be a participative, cooperative, enthusiastic and inquisitive adult learner, eager and willing to ask for advice and implement ideas.
- Work with others in a proactive and supportive manner.
- Be well planned and prepared.
- Be punctual.
- Be open to constructive criticism.
- Be ready to use opportunities to find out what contributes to the school's success. A placement should not be about classroom practice alone.

- Be keen to take part in the wider role of the school.
- Be a good role model to the children.
- Be willing to take part in professional development on offer either at school or, where appropriate, at local authority level.
- Be able to evaluate the latest learning and teaching initiatives in a practical setting.