



BEGINNING TEACHERS POLICY

NAG 3

RATIONALE:

Beginning teachers are those teachers who are in their first two years of teaching. Their teacher training programme is completed in the school under the guidance of the principal and delegated staff.

PURPOSE:

To establish a professional development programme for beginning teachers that builds on their specific needs while addressing the requirement to become a confident and competent teacher qualifying for full teacher registration.

GUIDELINES:

1. When the appointment of a Beginning Teacher (PRT) is made, 0.2 additional staffing time is made available for the first year PRT. The principal will ensure that this time is being used for its intended purpose.
2. The allocation of the 0.2 staffing component is to be used by the designated tutor teacher and PRT for the purpose of the professional development of the PRT.

This professional development may include:

- management and organisation of the class programme;
- curriculum development ;
- general professional development.

This 0.2 time may be used in any of the following ways:

- (a) Release the PRT to:
 - observe some aspects of the tutor teacher's or another teacher's programme according to needs;
 - attend PRT professional courses;
 - work on the collection and development of resources;
 - carry out assessment, evaluation and reporting requirements as approved by the tutor teacher.
 - (b) Release the tutor teacher to:
 - observe the beginning teacher in action and to follow through observations;
 - teach alongside the PRT in a class programme, providing a demonstration model;
 - observe any children causing concern in the class programme and assist in providing for their needs;
 - assist the PRT with the collection and production of resources;
 - accompany the PRT on class trips.
3. A professional development plan for the PRT is to be written up in consultation with the principal by the end of February in the first year.

4. There should be a weekly meeting of the tutor teacher and PRT to:
 - discuss issues and progress to date
 - plan the next week's 0.2 time
 - evaluate programmes
 - discuss planning (tutor teacher to view planning)
5. The following official records must be kept by the tutor teacher as part of this development programme:
 - a weekly record of how the 0.2 is being utilised;
 - copies of guidance notes issued by the tutor teacher and principal following in-class observation support and discussion;
 - a written record of the meetings held identifying points of strength and any areas for development.
6. In the second year, the PRT is allocated 0.1 staffing component for ongoing professional development as out lined in numbers 1-5 above.
7. The Principal will meet with the PRT from time to time to discuss the progress being made in meeting the objectives of the professional development programme.

CONCLUSION:

Papatoetoe Central school accepts its obligation to provide for beginning teachers, where vacancies exist, through the application of a professionally planned programme that will lead to successful and full registration with the Education Council of Aotearoa New Zealand.

Signed _____
Chairperson - Board of Trustees

Approved: 29 October 12
Reviewed: 19 October 15