

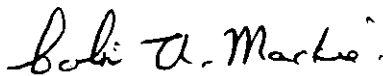
PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT
“Probationer Teacher Support in Perth & Kinross”

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 12 June 2002. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

G Waddell, Executive Director (Education & Children's Services), on behalf of
Perth and Kinross Council:

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C Mackie (EIS), on behalf of Teachers' Trade Unions:

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Probationer Teacher Support in Perth & Kinross



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Context

The future of Scotland depends on the provision of world class education. The backbone of this vision is a highly trained and effective teaching profession. The successful future of such a teaching force is dependent on the quality of induction and support new teachers receive when setting out on their teaching careers.

The McCrone Report- *A Teaching Profession for the 21st Century* strongly suggested that the probation period for new teachers required much improvement and made recommendations outlining the key elements of an effective teacher induction scheme.

It was within that context that the General Teaching Council for Scotland accepted the Scottish Executives proposals to offer a training post to each new teacher.

- A guaranteed one-year training post
- Guaranteed support in school and from the employer
- Guaranteed access to professional development

The new scheme is being introduced as a result of the agreement reached in January 2001 between the teacher organisations, employers and the Scottish Executive.

The Scheme has been developed in partnership with the Scottish Executive, Convention of Scottish Local Authorities (COSLA), Association of Directors of Education (ADES), Scottish Teacher Education Committee (STEC), and General Teaching Council for Scotland (GTCS) and teacher organisations.

The scheme will:

- guarantee a one-year training post to every eligible student graduating with a Teaching Qualification from a Scottish Higher Education Institution
- ensure a maximum class commitment of 0.7 Full Time Equivalent, the remaining time available to be used for professional development
- provide each probationer with access to the services of an experienced teacher as a nominated mentor.
- ensure a consistently high quality probationary experience
- provide remuneration for the probationary period which compares well with that of other professions

- enable probationer teachers to meet the requirements of the Standard for Full Registration (SFR) to achieve full registration as a teacher with the GTCS
- ensure that only teachers who hold full registration with the GTCS will be eligible to apply for teaching posts in Scotland.

Perth and Kinross Council will employ probationer teachers under the Teacher Induction Scheme on a training contract for the period of induction.

The matching system, administered by the GTCS, will allocate probationers to local authorities and it will be the responsibility of Perth and Kinross authority to allocate probationers to schools within their region.

Perth and Kinross Council values its workforce and extends a warm welcome to all new employees. Through these policy guidelines it hopes to ensure continued support and encouragement for teachers at the beginning of their careers.

Rationale

Perth and Kinross Council values education and understands the contribution that a well trained and highly motivated teaching profession can make to society. Probationer teachers are a valuable resource and we must ensure that strengths are encouraged and enthusiasm promoted throughout their probation period. The induction scheme will provide probationer teachers with a professionally stimulating, challenging and rewarding experience, which will serve as a sound basis for future employment.

An effective induction experience:

- provides a stable environment for the probationer teacher
- enables the probationer teacher to meet the standard for Full Registration in the category in which s/he is qualified
- provides a mentor who is available for regular constructive feedback and time for professional discussion
- provides an appropriate probationer support programme taking account of their Standard for Initial Teacher Education as well as local and national advice
- provides opportunities to enable probationers to self evaluate and become reflective probationers

In supporting and developing this induction experience, probationer teachers will be located in schools which

- have established, fully registered teachers who will provide support and guidance
- have staff with a defined responsibility for supporting probationer teachers
- have established processes for supporting self-evaluation with probationer teachers and effective monitoring and evaluating mechanisms.
- display a positive ethos and embrace the principles of fairness and equity
- provides a well designed support programme which meets the needs, abilities and aspirations of the new teacher and promotes career progression and continuity

Key Principles

Perth & Kinross Council has agreed a list of key principles which are fundamental to the successful implementation of the Probationer Teacher Strategy. The key principles will be used as a set of criteria against which successful implementation should be measured.

Central to the strategy are the following principles:

Perth & Kinross Council will:

- offer quality placements which promote high standards of provision supported by rigorous quality assurance procedures
- guarantee probationer teachers full support in developing the competences as outlined in the GTC Standard for Full Registration
- recognise and value a partnership approach with the Universities and the GTCS
- place all probationer teachers in schools which have established, registered teachers who will provide support and guidance
- guarantee that the support given to schools and probationer teachers will continue to enhance the learning experiences of our children and young people
- provide appropriate staff development which is integral to maintaining high quality provision and support

Induction & Development Programme

The one year induction and development programme for newly qualified teachers will provide opportunities for quality non-class contact time activities and build on the experiences of the Initial Teacher Education (ITE) programmes towards the Standard for Full Registration (SFR).

School Support

The probationer teacher will be supported in school by a trained mentor who will meet with the probationer formally on a weekly/fortnightly basis within an allocation of 0.1 FTE per week. The agenda for these meetings should be based on the SFR. Staff development needs should be identified from probationer self-evaluation against the Standard and the requirements of the school development plan.

The 0.2 FTE will be utilised by the probationer in consultation with the mentor as additional time for:

- mentor support
- lesson preparation
- assessment, recording and reporting activities
- co-operative planning
- shadow visits to view best practice within and outwith the school
- centrally provided training
- mentor/probationer lesson observation and evaluation
- school based training

At least one full day visit should be set aside to observe effective practice within another context, extend experience or provide an opportunity to investigate areas of specialism

Central Support Programme

Perth and Kinross Council will organise and deliver an annual programme of core support intimated to schools and probationers at the beginning of the academic year.

The core activities will include:

- induction
- effective learning and teaching
- behaviour management
- meeting and reporting to parents

- professionalism
- using research and professional readings
- coping with stress
- classroom organisation and management
- assessment, recording and reporting

Induction Mentoring for Probationer Teachers

A mentor is someone whom you trust who is experienced in your field and who helps to guide you through the maze of your career.

J Mulligan (1988)
The Personal Management Handbook

Mentor Selection:

The criteria which will help a head teacher in the selection of a potential mentor to support the probationer teacher during the induction year is contained in Appendix 1 '*Criteria for Mentor Selection*'.

Mentor Training:

The mentor will be a crucial player in guiding the probationer teacher towards SFR. To assist the school and the mentor in providing quality support to the probationer, the following training will be provided:

- ½ day briefing for head teachers and mentors in June offered on two occasions
- 1 day in June at which the mentors will be expected to attend. This will also be offered on two occasions
- ½ day of mentoring skills training in November and April at which mentors will be expected to attend
- additional support on an individual basis can be accessed by arrangement with the probation co-ordinator.

Induction Roles & Responsibilities

Perth & Kinross Probation Co-ordinator

- organise local authority induction for new teachers
- develop and deliver training for mentors
- develop and deliver training for head teachers/senior managers with responsibility for managing the probationary process
- develop and deliver training to probationary teachers throughout their induction year
- discuss with head teachers 'cause for concern' cases (by December each year)
- ensure quality assurance of induction programmes throughout the local authority

School Induction Manager (member of the Senior Management Team)

- identify appropriate probationer mentor
- attend local authority training
- organise school induction process
- Conduct formal reviews on a termly basis in consultation with mentor
- discuss 'cause for concern' cases and decide with local authority probation co-ordinator and implement support strategies
- provide experience of further whole school aspects and wider issues
- final formal review meeting
- review 'cause for concern' cases with probationer co-ordinator and the local assessment board
- make recommendations on extensions to induction or cancellation of registration
- discuss final report with new probationer teacher
- write and submit final report to GTCS

Mentor

- attend mentor training
- introduce probationer teacher to school staff and encourage dialogue with colleagues
- support probationer teacher in addressing immediate needs e.g. resources and procedures
- give or arrange support on the first day and provide opportunities for the probationer teacher to discuss their first day and ask questions
- meet with probationer teacher during the first week to discuss issues and plan ahead
- establish a personal induction programme and pattern of regular meetings
- negotiate weekly targets and tasks by the end of the first month
- organise regular mutual classroom observation, discussion and feedback by the end of the first month
- establish regular mutual teaching observation, discussion, feedback and practice of self-evaluation by the end of the first term
- prepare probationer teacher for parents' meetings
- provide opportunities for probationer teacher to observe and learn from other teachers

- discuss probationer teacher development needs, options and future targets
- engage in regular dialogue and discussion with school induction manager about probationer teachers progress

Probationer

- attend induction meetings
- discuss needs with mentor and other colleagues
- establish pattern of meetings, regular targets and tasks with mentor
- participate in regular mutual classroom observation, discussion and feedback
- consolidate support network and critical friendships
- regularly update their professional development portfolio
- participate in formal review meetings with mentor and school induction manager
- attend local authority induction programme
- start small scale study – reflective essay/classroom research during the second term
- formalise post induction statement and development plan
- complete small scale study and personal development portfolio by May
- discuss final report with head teacher

Deployment

It is proposed that Perth & Kinross Council will have a flexible approach to modes of deployment. The following options will be considered when placing probationer teachers:

One Post in One School

This approach involves a straightforward 0.7 teaching commitment in one school for the whole session, making use of an existing vacancy in the school complement. In many ways this is the simplest and most desirable approach. It has many advantages. Its relative simplicity should promote consistency of experience and facilitate supervision and support. However, there could be features in a school arising from particular circumstances, size or location that might result in a rather limited professional experience for a probationer.

Pointage Addition

This approach involves making up existing pointage posts to 0.7 FTE. For example, an existing 0.5 FTE post could be supplemented by 0.2 FTE additional to the school complement to make 0.7 FTE for a probationer. This approach might work well in certain circumstances but there could be knock-on effects in the school due to the loss of the previously available 0.5 FTE.

Two into One

This approach involves two probationers sharing an existing 1.0 FTE post within a school complement. Each probationer will have 0.5 FTE teaching commitment supplemented by a further 0.2 FTE teaching commitment undertaken in conjunction with another teacher. The approach should facilitate a high level of support for the probationer. Various forms of working arrangements would be possible within the 0.2 FTE element. It would be possible to undertake some joint-teaching, possibly including joint-work with a learning support teacher. The element of joint-working could be reduced or removed as the session progressed.

Other Considerations

For the first year of this policy probationer placements will be restricted to schools of more than three teachers. This will ensure that small schools are not overstretched with the additional expectations and responsibilities that this practice involves. This will be reviewed after one year.

It will also be important to ensure that probationer placements take account annually the circumstances in each individual school to ensure a balanced approach to the teaching complement and other learning and teaching considerations.

Monitoring & Evaluation

To ensure that Perth & Kinross Council offers quality placements it is essential that a rigorous monitoring and evaluation process is established and implemented and that quality support is available to each probationer teacher. An identified Service Manager from Quality Development Division will co-ordinate this quality assurance process and ensure consistency of approach across the probationer placement schools.

The Service Manager - Staffing will maintain an overview of all probationer teacher placements in relation to the whole staffing exercise on a year to year basis. This will include placements to schools in relation to the core staffing exercise and also any supernumerary placements that are funded from the Scottish Executive. Account will be taken of feedback in relation to the quality of support and provision offered to probationers in each education establishment.

A review of the success of the policy will take place in May 2003. This will consist of feedback from probationers, mentors, appropriate head teachers and central staff. This will be co-ordinated by a review group who will make recommendations for any future adjustments to the policy.

A progress report will be prepared and submitted to Education & Children's Services Committee in August 2003.



Criteria for Mentor Selection

Good mentors are:

- able to identify the potential in less experienced people
- able to recognise the need to invest in the potential of others
- confident, secure in and perceptive of their own position in the Authority
- sufficiently well informed about the Authority's policy
- know and understand the school aims and values and reflect them in practice
- sufficiently experienced to facilitate the probationer's opportunities to access resources and information
- good motivators, supportive of the development process and able to stimulate and encourage

- able to advise without interfering, allowing probationer teachers to explore and pursue ideas
- prepared to give time and effort to the mentoring process
- knowledgeable about the probationer's job
- prepared to evaluate their own role
- people who demonstrate integrity and have credibility
- able to engage in concrete and precise discussion about learning and teaching
- willing to challenge misconceptions about teaching