



## PROVISIONALLY CERTIFIED TEACHERS' INDUCTION AND MENTORING POLICY

### **RATIONALE**

Opaheke School values its qualified and certificated teachers and the contribution they make to ensuring quality learning environment for our students.

### **AIM**

Opaheke School will ensure high quality induction programs for our Provisionally Certificated Teachers (PCT's) to enable them to become:

- Effective teachers for diverse students
- Professional, engaged teachers committed to on-going inquiry into their own teaching and work collaboratively with colleagues

### **GUIDELINES**

Our induction programmes will be:

- Personalised and based on the needs of individual PCT's
- Responsive to characteristics of ākonga and our wider community
- Able to develop a PCT Teacher's increasing responsibility for their own professional learning
- Educative in their focus
- Based for the Teaching Profession to guide the learning and provide formative feedback to the teacher
- Focused on the daily practice of PCTs
- Able to provide the support and processes needed so the PCT can move towards full certification.

### **Related Procedures**

- **Observations**
- **School Appraisal for PCT's**
- **Opportunities to participate in structured professional learning and development programmes**
- **Regular discussions/meetings**
- **Reporting**
- **Regularly Timetabled Release**
- **PCT Documentation**
- **Application for Full Certification**



## **Provisionally Certified Teachers' Induction and Mentoring Policy – Page 2**

### **PROCEDURES**

#### **Observations**

- These should occur:
  - a minimum of twice per term in the first year
  - a minimum of once per term in the second year
- Observations will begin with a pre-observation conversation to determine needs and focus
- Post-observation conversations are related to the lesson focus, reflection and the co-construction of next steps
- A range of observation tools and technologies will be used

#### **School Appraisal for PCT's**

- PCT's will participate in school-wide appraisal as for Fully Certificated Teachers.
- Mentor teachers will be responsible for progress checks and observations which are directly related to criteria and professional goals.

#### **Opportunities to participate in structured professional learning and development programmes**

- PCT programme
- Internally provided professional learning and development related to school wide goals, e.g. staff meetings, observation of colleagues, engagement in professional learning communities, professional readings etc.
- Induction programmes related to school wide professional learning and development
- Participation in external professional learning and development related to school wide / personal professional goals
- Content related courses

#### **Regular discussions/meetings**

- Regular meetings will be held with an educative focus. This may include discussion related to:
  - Professional learning
  - Increasing familiarity with policies, procedures, systems and expectations
  - Reflections on improvement
  - Increased understanding of assessment tools and practices
  - Discussion of issues and problems, developing strategies to strengthen teaching
  - Developing, planning and preparing learning programmes
  - Exploring teaching resources
  - Developing knowledge of learners and their family/whanau
- Written documentation will support these meetings and provide evidence.

#### **Reporting**

- PCT's will receive a written report each term to summarise progress and professional learning and development undertaken. This will be viewed by the Principal.



## **Provisionally Certified Teachers' Induction and Mentoring Policy – Page 3**

- PCT's will have an interim appraisal at the end of their first year. However, they will not be attested against the *Standards | Ngā Paerewa*. The purpose of this appraisal is to discuss progress made towards meeting the *Standards | Ngā Paerewa* and to set goals for the following year.

### **Regularly Timetabled Release**

- Provision of weekly release in a PCT's first year, and fortnightly in a PCT's second year, is to help support the mentoring and induction focus. This will be negotiated and formalised with the mentor at the beginning of each year.
- This time will be planned, structured and documented, with the primary focus that of meeting the *Standards | Ngā Paerewa*

### **PCT Documentation**

Each Provisionally certificated Teacher should keep a portfolio relating to his/her mentoring programme. This should include but not be limited to:

- Appraisal documentation as per required for
- Professional inquiry
- PCT term reports
- Observations (internal and external)
- Evidence of ongoing reflection of teaching and learning, such as reflections outlining
  - Advice that has been given by the mentor teacher
  - How that advice did or did not help
  - New strategies tried in the classroom
  - PCT's understanding of possible next steps resulting from feedback
  - Implications for class and students related to professional reading
  - Reflections of teaching and learning at the end of key units of work
  - The implications for teaching related to assessment data
- Planning feedback
- PCT/Tutor Teacher meeting notes
- PCT release and professional learning and development planning
- Professional Learning and Development log, including staff meetings, PCT courses and other courses linked to goals

### **Application for Full Certification**

- PCT's will be recommended for full certification when they have met the following requirements:
  - Be a New Zealand registered teacher.
  - Meet or are likely to meet the *Standards | Ngā Paerewa*.
  - Have a declaration that you are committed to the *Code of Professional Responsibility | Ngā Tikanga Matatika*.
  - Complete a satisfactory police vet/s.
  - Declare that you are physically and mentally able to carry out a teaching role safely and satisfactorily.
  - Have continued to develop and practise te reo me ngā tikanga Māori.



## ***Certified Teachers' Induction and Mentoring Policy – Page 4***

- Towards the end of the provisional certification period (ideally this process should begin at the end of the 7<sup>th</sup> term of mentoring)
  - Mentor, PCT and other stakeholders including your professional leader, will meet to discuss the Provisionally Certificated Teacher portfolio and how this evidence relates to the achievement of the *Standards | Ngā Paerewa*
  - In-depth reflection and discussion of reflections
  - A decision made regarding suitability for full certification
  - Co-construction of next steps / goals
- Should a mentor teacher be unable to recommend the PCT for full certification at the completion of the two-year programme a plan will be developed to provide an additional mentoring period. Funding for this will be covered by the school's Professional Learning and Development fund (see Professional Learning and Development Policy).

Signed:

  
Board of Trustees Chairperson

Date: 3/11/2020