

ST EUPHEMIA COLLEGE

K-12



BEGINNING TEACHERS POLICY

2014

1. Policy Statement

This policy aims to ensure high quality and consistent support of teachers at St Euphemia College through system and school based support programs to maintain professional competence.

2. Applicability

This policy applies to all new casual and full time staff.

3. Context/Rationale

A **Beginning Teacher** is a teacher who is in either their first or second year of teaching at St Euphemia College.

A **New Scheme Teacher** is a teacher who is either permanent, casual or temporary who has:

- 1) never been employed to teach in NSW schools before 1 October 2004 or
- 2) not been employed as a teacher in NSW schools at anytime during the last five years. This includes people with K-12 teaching experience in NSW schools who return to teaching following an absence of five years or more and are employed after 1 October 2004.

A **Mentor** is an experienced, skilled teacher from whom the Beginning Teacher can directly learn.

Induction refers to the process where a new member of staff is introduced into the community of the School.

Beginning Teacher induction plays a critical role in supporting the development of capable and confident teachers.

It is important to provide Beginning Teachers with appropriate professional support during the Induction Period. St Euphemia College supports its Beginning Teachers during this induction process.

4. Roles and Responsibilities

Responsibility of the Principal/Delegated Authority

The Principal/Delegated Authority is expected to:

- ensure that an induction program is developed
- personally welcome the Beginning Teacher to the School
- introduce the Beginning Teacher to staff, students and parents
- collaborate with the Mentor and Beginning Teacher about the method of delivery of the induction program
- make a recommendation for New Scheme Teachers regarding the attainment of Professional Competence.
- Monitor the implementation and review of this Policy.

Responsibility of the Mentor

The Mentor is expected to:

- be sensitive to and supportive of, the needs of the Beginning Teacher
- visit the classroom and observe lessons of the Beginning Teacher if appropriate
- provide formal guidance and support in matters such as programing, classroom management, student assessment and the implementation of school policies

- monitor the Beginning Teacher's progress and provide ongoing feedback using the Professional Standard Framework
- negotiate and establish a professional development program
- involve the Beginning Teacher in KLA/Faculty and whole school activities
- monitor and ensure that Beginning Teachers who are also New Scheme Teachers understand the Professional Standards Framework-which describes what teachers need to know, understand and be able to do. They should also provide direction and structure to support the preparation and development of teachers.

Responsibility of the Beginning Teacher

The Beginning Teacher is expected to:

- engage in school based induction programs developed in consultation with designated mentors
- reflect on own professional competence
- manage the accreditation process (New Scheme Teachers).

Responsibility of Staff

The Staff is expected to:

- support the induction and professional growth of Beginning Teachers.

5. Monitoring, Evaluation and Reporting Requirements

The structured and resourced induction of those new to the teaching profession is integral to the quality assurance processes in our School.

The School should protect the Beginning Teacher from unreasonable demands, encourage the Beginning Teacher, strengthen the Beginning Teacher's confidence and satisfaction in his/her work.

The Principal/Delegated Authority is responsible for the supervision, implementation and review of this Policy.

6. Policy Review

To maintain the currency and value of this Policy, it will be reviewed and updated as necessary.