

# New educator support guidelines

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## Introduction

A 'new educator' is a permanent or long term contract teacher in their first three years of professional practice following graduation. New educators are at the first stage (increments 1.1, 1.2 and 1.3) on the classroom teacher salary scale at Annex A2 of the *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014*.

Support for new educators is designed to induct them into the teaching profession and set them on the path of continual development of their teaching practice to meet the educational needs of all students.

New educator support is the shared responsibility of schools, Human Resources Branch and Professional Learning section through a range of activities including, but are not limited to:

- system wide induction program
- coaching and mentoring by more experienced colleagues, involving co-planning, observing, co-teaching, shadowing and engaging in professional dialogue and feedback
- observing a range of teachers at their own school and other schools
- team teaching with colleagues
- professional learning teams within the school
- New Educator Support Program (offered each term coordinated by the Professional Learning section)
- other structured professional learning within the school, online and at courses, seminars and conferences offered by the system and professional associations
- visits to relevant educational settings and cultural institutions
- probation, contract assessment and personal and career development processes such as Professional Pathways.

These guidelines should be read in conjunction with the following clauses in the *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014*:

O8	Classroom teacher incremental progression
R4	Developing classroom teachers
R5	New educator development
R6	Expectations of performance and professional responsibilities
R7	Professional learning
R8	Personal and career development
R9	Professional Pathways
R10	Professional Pathways plan
R11	Review of the Professional Pathways plan

These guidelines should also be read in conjunction with the *National Professional Standards for Teachers* (AITSL 2011 <http://www.teacherstandards.aitsl.edu.au/>).

## Principles

Effective new educator support:

- provides continuity between pre-service training, induction and continued professional growth
- is recognised as the shared responsibility of schools and central office and of all members of the teaching profession within schools
- provides school based support as a primary focus
- is firmly embedded in workplace culture
- is negotiated on the basis of individual new educators' goals and changing needs
- has a positive influence on school culture by promoting an ethos of inquiry and professional learning
- provides benefits for mentoring and supervising teachers as well as for new educators
- supports the development of effective professional practice
- allows for flexible strategies.

## New educator responsibilities

For the purposes of identifying professional responsibilities and targeting support effectively, the enterprise agreement (clause R6) identifies the expectation that new educators will focus on developing their classroom teaching skills, with support, including continued development of professional knowledge, professional practice and professional engagement as described in the *National Professional Standards for Teachers* at the Proficient career stage.

New educators should not mentor other new educators or supervise university students or interns. With the agreement of the principal, they may host students undertaking in-school observation.

## New educator coordinator responsibilities

Each school will nominate a deputy principal (SLB) or executive teacher (SLC) to be the New Educator Coordinator, with responsibility for:

- coordinating all support for new educators at the school
- conducting school based induction and orientation
- directing new educators to other support available
- work with the new educators to ensure
  - appropriate use of new educator support days
  - probationary assessment panels are formed in a timely manner
- consulting with new educators, their supervisors and the principal on effective use of the reduced teaching hours in the first year and the new educator support days over three years
- liaising with Human Resources branch on allocation of new educator support days, as necessary.

## System induction

Induction is an important initial orientation and welcome for new employees to the Directorate. It provides an avenue to impart essential information on employee obligations and entitlements as well as support services available.

New educators attend the system induction day before, or as soon as possible after, they become permanent or long term contract teachers with the Directorate. This day is scheduled on a working day in the week prior to the commencement of school in term 1.

## Support for teachers in their first year of teaching experience following graduation

### Overview

Support for teachers in their first year of teaching experience following graduation (first year teachers) is part of an overall strategy to attract and retain quality teachers in ACT public schools.

In accordance with clause R5 in the *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014*, first year teachers have reduced face-to-face teaching hours to facilitate enhanced support and mentoring:

- a) a maximum of 20 hours per week in preschools and primary schools
- b) a maximum of 18 hours per week in high schools and colleges.

This new provision for first year teachers is in addition to the allocation of 15 days over three years to new educators for professional learning and support.

The reduced face-to-face teaching hours equates to an additional time allocation of 60 hours to primary schools and 40 hours to secondary schools per year for each first year teacher appointed to the school on a permanent or long-term temporary basis.

In 2012, this time allocation will be effective from 27 April (the date the enterprise agreement commenced operation). Primary schools receive a pro rata allocation of 45 hours and secondary schools 30 hours per first year teacher, to be used during semester 2, 2012.

This time allocation will be paid to schools in the form of CRS days or dollars (eACTs) to employ staff.

### Designing the support program

The additional time allocation is to be used flexibly to provide a coaching and mentoring program designed to meet the development needs of each first year teacher. The specific organisational details will be decided by the school in adapting the program for the teacher over time, for example:

- releasing the first year teacher or the mentoring teacher, as appropriate
- allocating the time weekly, fortnightly or monthly for planned purposes
- the option of concentrating the time allocation and support program within an appropriate period during the teacher's first year, e.g. within a semester.

The first year teacher's actual weekly face-to-face teaching hours will depend on the design of the support program and may vary during the year.

Experienced teaching staff at the school provide this support to first year teachers. Coaching and mentoring less experienced colleagues:

- forms part of the expectations of professional responsibilities for classroom teachers at the Experienced Teacher 2 stage
- forms part of capabilities described in Professional Practice 2 - Developing self and others - for executive teachers in the *ACT School Leadership Strategy Capability Framework*, and
- is a key role of Executive Teacher (Professional Practice), to be introduced in 2012.

The following options are suggestions on how the reduced face-to-face teaching hours may be used flexibly to design a coaching and mentoring program throughout the year to adapt to a first year teacher's changing development needs.

Schools will consult with first year teachers to decide on the option or mix of options. Timetabling of the first year teacher's teaching load during each term will need to be adjusted according to the specific design of the support program.

### ***1. Additional release time for first year teacher to plan***

- The time allocation is used to provide the first year teacher with additional release from face-to-face teaching each week to undertake lesson planning.
- The mentor teacher may be timetabled off class at this time under normal arrangements (i.e. no additional time allocation) to be available to provide planning advice and support.
- The first year teacher's weekly face-to-face teaching load is a maximum of 20/18 hours.

### ***2. Additional release time for first year teacher to observe and team teach***

- The time allocation is used to release the first year teacher to observe or team-teach in the mentor teacher's classroom and to observe in a range of other classes.
- This release time may be timetabled weekly or for an extended time fortnightly or monthly.
- Planning and reflection meetings between the first year teacher and mentor are scheduled outside teaching time.
- The first year teacher's average weekly face-to-face teaching load is a maximum of 20/18 hours, not including teaching with the mentor teacher.

### ***3. Additional release time for mentor teacher to coach***

- The time allocation is used to release the mentor teacher to provide coaching in the first year teacher's class, e.g. in using particular teaching strategies.
- This release may be timetabled weekly or for an extended time fortnightly or monthly.
- Planning and reflection meetings between the first year teacher and mentor are scheduled outside teaching time.
- As the release time is allocated to the mentor teacher, the first year teacher's weekly face-to-face teaching load is a maximum of 21.5/19 hours per week, including an average of 1.5/1 hours per week supported by the mentor teacher.

### ***4. Additional release time for first year teacher and mentor teacher***

- The first year teacher and mentor teacher are both released for a block of time together, e.g. each fortnight or month to analyse student work samples and assessment data for curriculum planning and reporting purposes.

- The first year teacher’s average weekly face-to-face teaching load is a maximum of 20/18 hours.

### Record keeping

Principals should retain a record of the support program provided to each first year teacher. Principals’ feedback on the 2012 trial will be sought to inform the implementation of the first full year support program for first year teachers in 2013.

### New educator support days

In accordance with clause R5 of the enterprise agreement, each new educator is allocated 15 days release from face-to-face teaching over three years to support an individually designed development program.

These days are in addition to the first year teacher support, above, and the five days of approved professional learning for all teachers detailed in clause R7 of the enterprise agreement.

The days provide release of new educators and supporting teachers, as appropriate, from classroom duties for observations, coaching and mentoring and additional professional learning (school, cluster or system).

This allocation of days can be used in the following ways:

Full day	a full day, including appropriate breaks
Half day	4 hour session, including appropriate breaks
Seminar	2 hour session without breaks (considered the minimal time reasonable for the conduct of a meaningful professional learning activity).

The 15 days will be notionally allocated as:

- six days in the first year of teaching, including one additional induction day separate from the system induction day at the beginning of the school year
- five days in the second year of teaching, and
- four days in the third year of teaching.

Human resources will allocate new educator support days to schools in term 1 of each year. Where a new educator is appointed to a school during the year, days will be credited in term 3 or as appropriate.

This notional allocation of days may be varied with approval by the principal to suit the new educator’s individual requirements. Any days unused at the end of the year will be returned to the Directorate and used to support other teachers unless variations have been approved and notified to Human Resources.

A request to access more days in one year than are notionally allocated must be supported by documentation for the use of the days through the Probationary Assessment or Professional Pathways Plan.

A new educator on a long term contract of 12 months will be entitled to the same allocation of new educator support days as a permanent teacher with equivalent experience. A new educator on a

long-term contract of at least one semester and less than 12 months will be entitled to a pro rata allocation of new educator support days equivalent to a permanent teacher with equivalent experience (e.g. 6 month contract = ½ allocation of equivalent permanent teacher).

### **New educator support program**

In addition to in-school coaching and mentoring support, new educators may use their allocated days to access professional learning opportunities beyond the school relating to their individual goals and changing needs.

The Directorate's Professional Learning section coordinates a series of targeted 'New Educator Support Program' workshops offered each school term. Each workshop focuses on a particular aspect of teachers' professional practice and is led by experts from across the Directorate.

The workshops cater for new educators in their first, second and third year of teaching. The workshops offered to teachers in their first year of teaching are also available for teachers in their second or third years. Some workshops that specifically target teachers in their second and third years are also offered.

Individual schools also offer targeted workshops for new educators in their school and cluster.

### **Probationary panels and Professional Pathways**

The performance assessment and development process is an integral part of new educator support. This process provides both a clear outline of the expectations for their individual professional development as well as an avenue through which appropriate support may be provided and documented.

For teachers on probation, a panel including a supervisor and an adviser (who may be the mentor teacher) undertakes the probation assessment against the Proficient career stage of the *National Professional Standards for Teachers*. This process will be the teacher's Professional Pathways plan during that year. Support programs provided to the teacher should be recorded as part of this process.

Once teachers have completed their probation, they will undertake Professional Pathways. Support programs provided to new educators should be recorded on their Professional Pathways plan.

Further information on these processes is detailed in the relevant procedures and guidelines published on Index.