

2014

PROBATIONERS



'Aim for the Highest'

POLICY DOCUMENT

1 RATIONALE

1.1 INTRODUCTION

“ Education policy should support the creation of a reinvigorated approach to 21st century teacher professionalism. Teacher education should, as an integral part of that endeavour, address the need to build the capacity of teachers, irrespective of career stage, to have high levels of pedagogical expertise, including deep knowledge of what they are teaching; to be self-evaluative to be able to work in partnership with other professionals; and to engage directly with well-researched innovation”. GTCS

In Dalziel High School we believe that Probationer Teachers must be fully supported during their induction year to ensure that they are given every chance of success in meeting the requirements for the GTCS' revised standards for registration. We have a responsibility to ensure that these teachers are supported within the school through promoting leadership, strengthening partnership and improving professional learning opportunities to be sustainable and meaningful.

1.2 AIMS of INDUCTION

In order to ensure maximum support for the probationer teachers, the school will adhere to North Lanarkshire's proposed Induction Programme Model which is being revised and will be ready for implementation in August 2014. The proposals for the programme will include:

Continuing the programme of courses for supportors, co-ordinators and head teachers – This includes various courses to support relevant personnel within the school which is hosting probationer teachers and is led by the Probationer Support Team in the authority.

Probationer Welcome and Induction Days – These take place in June and August.

School Visits – The Probationer Support Team will continue to offer school visits in the first term to all new mentors. Visits will continue to schools where probationers are experiencing difficulty.

Core Programme – This aims to support knowledge and understanding of the 3-18 curriculum, improve skills and abilities across sectors and provide opportunities to gain insight into structures and methods used in other schools and sectors.

Collaborative Practitioner Enquiry – Probationers will use research to inform their practice and engage in professional enquiry.

Group Leaders – Training for a specified member of staff to undertake the remit of probationer responsibility.

Support – As well as support from the Group Leader, support will include incorporating the practitioner enquiry model; support from the Probationer Support Team and access to a private First Class forum.

Optional Programme – A selection of courses are available to enhance the provision of professional learning opportunities.

Evaluation – The revised programme will be subject to ongoing monitoring as well as end of year evaluation.

SUPPORT

The Probationer Support Team will continue to offer school visits in the first term to all new mentors. School visits will also continue to be provided to schools where probationers are experiencing difficulty.

The Core Programme which probationer teacher undertake is compulsory, should facilitate cross sector working between primary and secondary probationers. This is to:

Support knowledge and understanding of the 3-13 curriculum

Improve skills and abilities in cross sector working

To provide opportunities to gain more insight into structures and methods used in other schools and sectors (More details will be released following a consultation with head teachers)

Support for probationers will adhere to the practitioner enquiry model. (Probationers will be trained in what practitioner enquiry is and the methodology for conducting and writing up a practitioner enquiry will be provided). The Probationer Support Team will be contactable for ongoing support and on a one to one basis will provide support for any probationers experiencing difficulty. Optional course will continue to be offered to enhance the provision of professional learning opportunities offered to probationer teachers outwith the Core Programme. Probationers, head teachers, and supporters will be asked to complete an end of year evaluation. The results will be collated and together with the focus group feedback and ongoing evaluations will inform a final report that will be shared with schools, SMT and QIs.

2 MANAGEMENT

2.1 PROGRAMME OVERVIEW

The Probationer Programme at Dalziel High School will consist of different elements designed to meet the requirements of all probationers. In order to do this, it will be flexible in nature and draw on a variety of provisions in order to be able to respond to the needs of individual probationers. Within the programme therefore, there will be some areas which will require to be addressed by all probationers – these elements will form the generic part of the programme. The remaining elements will be more flexible and responsive to probationers’ individual needs.

2.2 MANAGEMENT STRUCTURE

The following shows the management structure which exists to ensure that the Probationer Programme is efficiently delivered and monitored. Each person involved in the programme has a clear and defined role.

GENERAL TEACHING COUNCIL

NORTH LANARKSHIRE COUNCIL

HEAD TEACHER
Robert Birch

CO-ORDINATOR
Patti Owens
PT Pupil Support

MENTOR
(PT Subject)

BUDDY
(Where appropriate)

2.3 MANAGEMENT TIME

North Lanarkshire Council Guidelines indicate 0.1 FTE management time (approx 2.4 periods) per probationer. It is the responsibility of the school to decide how this management time is allocated to the school co-ordinator and mentors. In Dalziel High School, two periods will be allocated to mentors, wherever possible, depending on the exigencies of the school timetable. The balance will be allocated to the school co-ordinator.

2.4 ROLE of CO-ORDINATOR

The Staff Development Co-ordinator is the co-ordinator of the programme and will be responsible for ensuring its successful delivery. Duties will include

- Training and advising mentors
- Providing a link between probationers and mentors
- Liaising with SMT, Head Teacher and NLC with respect to probationers
- Co-ordination of probationer timetables
- Monitoring mentors
- Preparation of a termly programme of meetings of mentors and probationers
- Identifying selected members of staff to deliver aspects of generic probationer programme
- Ensuring timeous and accurate completion of required documentation
- Informing and allocating probationers to appropriate CPD courses.
- Advising probationers of extra-curricular opportunities
- Undertaking formal and informal classroom visits

Throughout the programme, the co-ordinator will follow procedures as outlined in the standards for registration (GTCS).

MENTOR MEETINGS

There will be a minimum of six formal meetings of the co-ordinator and mentors at fixed periods throughout the session to discuss key elements of the programme i.e.

JUNE

- discussion of Probationer Policy
- mentor training requirements
- dissemination of relevant information with respect to probationers
- discussion of proposed probationary timetables
- specific subject requests
- preparation of materials / information for probationers for June visits

AUGUST - INSET DAY

- Review of arrangements
- General discussion
- Distribution of programme of meetings for August – December

SEPTEMBER

- Discussion and general progress
- Preparation for October checkpoint

OCTOBER

- CHECKPOINT

DECEMBER

- Discussion and general progress
- Preparation and completion of Interim Profile

MARCH

- Discussion and general progress
- Progress towards, and completion of, Final Profile

MAY

- Review of programme

2.5 ROLE of MENTOR

The Mentor will be the subject PT or an appropriate member of staff as identified by the PT. Each mentor will be provided with

- A copy of the school policy on probationers
- A copy of the SFR document issued by the GTCS
- A copy of NLC document – Guidelines for Mentoring
- Any other relevant information

Before the end of the term preceding the probationary period, it is the responsibility of all mentors to ensure that they make themselves fully aware of the contents of all relevant documentation to ensure that they are fully prepared to provide the opportunity for probationers to successfully achieve their standards for registration.

Mentors will be expected to

- get to know their probationer professionally and personally
- create an open, supportive and challenging climate for discussion
- co-ordinate and manage the probationer's Professional Development Programme
- monitor and evaluate progress
- ensure opportunities are provided to address the professional development needs of the probationer
- provide pastoral support, when appropriate
- oversee development, implementation and review of probationer action plans and portfolio
- monitor and evaluate the quality and effectiveness of the school's Probationer Programme
- encourage the probationer to reflect on his/her teaching and evaluation of pupils' learning
- complete interim and final profiles
- liaise with the local authority induction co-ordinator and CPD co-ordinator
- assign a member of staff to act as 'buddy' to the probationer
- meet regularly with co-ordinator to discuss progress

2.6 ROLE of BUDDY

The role of 'buddy' to the probationer will be assigned by the Principal Teacher to a member of staff within the department and it will be his/her responsibility to offer additional support to the probationer throughout the year.

The buddy will be a member of staff with some experience within the school who will offer help and advice on an informal basis, whenever required. The buddy will have NO INVOLVEMENT in the assessment process for standards for registration.

Where a probationer is allocated to a very small department where no appropriate buddy exists, alternative arrangements will be made to provide a buddy from another source when deemed appropriate.

2.7 ROLE of HEAD TEACHER

The Head Teacher's role in the Probationary Programme is as follows

- i) to support the professional development of the probationer within the staff team
- ii) to enable probationers and mentors to have time for discussion and access to appropriate professional development activities
- iii) to provide development opportunities for mentors
- iv) to monitor and evaluate the school's Probationer and Support Programme
- v) to complete, in conjunction with mentors, the Interim and Final Probationer Profiles for the standards for registration.

2.8 ROLE of PROBATIONER

The Probationer Teacher has a responsibility to take an active role in reflecting on and improving their teaching ability. He / she will be expected to

- i) be open, enthusiastic about, and receptive to. CPD and the probation process
- ii) seek advice and guidance from their mentor, buddy and other appropriate colleagues
- iii) become familiar with the school's policies and School Development Plan
- iv) use regular meetings with mentor and the agreed action plans to support their learning and development
- v) review and reflect on Learning and Teaching
- vi) self evaluate and monitor their professional learning and development
- vii) maintain a record of professional development targets and future actions
- viii) identify and record appropriate critical incidents and evidence to use as a focus of discussion with their mentor.

3 PROGRAMME

3.1 PROBATIONER TIMETABLES

Structure

When structuring probationer timetables each session, full account will be taken of North Lanarkshire's revised framework for the induction programme and the CTCS's revised standards for registration.

3.2 PRE INDUCTION VISIT

All probationers will be encouraged to visit the school prior to their induction year. At this visit they will be provided with

- A tour of the school
- The location of their teaching area
- The location of school / departmental resources
- School / departmental handbooks
- Introduction to mentor and school co-ordinator

- Introduction to other colleagues
- A provisional timetable

3.3 LOCAL AUTHORITY PROGRAMME

The school co-ordinator will ensure that all probationers have access to these courses and that class cover is provided if necessary.

3.4 SCHOOL SUPPORT PROGRAMME

This will be issued to each probationer and mentor at the start of the new term. It will have two components

- A Mentors will provide probationers with details of their proposed weekly meeting programme. This programme will be structured according to NLC guidelines as detailed in their “Guidelines for Mentoring Policy”.
- B A programme of meetings arranged by the school co-ordinator

ASSESSMENT of PROBATIONERS

3.5 CHECKPOINTS

The school coordinator will be responsible for ensuring that all assessment checkpoints for the standards for registration are completed on time. There are four scheduled assessment checkpoints over the probationary period.

- September / October - Checkpoint 1 – internal report on progress
- November / December - Interim Profile - formal report forwarded to NLC
- March - Checkpoint 2 - internal report on progress
- May - Final Profile - SFR report and recommendation for GTCS

At each assessment there will be a discussion with the probationer on the extent to which progress is being made towards the standards for registration. Any areas of concern will be recorded and any support required to address these areas of concern will be provided

3.6 PROCEDURES

Assessment procedures will adhere to the requirements as specified by the GTCS and evidence relating to the performance of the probationers will come from a variety of sources

- Classroom observations
- Assessment of self-evaluation and personal development
- Professional development programme achievements
- Achievement of capabilities described by the standards for registration.

In addition, more holistic quality indicators will be taken into account in forming a view of an individual’s capability in relation to the standards for registration e.g

- Having sought the respect of pupils in classes taught
- Being valued by other members of staff

- Having a purposeful class ethos
- Making a contribution to whole-school aspects
- Being trusted by parents
- Enabling pupils to make good progress

Decisions on assessment will be based on a consensus of opinion of the co-ordinator, mentor and subject PT.

3.7 INTERIM and FINAL REPORTS

These reports are confidential to the probationer, head teacher, co-ordinator, NLC and the GTCS. All reports must be signed by the probationer to acknowledge that they have read their report. This does not necessarily indicate a probationer's **agreement** with its contents.

3.8 UNSATISFACTORY PROGRESS

To be revised in light of the new framework.

This policy will be reviewed in light of the revised North Lanarkshire induction programme which is currently in draft format.

