



King Street Public School – Beginning Teachers Support Policy

This document outlines King Street Public School's policy for the support of beginning teachers.

1. Objectives – Policy statement

- 1.1 The Principal of King Street Public School will ensure that the resource allocation, provided to support teachers appointed permanent on probation, is used in line with the Procedures to support the achievement of professional competence and for new scheme teachers, accreditation at the key stage of Professional Competence.

2. Audience and applicability

- 2.1 This policy applies to King Street Public School as well as all NSW public schools with teachers appointed permanent on probation, pursuant to section 48 of the Teaching Services Act 1980.

3. Context

- 3.1 This policy has been developed by King Street Public School's Learning Support Team in consultation with the *NSW Department of Education and Training's Beginning Teachers Support Policy* as well as the following listed documents:

Procedures for Managing Probationary Teachers (DET 2005)

Professional Learning Policy for Schools (DET 2004)

Supporting the Induction of New Scheme Teachers: Guidelines for Schools (DET 2004)

Accreditation of New Scheme Teachers in NSW Government Schools Policy

Accreditation of New Scheme Teachers at Professional Competence Procedures

Professional Teaching Standards (NSW Institute of Teachers)

Teacher Accreditation Manual (incorporating Policy, Accreditation Support and Information for New Scheme Teachers) (NSW Institute of Teachers).

The King Street Public School's Learning Support Team have developed this policy to provide clarity to both school leaders and teachers regarding the allocation of the additional resource which is equivalent to 1 hour per week of teacher time per permanent on probation teacher. This resource is allocated to King Street Public School's global budget each semester and is provided to support permanent on probation teachers appointed for the first year of their appointment to King Street Public School.

King Street Public School staff firmly believe, new scheme teachers require additional support, encouragement and guidance to ensure their teaching career is balanced, positive and a rewarding experience for all stakeholders.

4. Responsibilities and delegations

4.1 At King Street Public School, teachers permanent on probation and their supervising teachers are responsible for:

- working collaboratively to support the teacher's achievement of professional competence.

4.2 The Principal is responsible for:

- managing the resource allocation within King Street Public School according to policy and procedures.

4.3 The School Education Director is responsible for:

- monitoring the process across King Street Public School and reporting as required to the regional director.

4.4 The Regional Director is responsible for:

- overseeing the implementation of the policy and procedures in the (Hunter/CC) region.

5. Monitoring, evaluating and reporting requirements

5.1 The School Leadership Team (executive) and delegated teachers will supervise the implementation of this policy and will provide required information to school education directors.



Additional Support Procedures

The King Street Public School Leadership Team (in collaboration with the Learning Support Team) recognises the need to provide a range of support measures to assist new scheme teachers.

In addition to incorporating *Beginning Teachers Resource Allocation Procedures*, various other measures have been implemented within the realms of King Street Public School to support beginning teachers:

- a 'buddy' system exists whereby beginning teachers are allocated a support person from within the grade/stage structure. These 'buddies' also form a professional learning partnership as part of our Quality Teaching focus
- regular stage meetings are held (usually weekly) where beginning teachers, both classroom teachers and support staff, attend and take part in professional learning activities including program devising, monitoring, evaluating and sharing
- supervisors have experience in the accreditation process and play an active role in assisting beginning teachers achieve accreditation
- beginning teachers are encouraged to play an active role in King Street Public School's target groups where their expertise is often utilised
- timetable flexibility is provided when necessary to allow team-teaching as well as demonstration lessons to take place between beginning teachers and more experienced staff
- surveys are provided to beginning teachers regularly to enable the learning support and school leadership teams to tailor professional learning on a needs-basis.

Link to Beginning Teachers support:

https://detwww.det.nsw.edu.au/policies/staff/prof_learn/prof_learn_pol/PD20040017_i.shtml?query=professional+learning