

Raumati Beach School

Updated May 2019



The induction and mentoring programme is designed to support and guide you in your first few years of practice through to becoming a fully certificated teacher. The programme will focus on key aspects of the standards for the teaching profession: developing your knowledge and your application of this knowledge within the teaching and learning process.

Mandatory Elements

Regular recorded reflections

Whilst your programme is guided by a fully certificated and experienced teacher, the key to effective practice is on-going reflection. You need to reflect on your teaching and learning daily and *record your thoughts on a regular basis*. This may include blogs, journal, notes in your planner etc. This reflection should be targeted at teacher actions and student progress and achievement as a result of those actions.

Professional use of release time

As a first year Provisionally Certificated Teacher (PCT) you are entitled to .2 release (one day a week) and in your second year you will be entitled to .1 (one day a fortnight). This time is to be used to enhance and develop your professional practice and can be used in a number of ways: observations of other teachers, observations of yourself, professional readings, reflections, preparing resources, evaluating student data/learning, collection of evidence, etc. PCT release is provided to support your development and may be used by other staff to ensure this eg: release another teacher to observe you or speak with you.

A record of your use of release time is a formal part of the programme.

You must discuss with your release teacher the programme you would like them to run in your classroom. While reading and maths groups can be organised by yourself, it is suggested that you ask your release teacher to plan, resource, deliver and assess an independent unit so that you do not create extra work for yourself. In consultation with your release teacher, you could decide on a learning area and/or topic that you would like the students to experience.

Development plan-term overview

Your mentor teacher and yourself will plan *an overview* of your development on a termly basis. This should include an appropriate area of focus which can be drawn from your reflections and observations. Initially, we would expect you to focus on building a positive learning environment. This would include developing your management strategies, relationships with students and family, and ensuring that your class space is safe and well-presented. Your mentor teacher will meet with you weekly and a record of your meetings/programme's progress will be forwarded to the DP (student achievement).

Observations

Your mentor teacher will conduct *regular observations* of your practice, usually with an agreed focus. They may use a range of formats to do this and will share feedback with you, co-constructing next steps. There is an expectation that (on a regular basis) your mentor teacher will informally observe classroom tone and relationships. All observations form part of your evidence against the standards. You may seek to or be observed by other staff for a range of purposes: SENCO, DP, Principal, team leaders, curriculum leaders.

Report against the standards for the teaching profession

Each term, your mentor teacher will comment on your progress towards meeting the *standards for the teaching profession*. It is expected that your mentor teacher will comment on a minimum of two standards per term, and these comments will be entered on your appraisal template. This is your official record of your journey towards certification and should be retained as evidence of both the support programme and your learning. This report will also include reflections from your Team Leader and Principal. Other schools may find this useful if you are seeking employment during or at the end of your PCT time.

Have a vision & values

With the advent of the 2007 NZC, each school in New Zealand has developed their vision and values in consultation with the community. At Raumati Beach School, our vision is founded on local features and is central to the learning we see our students undertaking from Year 1 - 8. Our values support our vision and show our commitment to and understanding of the Key Competencies. Our *curriculum and supporting documents* (policies, procedures, strategic plan etc) are all based on this vision and are important to us. Become familiar with them, and use them!

Things we encourage

Wider observations

Seeing other staff in action and visiting other schools and professional services will give you a rich understanding of the breadth of skills required for effective practice. You should try to timetable some formal and informal observations on a regular basis. Your mentor teacher will be able to support you in selecting staff and/or places to visit which support your focus.

Careful use of PCT time

It is very easy to spend a lot of time focussed on the nuts and bolts of daily classroom organisation (planning units, collecting resources, wall displays, assessment etc) and while this is important, it is essential in your initial years of practice to focus on professional development. Some time each PCT day should be dedicated to developing your skills and knowledge. Completing your administration tasks at the back of another class, observing your release teacher in action with your students, doing walkthroughs and professional readings are all ways to develop your own understanding.

Developing a network

We encourage PCTs to initiate conversations with a range of staff, developing professional and personal relationships. Offering to share resources, contribute to planning, develop ideas, or take on some small initiatives is a great way to participate in our learning community and will aid your growth. Teaching is a tough job and having a support network strengthens your resilience.

Time out

Learning is a tiring business! It is important that you stay healthy and well and this means looking after yourself: sleep, nutrition, fitness, mental, emotional and social well-being all contribute to your ability to be effective. You will always find 'work' to do - you need to develop good routines and the ability to prioritise those tasks that will impact on learning. Then take some time out – mixing with friends, past-times, relaxation – these will help you remain 'grounded' in the real world and will fuel your energy.

Be an active learner

Celebrate your successes and growth, but also ask for help and accept guidance. Be prepared to be honest with yourself and your mentor teacher about what's going well and what's challenging you. There is a wide network of support available at RBS, beginning with your mentor teacher, and so much to be gained from leaning on them and

others.

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