

Policy and Guidelines - Probationer Teacher Induction Scheme

Policy Statement

Aberdeen City Council's policy is to provide co-ordinated support to probationer teachers on the Induction Scheme in accordance with the General Teaching Council in Scotland (GTCS) requirements and the Agreement, "A Teaching Profession for the 21st Century" which outlines the "Standard for Full Registration" (SFR).

These guidelines aim to:

1. Provide guidance on the induction, support and assessment of probationer teachers.
2. Explain the arrangements for consistent standards of induction, support and assessment of probationer teachers across all establishments.
3. Provide a framework within which probationer teachers are actively supported, in order to achieve SFR within the Induction Year.
4. Clarify the level of support which probationer teachers can expect.
5. Provide a framework and guidance for those involved in the support and assessment of probationer teachers.

These guidelines apply to probationer teachers who are participating in the Teacher Induction Scheme and are placed in Aberdeen City schools.

All other probationer teachers employed in Aberdeen City and seeking to achieve SFR by the "alternative route" (see Appendix 1) have access to the induction support programme, materials and assessment processes. Please note the GTCS definition of the "alternative route" is included as Appendix 1.

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1.0 Rationale

- 1.1 Aberdeen City Learning and Leisure Services is committed to ensuring that the strengths and development needs of probationer teachers are identified and addressed in a climate which is supportive and responsive.
- 1.2 It is essential that probationer teachers, staff in schools and the broader education service are familiar with the guidelines for the induction, support and assessment of probationer teachers.
- 1.3 Graduate teachers who are allocated to Aberdeen City for their Induction Year should receive full information about Aberdeen City Council and the work of the Education Service when they are sent confirmation of their placement to the City of Aberdeen.
- 1.4 The guidelines for probationer teachers in Aberdeen City Council will ensure support within the classroom and in terms of professional development.
- 1.5 These guidelines should be read in conjunction with the GTC Scotland guidelines "*Achieving the Standard for Full Registration*" and the support materials issued by the Authority "*The Induction Year or A Twelve Month Survival Guide*".
- 1.6 Throughout the Induction Year, probationer teachers will be asked to evaluate the induction and support which they have received to ensure continued quality provision.

2.0 Induction, Support and Assessment

2.1 Induction

2.1.1 Induction should be consistent throughout all Authority establishments.

2.1.2 Schools should provide all probationer teachers with...

- a school handbook
- school brochure
- the school based Continuing Professional Development (CPD) programme for the forthcoming session

...and introduce probationer teachers to their colleagues before starting teaching (wherever possible).

2.1.3 An introductory meeting to discuss practical details of the placement between the probationer and the Head Teacher or Depute Head Teacher should take place prior to the commencement of teaching wherever possible, or at least within the first week of the placement.

2.2 Support

2.2.1 Schools must ensure that a designated member of staff, referred to as the Mentor/Supporter is identified to support the probationer. The Scottish Executive provides funding of 0.1 FTE (Full Time Equivalent) to the Local Authority for each probationer teacher in the Induction Scheme. This 0.1 FTE allowance is devolved to the school to facilitate support for the probationer during the Induction Year.

2.2.2 School based support will involve a member of staff designated as a Mentor/Supporter. The Mentor has responsibility to ensure that the probationer teacher is supported through:

- regular meetings
- consistent support and guidance
- co-operative teaching
- classroom observation
- advice on staff development opportunities
- completion of GTC assessment forms (Interim & Final Profiles)

This support may be provided directly by the Mentor or a designated member of staff. In secondary schools Line Managers will play a major role.

2.2.3 Schools must ensure that probationer teachers are provided with a maximum teaching commitment of 0.7 FTE (including preparation time) and continuing professional development (CPD) of 0.3 FTE, as expressed in the Agreement *"A Teaching Profession for the 21st Century"*. The Scottish Executive provides funding of 0.3 FTE to the Local Authority for each probationer teacher in the Induction Scheme to facilitate the 0.3 CPD requirement.

2.2.4 All probationers are entitled to consistent support throughout the whole of the probationary period. The Authority's CPD programme for probationers will be flexible to meet the needs of teachers during their Induction Year.

2.2.5 The Local Authority will provide all those involved in the delivery of the Induction Scheme (Senior Managers and Mentors/Supporters) with appropriate training.

2.2.6 The Authority will support all probationer teachers by providing:

- *Policy and Guidelines* for probationer teachers
- Support materials - "*The Induction Year or A Twelve Month Survival Guide*", updated annually
- A CPD programme which aims to:
 - enhance teaching skills acquired through initial teacher training
 - share good practice
 - provide networking opportunities
- A Development Officer who will oversee support for all probationers in specific and generic issues and also arrange for *Support Networks* to be established for both probationers and mentors.

2.3 Assessment

2.3.1 Consistent support is available from the Authority and in school for probationer teachers across the City and across sectors. Probationer teachers should be made aware of the programme of school support and the staff development opportunities provided by the school and the authority.

2.3.2 From the beginning of the Induction Year, teachers will be advised about assessment arrangements.

2.3.3 Throughout the Induction Year, the Probationer Teacher will be assessed according to GTC guidelines. The criteria for assessment will be clear and made explicit to the Probationer.

2.3.4 The criteria for assessment of probationer teachers must include the following (as outlined in the GTC Scotland guidelines "*Achieving the Standard for Full Registration*" -

- planning and preparation
- effectiveness of teaching and learning
- assessment of pupil learning
- relationships with pupils, parents and staff
- professional and personal qualities
- commitment to continuous professional development
- response to feedback

2.3.5 A range of means of assessment should be considered by the school. These can include:

- classroom observation
- co-operative teaching
- monitoring of forward plans and records of work
- evidence of pupil learning
- monitoring of classroom organisation and management

2.3.6 The Authority's *Policy For Professional Review And Development and Continuing Professional Development Of Teaching Staff* encourages a school ethos whereby supported self-evaluation is an integral part of the personal development of all teachers.

However, the following points should be noted in relation to classroom observation.

- In most instances, the observer will be the member of staff designated as Supporter/Mentor for the probationer or Head Teacher/Line Manager
- The times for observation must be pre-arranged and mutually agreed.
- Self evaluation should play a key role in classroom observation.

2.3.7 Schools should ensure that the probationer takes responsibility for the upkeep of the Interim and Final Profiles during the induction year

2.3.8 Schools should ensure that the *Key Strengths* and *Professional Development Action Plan* sections of the Interim and Final Profiles are completed to the satisfaction of the Head Teacher.

2.3.9 It is the responsibility of the school to ensure that everything contained within the Interim and Final Profiles has been previously discussed with the probationer.

2.3.10 Where a school considers it likely that a probationer teacher's Interim or Final Profile will be deemed, "*Unsatisfactory*", the Local Authority Development Officer (Support for Probationer Teachers) must be informed as soon as possible in order that an Action Plan of appropriate support can be negotiated.

3.0 Allocation of Probationer Teachers

- 3.1 Allocation of probationer teachers will be done in conjunction with the annual school staffing exercise.
- 3.2 The Authority would wish to ensure that, throughout their Induction Year, probationer teachers are given every opportunity to develop their teaching skills in an environment where they are supported.
- 3.3 Every School will have a designated member of senior staff who has overall responsibility for probationers. This member of staff will have a role in the induction, support and assessment of probationers and be responsible for ensuring that the probationer has all the relevant general information pertaining to the school, i.e. school handbook / induction pack

Probationer teachers should also be provided with relevant course outlines, curriculum guidance, support materials and resources.

- 3.3 The Mentor/Supporter's responsibility is to ensure a programme of support within the school to include :
 - regular meetings
 - support for classroom management
 - constructive evaluation and feedback

In secondary schools this support is likely to be provided by the Line Manager.

- 3.4 If problems do arise the mentor should contact the Development Officer (Support for Probationer Teachers) to provide additional support and advice. If problems are very serious then the probationer teacher should be reminded that advice is available to them from their professional association.
- 3.5 The level of support should be maintained throughout the full 1 year induction period.
- 3.6 The Development Officer (Support for Probationers) will oversee support arrangements for all probationer teachers.

4.0 Quality Assurance - Monitoring and Evaluating

- 4.1 Schools should monitor and evaluate the progress of probationer teachers in terms of these guidelines and the registration procedures set out by the General Teaching Council. Schools in October each year will measure the effectiveness of their induction provision against the criteria *published in the GTCS Guidance for schools*.
- 4.2 Each school will carry out a brief self-evaluation of their own induction provision in advance of the termly Education Officer's QA visit. The self-evaluation will be discussed with the Education Officer and the results shared with the Development Officer (Support for Probationer Teachers) who will provide assistance to individual schools if required.
- 4.3 The Authority will monitor the overall effectiveness of the scheme through questionnaires completed by probationers, headteachers/co-ordinators and mentors. These should be submitted by the end of June each year. The results of the questionnaires will be shared with relevant colleagues.
- 4.4 The authority will compare the number of probationers who successfully complete the Induction Scheme without extension with the national numbers as reported by the GTCS. Any variation will be examined to determine the reasons, and whether any improvements need to be made for the following school session.

Definition From the General Teaching Council for Scotland (GTCS)

Alternative Route to the Standard for Full Registration

Although the vast majority of teachers will complete their period of probation and achieve the Standard for Full Registration (SFR) through the Teacher Induction Scheme, some may select an alternative route, either accumulating supply days or choosing to complete their probationary period outwith Scotland. In these cases, it is envisaged this will take longer than the one year period (possibly 4 terms or approximately 270 teaching days) as it is unlikely that these probationer teachers will have received the same level of support or access to professional development activities. However, a record of the support provided, the teaching observed and the Continuing Professional Development (CPD) undertaken must be maintained as part of the Interim and Final Reports/Profiles.

Teachers seeking to achieve SFR by the *Alternative Route* must still attain the same professional standard expected of teachers within the Induction Scheme. It is the role of the Local Authority Development Officer to ensure that effective support is provided for such teachers.