

Professional Practices Policy

Rationale:

Our setting/service/school values its qualified and certificated teachers and the contribution they make to ensuring a quality learning environment for our children/students. We believe that the professionalism of these teachers is our collective responsibility. The Education Council expects teachers to abide by a Code of Ethics for teachers, to commit to ensuring positive outcomes for children and their families, and to be treated as professionals.

Purpose:

This policy is designed to ensure all registered and certificated teachers in our service/school experience an environment that affords them professional respect. To ensure this our service/school will ensure provisionally certificated teachers receive a comprehensive and appropriate induction and mentoring programme that will enable them to make the transition to being fully certificated. Our fully certificated teachers (FCT) will be supported in their professional growth through our appraisal process (see Appraisal Policy) to be assured of ongoing certification. Any conflicts of interest will be identified and the service will ensure an alternative course of action.

Procedures:

Provisionally certificated teachers (PCT)

1. A mentor will be allocated to the PCT after a discussion and input from the PCT. Where there is a **conflict of interest** (e.g. the available mentor is a relative) the service/school will work to find an alternative person for this role.
2. The mentor, PCT and professional leader/principal (PL) will hold an initial meeting where the expectations and requirements of the induction and mentoring programme will be discussed. This will be in accordance with the Education Council's *Guidelines for Induction and Mentoring and Mentor Teachers*.
5. The service/school will ensure that the mentor teacher's time and any associated costs are recognised and recompensed.
6. The PCT's attendance at professional development programmes or PCT networks is encouraged but must be agreed to by the mentor teacher and service management/principal and be seen to contribute to the ongoing development of the PCT.
7. Discussion about the professional development programmes that a PCT may wish to access must be done with enough prior notice to enable the service to locate a suitable reliever for the PCT.
8. The PCT must endeavour to make appropriate use of the non-contact and professional development time to ensure progress towards meeting the Practising Teacher Criteria and the goals agreed to with the mentor teacher.
9. (ECE specific) Should the PCT and mentor need to use out of work hours to conduct their meetings due to difficulties in accessing relieving teachers the service will recognise this time as work and provide recompense.
10. Ongoing feedback should indicate whether a PCT is making suitable progress. Towards the end of the second year of the induction programme, if not before, a meeting will be held with the mentor teacher, PCT and the PL to gauge whether the PCT will be recommended for full certification.
11. Should a mentor teacher be unable to recommend the PCT for full certification at the completion of the two-year programme a plan will be developed to provide an additional mentoring period. Funding for this will be covered by the teacher's yearly professional development allocation (see [service's] Professional Development Policy).

12. The final recommendation for full certification is made by the mentor teacher and endorsed by the PL.
13. The cost of applying for full registration will be met by [the ECE Service/School].

Fully certificated teachers (FCT)

14. All FCTs are expected to maintain the currency of their full practising certificate and apply for renewal in good time as part of their employment contract.
15. The setting/service/school will photocopy teachers' practising teacher certificates and maintain a register of renewal dates.
16. FCTs will be involved in an ongoing appraisal process by a fully certificated teacher. (See the Appraisal Policy for the procedures involved)
17. Where the leader/manager is not a fully certificated teacher the service will ensure a suitable appraiser is provided and where necessary a colleague who is a fully certificated teacher is also involved.

Conflict of Interest

It is recognised that a relative or close friend cannot be the mentor or appraiser of a certificated teacher. Should a relative or close friend be in a leadership role the setting/service/school will ensure that a mentor or appraiser is provided/contracted to avoid a conflict of interest.

Allied resources:

Ministry of Education. (2009). Funding handbook (chapter 5-2). Download from <http://www.lead.ece.govt.nz/ManagementInformation/Funding/FundingHandbook.aspx>

Education Council. (2016). *Guidelines for induction and mentoring programmes and mentor teachers*. Download from <http://educationcouncil.org.nz/content/induction-and-mentoring>

Education Council. (2015). *Practising Teacher Criteria*. Wellington: author.

Teachers' Professional Development Policy Appraisal Policy