



# NEW PLYMOUTH BOYS' HIGH SCHOOL

TE KURA TAMATĀNE O NGĀMOTU

<b>Title</b>	<b>STAFF PROFESSIONAL TRAINING AND DEVELOPMENT</b>
<b>Reference Number</b>	C303
<b>Section</b>	Staff
<b>Written By</b>	Professional Development Committee
<b>Checked By</b>	NPBHS BOT Policy Committee
<b>Approved By</b>	NPBHS Board of Trustees
<b>Issue Date</b>	28 September, 2000
<b>Review Date</b>	November 2025
<b>Associated Policies</b>	Staff Review and Appraisal/Support Team/Extended Educational Leave
<b>Associated Procedures</b>	

## RATIONALE :

To approve and support a staff development programme that enhances the educational opportunities of students and improves the skills, professional knowledge, pedagogy and career enhancement of all staff. The school's professional learning and development programme will be developed to reflect the school wide goals and priorities as documented in the strategic and annual plans.

## PURPOSE :

1. To provide all staff (teaching and support staff) with access to professional learning and development opportunities in a fair and equitable way ensuring that school-wide, curriculum, classroom and personal development needs are met.
2. Staff training must be on-going and the principles, practices and resources are to be seen as complementing the teacher's individual professional development and learning plans.
3. To provide a formal system for the induction of Beginning Teachers and new staff.

## GUIDELINES :

1. This Policy has as a focus the concept of Staff Development to enhance student learning.
2. The professional learning and development programme will operate at a number of levels;
  - Community Wide through Consultation and involvement in Kahui Ako
  - School wide via the Literacy Across The Curriculum (LATC) and Numeracy Across The Curriculum (NATC) PLD project leaders.,
  - At a faculty and Individual level via the individual professional development and learning plans.



3. In deciding on the methods of achieving goals, the following methods of professional development should be considered.
  - a. Within the Faculty
    - Observations by HOFs/HODs/Senior teachers by HOF
    - Peer observation
  - b. Visits by the Senior Leadership Team (SLT)
  - c. Guidance from the Specialist Classroom Teacher and PCT mentor teachers
  - d. School-based in-service courses via TOD.
  - e. National in-service courses. These are advertised in the Education Gazette, and staff should be encouraged to apply.
  - g. Courses for which staff are nominated from areas outside the school's jurisdiction. Application for release should be made to the Deputy Headmaster - Education via the Head of Faculty.
  - h. Subject conferences.
  - i. Visits to other schools that have staff or departments of particular strength. Application should be made to the Deputy Headmaster via the Head of Faculty. .
  - j. Staff should be supported to sit relevant extra-mural papers.
  
4. Finance for staff development is a budgetary element approved by the Board of Trustees.
  
5. The monitoring of staff professional development will be carried out by the Deputy Headmaster - Education
  
6. Specifically the Deputy Headmaster - Education's function will be :
  - a. To monitor the review and PLD system.
  - b. To decide and allocate re participation in regional in-service courses.
  - c. To decide on the provision of school-based in-service courses.
  - d. To present a budget of funding for the following year and report to the Board of Trustees regularly.
  - e. To receive relevant feedback from Teachers attending the courses.
  
7. In addition to the Individual PLD system, all beginning teachers are to receive advice and guidance in years one and two. The organisation of this is the responsibility of the Deputy Headmaster - Education who delegates supervision of the teacher to a particular HOF/HOD via the SCT The mentoring programme will take the form of:
  - a. Tutorials with teacher-in-charge of PCTs
  - b. Supervision of lesson preparations
  - c. Classroom visiting
  - d. Personal counselling
  - e. Lesson critiques

At the end of the two years, the suitability of the beginning teacher will be assessed using the teacher certification criteria, specified by the Teachers' Council.
  
8. In the case of new assistant teachers, who are professionally experienced, advice and guidance will involve induction by senior management, SCT and the Heads of Faculty.
 

In the case of senior appointees, advice and guidance will be provided by other senior staff and management.
  
9. Advice and guidance for new support staff will involve being:
  - Shown around the school, and introduced to staff members.
  - Made familiar with the systems and functions of the particular section employed in.



- Made aware of health and safety requirements/procedures.
- Given full support and training in the operation of all equipment that they will be using.
- Met initially at least once each week with their direct senior to discuss any problems and gain support, guidance and advice.
- Made welcome by all staff members and to be made to feel part of the school team.

10. Criteria for funding of Professional Development

All criteria for funding of Professional Development must be linked into the goals and objectives of the school as a whole. Faculty goals must be given priority within this.

Any professional development must benefit students through any or all of the following areas:

- Curriculum
- Classroom management
- Teaching strategies
- Administration
- Environment
- Improved quality of support staff

Cases will be looked at individually, but in general terms there will be a ranking as follows:

- a. Not negotiable changes that must take place - eg - NCEA and Curriculum changes.
- b. Whole school development projects.
- c. Personal development
  - i. Classroom management, teaching methods, curriculum development.
  - ii. Management/administration training (especially new PR Unit Holders/ HOD's).
- d. Extended Educational Leave - One off activities designed to enhance the personal or departmental performance.

**Note :**

- i. "C" includes courses provided by internal or external providers, conferences and tertiary papers (Up to 50% reimbursement of tertiary fees upon passing a paper/course that relates directly to teaching/administration.
- ii. Any reimbursement will be on the basis of actual and reasonable expenses, supported by receipts or tax invoices, providing approval has been given by the Director of Teaching and Learning

