



NEW PLYMOUTH BOYS' HIGH SCHOOL

TE KURA TAMATĀNE O NGĀMOTU

Title	STAFF PROFESSIONAL TRAINING AND DEVELOPMENT
Reference Number	C304
Section	Staff
Written By	Professional Development Committee
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Associated Policies	Staff Review and Appraisal/Support Team/Extended Educational Leave
Associated Procedures	

RATIONALE :

To approve and support a staff development programme that enhances the educational opportunities of students and improves the capabilities of all staff.

PURPOSE :

1. To allow staff to reach their potential for the benefit of the students they teach and manage.
2. Staff training must be on-going and the principles, practices and resources are to be seen as a cycle of Professional Development.
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. In the annual review each Head of Department will be required to give to the reviewer a copy of their Professional Development Requests, (linked to the school's overall goals), for the following year.

This strategic plan should show the following : departmental goals, action needed to achieve the goals, personnel responsible, timeline and budget.



3. In deciding on the methods of achieving goals, the following methods of professional development should be considered.
 - a. Within the department - visiting by HOD
visiting to HOD
'period' visiting
'buddy' system
departmental 'sharing' meetings
 - b. Visits by senior management/mentor.
 - c. Guidance from Teacher Support Staff, PRT mentor and SCT teacher.
 - d. School-based in-service courses.
 - e. Regional in-service programme.
 - f. 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 in-service co-ordinator.
 - h. Subject conferences.
 - i. Visits to other schools that have certain access, staff or departments of particular strength. Application should be made to the in-service co-ordinator.
 - 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 Professional Development Coordinator.

6. Specifically the Professional Development Coordinator's function will be :
 - a. To monitor the review and appraisal system.
 - b. To decide on 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 an evaluation report from course members.

7. In addition to the appraisal system, all beginning teachers are to receive advice and guidance in years one and two. The organisation of this is the responsibility of the teacher-in-charge of PRTs who delegates supervision of the teacher to a particular Head of Department. The mentoring programme will take the form of:
 - a. Tutorials with teacher-in-charge of PRTs
 - b. Supervision of lessons
 - 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 registration criteria, specified by the New Zealand Teachers' Council.

8. In the case of new assistant teachers, who are professionally experienced, advice and guidance will involve induction by senior management and the Heads of Department.

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. Departmental 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 Professional Development Committee.

