

PROCEDURE 57: STAFF PROFESSIONAL DEVELOPMENT

Rationale:

All staff are encouraged to take responsibility for their own professional development. The process of staff professional development commences at the time of the appointment of a new staff member.

Purposes:

1. To outline the procedures relating to professional development.
2. To ensure that all staff understand that they are entitled to and expected to continue to develop professionally.

Staff Induction:

Our induction process involves providing information, training, observation, and mentoring. All school staff play a role in welcoming and integrating new staff into Whareorino School. Our induction process and procedures cover but is not limited to:

- **community and school:** our school – tamariki – staff – community – OUR PEOPLE
- **matters concerning personnel:** member on the staff, staff wellbeing, code of conduct, school culture and expectations, job description, accessibility of guidance and support
- **school structure, organisation, and administration:** policies and procedures, planning – evaluations – reporting, appraisals – professional growth cycle – staff responsibility schedule, strategic plan – annual plans – budgets – professional learning and development plan

Who is responsible for specific new staff inductions?

1. The Principal inducts all newly appointed staff. Staff completing their induction programme are responsible to ensure they meet the requirements of their induction and investigate and question aspects they are personally responsible for and, or unsure about.
2. Should Whareorino School be in a position, due to roll growth, to appoint a Provisionally Certificated Teacher (PCTs) will have the guidance and support of an experienced, fully certificated colleague. Provisionally certificated teachers (PCTs) are teachers who have qualified to teach by successfully completing an approved initial teacher education programme in New Zealand or been granted recognition of an overseas teaching qualification. They then complete at least two years of teaching and undertake a structured programme of induction and mentoring which enables them to demonstrate that they meet the Standards of the Teaching Profession - [Guidelines for Induction and Mentoring and Mentor Teachers](#)

Guidelines:

1. Requirements for professional development will be planned to support the strategic and annual plans.
2. Through teacher professional learning and development there is a focus on every child and young person:
 - attaining their educational potential
 - developing the abilities and attributes outlined in the [national education and learning priorities](#)

- having an appreciation of the importance of; the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori
3. All staff will be expected to take part in the whole school professional development. In order to be eligible to apply for financial assistance for Personal Professional study, full engagement in whole staff professional development is a requirement.
 4. Personal professional development will be targeted through the teacher's professional growth cycle. Staff can apply for courses of personal interest, however if these are not related to the corporate or personal professional goals, they may not be approved. Ancillary staff will access professional learning and development opportunities relating to appraisal outcomes and annual goals.
 5. Staff are encouraged to attend courses outside of school time that will improve their qualifications and improve child learning. All applications for study assistance must be presented in writing to the Board, by the end of Term 4 the year prior to the take of study.
 6. Staff undertaking **prior** approved courses of study through reputable providers may apply to have **up to 50%** of the course fee paid. If the course is successfully completed, and on production of evidence of improved student learning resulting from the course, staff may apply for all or part of the remaining course fee. There is a finite budget of \$2,500.00 allocated for this purpose. Staff will be entitled to equal shares should the budgeted amount be exceeded by claims from staff.
 7. Staff who fail to complete or pass any course will be required to repay any funded granted.
 8. Any professional development supported by the school should result in some feedback to colleagues in team and staff meetings.
 9. Integral to the principles of providing quality professional development and learning for school staff is:
 - the school will take all reasonable and practicable steps so staff may meet duty of care to all tamariki, while being equipped to meet their own professional roles and responsibilities
 - ensure health and wellbeing (hauora) is well considered and acted on individually and as an organisation
 - a cooperative, collaborative work environment is centre place in the work environment and culture of the school
 - thinking, talking, implementing, reviewing, and evaluating personal, school aims and objectives, provides a culture of continuous school-wide improvements
 - staff integrity and conduct provide high levels of trust from students, colleagues, members of the board and community



C. Stevenson
PRINCIPAL

Dated: 17 March 2022