

PROVISIONALLY REGISTERED TEACHER

PROCEDURE

**RATIONALE:**

Teachers at the beginning of their careers need additional support, guidance and care. In addition the school is required to offer a programme of advice and guidance for all teachers seeking full registration.

**PURPOSE:**

1. To ensure beginning teachers are supported at this School.
2. To offer guidelines for tutor teachers.

GUIDELINES

Role of the PRT

* Respond positively to the assistance given.
* Identify and communicate personal strengths and needs.
* Seek advice and assistance when necessary.
* Be prepared to meet regularly with the tutor teacher and the Principal.

### Role of the Tutor Teacher

* Collaboratively plan the induction programme and the use of the 0.2 professional development time with the PRT.
* Schedule regular meetings.
* Make frequent formal and informal visits to the PRT’s classroom.
* Model good teaching practices.
* Provide positive feedback.
* Keep a full record, in consultation with the PRT, of the advice and guidance given.
* Assist with planning, record keeping, monitoring, assessment and evaluation procedures.
* Observe and identify the strengths and needs of the PRT.
* Recognise and encourage the distinctive teaching style of the PRT though the style may differ from that of the tutor teacher.
* Provide access to a variety of learning resources.

**The Role of the Principal**

* Oversee the supervision and guidance programme.
* Take a part in the process as agreed with the tutor teacher and the PRT. This will include classroom visits, discussion times etc.
* Receive monthly reports.

## Use of 0.2 Professional Development Time

PRTs are entitled to 5 hours each week, which are to be used for their professional development. This can be used in a variety of ways. This will be collaboratively planned and recorded on the planning format.

**Some of the professional development time can be used by the tutor teacher for:**

* Planning the induction programme.
* Observing and demonstrating in the PRT’s classroom.
* Accompanying PRT on class trips.
* Writing monthly reports and documenting advice given.
* Meeting with the Principal
* Attending tutor teacher in-service courses.
* Assisting with parent communication.

**Some of the professional development time can be used by the PRT for:**

* Getting to know the children, through informal discussion with individuals.
* Working with a small group or individuals within the classroom.
* Observing in the tutor teacher’s classroom.
* Observing individual children while the release teacher takes the class.
* Monitoring, assessing and evaluating children’s progress.
* Consulting with the principal, advisors, and resource people.
* Becoming familiar with the resources in the school including, the charter, school policies, and curriculum programmes.
* Consulting with parents.
* Attending in-service courses.
* Observing teachers within the school.
* Studying professional material e.g. curriculum documents etc.
* Documenting and evaluating the induction programme and setting new goals related to needs.
* Completing school records and reports.
* Visiting other schools and educational services.
* Meeting with other PRTs from surrounding schools.

## SUGGESTIONS FOR A GUIDANCE PROGRAMME

***Term 1 and 2 – Establishing classroom routines Focus:***

* Establish control techniques.
* Establish the physical environment.
* Plan by setting objectives.
* Observe all children regularly – to gather information about what they can do.
* Check knowledge of the following points
* Names of Staff and Board of Trustees
* Plan of School
* Charter/goals of school
* Absence from school
* Bell times
* Staff functions and social functions
* Use of the library
* Lost Property
* Storage of Art, Phys.ed equipment, musical resources etc
* List of equipment stored in each classroom and where to get replacements
* What happens if equipment breaks down
* Insurance cover for personal items kept at school
* First Aide procedures
* Security and school keys
* Use of photocopier, video ,ICT
* Playground duty – wet weather procedures
* Assembly
* Staff and Syndicate meetings
* Lunches
* Address needs identified by the PRT and support teacher.
* Organise classroom resources
* Discuss involvement with parents including parental help in the classroom.
* Begin to focus on curriculum areas one at a time (start with strengths).
* Long term planning for Terms 2/3
* Assessment procedures and reporting – *National Standards*

# ***Term 3 – School Focus***

* Refine and extend the objectives for Term 1.
* Continue to focus on the curriculum areas one at a time.
* Observe in other rooms within the school.
* Become familiar with the role of professional visitors or other staff e.g. reading recovery, special needs, resource teacher of reading, dental nurse, classroom support staff, administration staff and librarian.
* Become familiar with the school’s evaluation, record keeping, and reporting procedures, e.g., 6 year net, parent teacher conferences, reports and school records.
* Become familiar with the school enrolment procedures.
* Attend a Board of Trustees Meeting.
* Long Term Plan for Term 4

#### Term 4 – Wider Community Focus

* Refine and extend objectives from Term 3.
* Continue to focus on one curriculum area at a time.
* Continue to build up knowledge of professional resources.
* Visit other schools.
* Become familiar with the role of educational agencies e.g. psychologists, SES and Public Health Services.
* Explore the local community.
* Become familiar with parents as resource people.
* Evaluate the year.

# **Notes for PRTs**

##### Before the First Day

* Read the School Charter/Strategic Plan, Curriculum Programmes, policies and procedures.
* Find out from your tutor teacher what preparations you can make to make a prompt beginning to the subject areas at the beginning of the school year.
* Prepare a number of activities, which you can use to occupy, groups of children during the first week. This could include preparing tapes for use on the listening post, activity sheets etc.

* After you have seen the classroom, decide how you are going to arrange the seating.
* Contact the Principal so that you can get keys and information regarding alarm systems to get into your classroom. Visit the school library and make yourself familiar with the routines and buying procedures.

# ***Teacher Only Day***

**By then you should have:**

**Computerised**

* Class List
* Stationery List
* Progress records for the children

**Establish these Routines Early:**

**Personal -** Dress formally to show that you are a professional. Do not dress casual as for the weekend.

**-**Consider how you want them to speak to you and to each other – keep it formal especially your name (Mr.… Mrs.…..Miss….)

* entering and leaving the room
* moving around the school as a class
* going to the toilet
* the level of talking during work time
* monitors
* setting out in books
* storage in the classroom
* marking of children’s work
* cloakroom and individual pegs(labeled)

**During the first 2 weeks try to:**

* Hear each child read as soon as possible.
* Discuss with your tutor teacher how to make individual investigations of the struggling learner.
* Try to make time to observe children at work and take notes.
* Find out what is known in each subject area. This is where you start.

## Documentation

* Each month the tutor teacher and the PRT will collaboratively plan the use of the 0.2 time.
* Each month the tutor teacher will write a report reflecting the criteria outlined in the school PRT’s Job Description, looking specifically at the Points of Strength and Points for development.
* The points for development should then be transferred onto the next month’s 0.2 time format. All aspects need not be covered in each report.
* The PRT will fill out a self-evaluation and the Principal will add comments.

**Review Responsibility: *Principal & DP /Tutor Teacher***

**Date Confirmed: 28 March 2017**

**Principal: ………………………………………………………………..**

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| PROVISIONALLY REGISTERED TEACHER’S REPORT | | | | | | | | |
| **Name:** | | | | **Class:** | | **Date:** | | |
| Criteria | | Points of strength | | Points for Development | | **PRT Comments** | | Principal’s Comments |
| Professional Knowledge | |  | |  | |  | |  |
| **Teaching**  **Techniques** | |  | |  | |
| **Classroom**  **Management** | |  | |  | |
| **Communication** | |  | |  | |
| **Support for and co- operation with others** | |  | |  | |
| **Motivation of Students** | |  | |  | |
| **Contribution to wider school activities** | |  | |  | |
| **General Comments:** | | | | | | | | |
|  | | | | | | | | |
| Tutor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |
| PROVISIONALLY REGISTERED TEACHER’S PROFESSIONAL GUIDANCE PLAN | | | | | | | | |
| **Week:** |  | |  | |  | |  | |
| Focus **and**  Discussion |  | |  | |  | |  | |
| PRT **Release** |  | |  | |  | |  | |
| **Tutor Teacher**  **Release** |  | |  | |  | |  | |
| **Release**  **Teacher**  **Plan** |  | |  | |  | |  | |
| **Major Events** |  | |  | |  | |  | |
| **P.R.T**  **Diary of Release Time** |  | |  | |  | |  | |